The materials for the Normalcy Training curriculum were produced by the Child Welfare Leadership Program Class IV, Normalcy Training Project Team with the Department of Children and Families in August 2008.
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**Historical Perspective**

The 2007-2008 Child Welfare Leadership Team Class IV is comprised of 27 child welfare professionals from the Department, Community Based Care agencies, and Sheriff Offices from around the State of Florida. These individuals represent Child Protective Investigations, Services Counselors, Supervisors, Child Legal Services and Administrators and Trainers from Operations and Program Management.

The creation and development of a Statewide Normalcy Training curricula became apparent during our Class Meetings when we began to discuss what different Circuits, Regions, Agencies were implementing in respect to training staff and community partners ‘Normalcy’ for our children and youth in licensed out-of-home care. Unfortunately, very few had a curricula or training that was provided to staff on the guidelines and legal definition of ‘Normalcy’. Also, the mandated Normalcy Plans were not being developed for the youth and most licensed caregivers and providers were unaware of the guidelines and need for our youth to have opportunities for ‘normal’ age-appropriate experiences.

The intent of developing this Statewide Normalcy Training curricula is to educate the many Stakeholders that interact with our youth on an on-going basis. We have included Statutes and Florida Administrative Code to assist the many stakeholders in identifying their role and responsibilities for providing Normalcy opportunities to our youth in licensed out-of-home care.

Our main goal is to provide the child welfare professionals from the many different arenas the education and knowledge to assist our youth in becoming and acquiring normal childhood experiences and skills in order to lead a successful adult life. We are encouraged that by providing this training it will help reduce placement disruption, encourage partnership and collaboration amongst the stakeholders and allow the opportunity for our Youth to be successful.
Child Welfare Leadership Program Project Team Members

The Normalcy Training curriculum was developed by the following Child Welfare Leadership Program Class IV participants:

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The Normalcy Training Curriculum Project Team Members wish to thank their Child Welfare Leadership Program Classmates for their assistance and support in creating and developing the training curricula.

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Course Description

*Purpose:*

To educate and provide knowledge to partners in child welfare to ensure children maintain stability and positive connections while placed in licensed out-of-home care. The training will create a better understanding of the partnership between the youth, caregivers and agency staff who are entrusted to their care. Chapter 39 and Florida Administrative Code have included Normalcy Plans and the need for youth in licensed out-of-home care to be provided with opportunities for normal childhood experiences and skills.

*Target Audience:*

This curriculum is intended to meet the needs of any and all agencies involved in the child welfare and child protection system. Staff employed by the Department of Children and Families, Community Based Care Agencies, Law Enforcement Agencies, Guardian-ad-Litem, Child Legal Services, and other community partners working to provide children in licensed out-of-home care with a safe and permanent environment that will promote the youth’s skills for independent living.

*Implementation:*

This curriculum is encouraged to be implemented into the Child Welfare Pre-Service Training curricula, Model Approach to Partnership in Parenting (MAPP) Training and provided to all staff on an on-going basis as In-Service Training.
Training Objectives

Topic One – Introduction

- Describe the Need for Normalcy Training

Topic Two – Legal Definition and Guidelines for Normalcy

- Defining the concept of ‘Normalcy’
- Describe the primary legal references for Normalcy in Florida Statute and Florida Administrative Code

Topic Three – Roles and Responsibilities

- Overview of Independent Living and Normalcy partnership
- Identify Stakeholders and their impact on Normalcy
- Define the roles of the Primary Stakeholders

Topic Four – Summary and Closure

- Identifying How to put Normalcy into Practice
Display PP2 Slide – Training Objectives

- Provide an introduction to Normalcy
- Provide and overview of Legal Definitions and Guidelines for Normalcy
  - Identify the Primary Stakeholders and their Role and Responsibilities
- How to put the requirements into case work practice.

Provide a brief description of the overall Training Objectives that will be presented during the training time. Refer participants to the Resource Guide that will be used during the training and is provided to the participant.

**Objective: Describe the Need for Normalcy Training**

Display PP3 Slide – The Importance of Normalcy

In order to understand the ‘need’ for Normalcy Training – we first need to understand the importance of Normalcy in our youth’s lives. *(Briefly, open questions up to the audience and summarize the need – identify that the goal of this training is to answer the following questions on Normalcy)*

(Ask) ? Why is Normalcy important for our youth in out-of-home care.

Have brief discussion on the following points:
- Normalcy for Youth *(Why is Normalcy important for Youth in out-of-home care)*
- Developing Normalcy or Teen Plan *(Why is important to develop a Normalcy or Teen Plan for their activities)*
- Involvement of the Youth in development and on-going needs *(Why is important to have the Youth involved in the staffings, court hearings and plan development)*
Collaboration between partners and providers  
(Why do we need to include everyone in Normalcy)

A standardized Normalcy Training curriculum is needed to present the legal mandates and requirements for Normalcy with our youth placed in licensed out-of-home care; and also to identify and support the youth’s need for normal childhood experiences and opportunities to prepare for independent living.

It is a collaborative effort between the Department of Children and Families, Community Based Care Agencies, Sheriff’s Offices and other community partners who work with our youth to strengthen their skills while in licensed out-of-home placement.

In order to understand the concept of Normalcy, it is best to hear from a youth who was placed in licensed out-of-home care and their story of what they achieved.

> Show Video – ‘A Journey to Normalcy’

Encourage each of the participants to think about during the training at least one idea and task they can implement immediately upon return to their office in regards to Normalcy. Ask the participants to write that idea and task onto a post-it note during the training. At the end of training, ask a few (3 or less depending on time) participants to share their idea and task they identified.

TOPIC TWO – LEGAL DEFINITION AND GUIDELINES FOR NORMALCY

Objective: Define the concept of ‘Normalcy’

We’ve briefly discussed the importance of Normalcy, now we need to answer the question of ‘What is Normalcy’ to understand the history of Normalcy and the legal mandates:
What is Normalcy

Normalcy is the right for ALL YOUTH in licensed out-of-home care the opportunity for normal growth and development; to include age-appropriate activities, responsibilities and life skills.

In 2005, the State Youth Advisory Board (a leadership group comprised of child welfare advocates and current and former foster care youth) met with former Department of Children and Families Secretary, Lucy Hadi, during legislative session regarding the issues and concerns from across the State regarding the lack of skills and opportunities are youth in licensed care were not being provided.

On August 31, 2005, Secretary Hadi wrote a memorandum addressing Normalcy for Children in the Custody of the Department. The memo included reference to the barriers that our youth were experiencing while placed in licensed care and provided guidance in allowing teens in foster care to be provided a normal living environment.


July 1, 2008, Legislative updates clarified the language that ALL youth in out-of-home care are required to have a Normalcy or Teen Plan.

Objective: Describe the Primary Legal References for Normalcy in Florida Statute and Florida Administrative Code

Review PP4 Slide (Legal Definitions for Normalcy) briefly.

Display PP6 Slide – Legal References for Normalcy
• FL Statute – Chapter 409.1451
• FL Administrative Code

• 65C-13 Substitute Care of Children  *(This FAC has been updated as of April 6, 2008 to reflect and clarify the language regarding Normalcy and Teen Planning)*
  • 65C-28.009 Adolescent Services
  • 65C-31 Services to Young Adults Formerly in the Custody of the Department

Then transition to PP7 and briefly discuss the following legal directives and mandates regarding Normalcy:

➢ Display PP7 Slide – Normalcy for Foster Care Children

Florida Statute 409.1451 – Agency Responsibilities include
• Providing youth the opportunities to participate in life skills in their foster home placement and communities being reasonable and appropriate for their ages and taking into consideration any special needs they have.
• Providing services to build life skills and increase ability to live independently and become self-sufficient.
• Support opportunities for participation in age-appropriate activities.
• Working closely with youth to set early achievement and career goals for educational employment experiences.

➢ Display PP8 Slide – With This Focus on Normalcy

Florida Statute 409.1451 – Mandated Agencies to
• Develop a list of age-appropriate activities and responsibilities for older youth
• Provide training to address issues of older children in foster care including areas of education, vocational, and employment opportunities
• Develop a written plan that outlines the authority of the foster parent/caregivers and identifies age-appropriate activities
• Provide opportunities for youth to interact with mentors
• Develop process for older youth to directly access and manage personal allowance
• Make a good faith effort to fully explain any document to the youth prior to the execution of any signature. Ensure that documents are explained and written in language the youth can understand.

➢ Display PP9 & PP10  Slide – How we can meet these mandates

1. We will be providing a list of age-appropriate activities and responsibilities today during training that was established and created by the State Youth Advisory Board in March 2003.

2. A Rights and Expectations for Children and Youth in Shelter or Foster Care Pamphlet was created and provide by the Department of Children and Families and it’s Community Partners to be distributed to all youth in licensed out-of-home care placement.

• For copies of the ‘Rights and Expectations for Children and Youth in Shelter or Foster Care’ Pamphlet – please contact the Office of Family Safety, Independent Living Coordinator.

Refer participants to Resource Guide for a copy of the ‘Rights and Expectations for Children and Youth in Shelter or Foster Care’ pamphlet.

3. Various Agencies have already developed written plans that outline and identify age-appropriate activities. We will be reviewing the Normalcy Plan and will provide you with sample of various ones from Community Based Agencies from around the State of Florida.

4. We will be discussing the directives included in Florida Administrative Code regarding allowances for youth in licensed placement and the need for youth to learn budgeting and finance skills.

TOPIC THREE – ROLES AND RESPONSIBILITIES

Objective: Overview of Independent Living and Normalcy Partnership

➢ Display PP11 Slide – Stakeholders Roles and Responsibilities
We’ve discussed the legal definition and guidelines of Normalcy – now let’s look at some basic expectations listed in Statute and Florida Administrative Code of how we can begin to work in partnership with our youth on creating Normalcy (briefly discussed each one listed below):

- **Display PP12 Slide – Pre-Independent Living**
  - **Pre-Independent Living – FAC 65C-28.009(5)**
  
  Youth ages 13 but not yet 15 years of age in the custody of the Department shall have an assessment completed within 30 days after the youth’s 13th birthday or within 60 days after the court enters order placing child in the custody of Department. *(note: some Agencies use the Ansell-Casey Assessment, although a particular assessment is not mandated)*

- **Display PP13 Slide – Life Skills Services**
  - **Life Skills Services – FAC 65C-28.009(6)**
  
  Youth age 15 but not yet 18 years of age shall have an assessment completed within 30 days after the 15th birthday or within 30 days after court enters an order placing child in the custody of the Department. *(note: some Agencies use the Daniel Memorial Assessment, although a particular assessment is not mandated)*

- **Display PP14 Slide – The Educational & Career Path**
  - **Statute 409.1451 and FAC 65C-28.009**

- **Display PP15 Slide – Youth Attending Court**
  - **Statute 39.701(6)(a) and FAC 65C-28.009(9)(a)**
Refer participants to Resource Guide for examples of ‘Educational and Career Path’ Plans from around the State of Florida. (Samples were retrieved from the Center for Advancement of Child Welfare Practices)

**Objective: Identify Stakeholders and their Impact on Normalcy**

- Display PP16 Slide – Topic Three – Objective
- Display PP17 Slide – Who Needs to Know about Normalcy?

Knowing the legal definition and the foundation of the term ‘Normalcy’ – Ask: *Who needs to know about ‘Normalcy’?*

**Suggested Responses:**
Hotline
CPI
Care Managers
Foster Parents/Group Homes
Child Placing Agencies/Licensing Agencies
Youth
School
Child Legal Services
Guardian-ad-Litem
Birth Parents
And many more….

We will call this list our ‘Stakeholders’ – ‘one who has a share or an interest’.

*(Ask)*?

**How do these identified Stakeholders interact/impact with ‘Normalcy’?**

Hotline
- Understanding the intent of ‘Normalcy’ when attaching abuse, neglect allegations
CPI
• Being able to communicate to foster parents/group homes when a child is initially placed the concept of ‘Normalcy’

Care Managers
• Being able to ‘practice’ Normalcy with their children in licensed out-of-home care, conveying that to the Court, supporting the foster parents/group homes, encouraging children to participate in these ‘normal’ childhood experiences and providing guidance to foster parents.

Foster Parents/Group Homes
• Preparing a Normalcy Plan with the youth, communicating the plan with the Care Manager, GAL and encouraging the child to experience ‘normal’ childhood.

Child Placing Agencies/Licensing Agencies
• Educating and supporting foster parents/group home staff to engage the child in normal childhood experiences and provide guidance and consistency to the foster parent/group home staff.

Youth
• Understanding the importance of connections and stability they have in their lives prior and during the intervention.

School
• Understanding that children in licensed out-of-home can have the same benefits and opportunities presented to them as all children within the school system.

Child Legal Services
• Understanding the intent of the Law

Guardian-ad-Litem
• Providing support and guidance to the youth, foster parent, group home staff in ensuring that the child is provided the opportunities of ‘normal’ childhood experiences.
Birth Parents
• Providing information and support to the youth while placed in out-of-home care to maintain connections and stability.

It is imperative that each one of the identified Stakeholders listed above understands their obligation in providing ‘normal’ childhood experiences (social skills, education, emotional support, etc.) to each child in licensed out-of-home care.

Whether a child is placed in a licensed foster home setting or group home setting, they are entitled to be provided opportunities for ‘normal’ childhood experiences and life skills. Licensed out-of-home children who are diagnosed with mental and/or physical disabilities also need to be included in this directive. Their opportunities will be based on experiences for continued growth and maturation as it will for all children in licensed out-of-home care. Collaborating with Developmental Disabilities staff will be paramount to successful outcome.

However, it is also imperative that our Stakeholders identify all children in out-of-home placement; those children who are 12 years of age and younger, also needing ‘normal’ childhood experiences. Such as: ‘A Child Protective Investigator asking about extra curricular activities upon removal’ and notifying the caregiver of those activities and the Care Manager encouraged the continuation of those activities.’

It’s important to identify our ‘primary’ Stakeholders Roles and Responsibilities in order to meet the directive established by the DCF Secretary, by Chapter 39, by Florida Administrative Code and for the best interest of the children we interact with on a day-to-day basis.
Objective: Define the Roles and Responsibilities of the Primary Stakeholders

Although you were able to identify many Stakeholders who impact ‘Normalcy’ for our children we will only be reviewing, what we call, the ‘Primary Stakeholders’ for this particular training.

- Display PP18 – Primary Stakeholders

We’ve identified the ‘Primary Stakeholders’ as the Youth, Caregivers, and Child Welfare Professionals.

It is important to understand that the intent of Statute and Florida Administrative Code is to allow these Primary Stakeholders to work as team members to reach the goal of improving the skill set of the youth to be successful in achieving independent living.

- Display PP19 – Role of the Youth

- Display PP20 – Out-of-Home Caregivers Role

FAC 65C-13.029

- Display PP21 – How Do Caregivers Do This

Florida Statute 409.1451(4)(b)1 – Life Skills Services

- Display PP22 – Role of Child Welfare Professional

- Display PP23 – Requirements of Child Welfare Professionals

Briefly discuss ‘other ways to Normalcy’ as per directed by Florida Administrative Code 65C-13.
FAC 65C-13.029
Pictures
Dating, Outings and Activities
Allowances
Opportunity to Learn to Drive a Car

- Display PP24 – Pictures
- Display PP25 – Dating, Outings, and Activities
- Display PP26 – Allowances
- Display PP27 – Learning to Drive a Car

- Display PP28 – Development of Normalcy or Teen Plan

Identifying age-appropriate activities and skills that youth can have the opportunity to learn and participate in while in licensed out-of-care.

It is the each agency’s responsibility to provide those opportunities in age-appropriate activities and encourage participation and to also work closely with youth to set up those early achievement and career goals for educational and employment opportunities.

- Display PP29 – Age-Appropriate Plan aka Normalcy or Teen Plan

Refer to participants to Resource Guide handout on ‘Normalcy Guidelines’ and ‘Age Appropriate Activities and Responsibilities’ that was created by the State Youth Advisory Board in March 2003.

Ensure participants understand the importance of educating foster parents and group homes of their role and responsibilities in providing these opportunities for Normalcy.
Note: Both Handouts (‘Normalcy Guidelines’ and ‘Age Appropriate Activities and Responsibilities’ can be given to licensed foster parents and group home staff to encourage and educate them in Normalcy activities. Also, these handouts can be used in Pre-Service Training curricula and the Model Approach to Partnership in Parenting (MAPP) curricula when discussing these important topics regarding Independent Living and Normalcy for our Youth in licensed out-of-home care.

Refer participants to the Resource Guide for samples of Normalcy Plans from Community Based Care Agencies.

TOPIC FOUR – SUMMARY AND CLOSURE

Objective: How to Put the Requirements into Case Work Practice

➢ Display PP30 – Topic Four - Objective

ACTIVITY: Use this time to ‘practice’ writing up parts of the Normalcy or Teen Plan based on the different perspectives based on your training group dynamics (i.e. Youth, Foster Parent, GAL, Caseworkers)

Before training activity – need to create 3 or 4 scenarios regarding age-appropriate activities and life skills that Youth need to experience in out-of-home care. Use these scenarios for this activity.

In the beginning of the training presentation, we asked you to think about just one idea or task regarding Normalcy that you could put into action immediately upon returning to your office. Let’s discuss a few of them….

Ask for a few volunteers (less than 3 depending on time) to share their idea and task.

Things to remember:

• The Legal Definitions and Guidelines of Normalcy is important
• Communication among all Stakeholders is key
• Working in collaboration to develop a realistic Normalcy Plan
• Building teamwork amongst the Stakeholders to ensure opportunities
Optional Endings:

1) Allowing a Youth to share their experience in relation to Normalcy and how it has affected their life.

2) Question and Answer period to allow participants to discuss in a Forum their experiences, barriers, successes and ideas.

3) Provide pre-written scenarios of youth in out-of-home care with directions to develop a Normalcy or Teen Plan as a table or group of participants. Identify a Youth, Caregiver and Case Manager role for each table or group and then have them present to the entire group.

ACKNOWLEDGEMENTS

Department of Children and Families

State Youth Advisory Board 2003

Out of Home Care Workgroup on Licensing/Normaicy 2006

Community Based Care of Brevard, Inc.

Hillsborough Kids Incorporated

Children’s Network of Southwest Florida, LLC

Sarasota YMCA

Safe Children’s Coalition

Families First Network of Lakeview

Florida’s Center for the Advancement of Child Welfare Practice

For more information on Normalcy and to access a copy of the Normalcy Training curricula please go to the Florida’s Center for the Advancement of Child Welfare Practice website at http://centerforchildwelfare.fmhi.usf.edu
Child Welfare Leadership Program
Class IV
Normalcy Training
Training Objectives:

- Provide an introduction to Normalcy
- Provide an overview of Legal Definitions and Guidelines for Normalcy
- Identify the Primary Stakeholders and their Role and Responsibilities
- How to put the requirements into case work practice.
Topic One - Objective: Describe the Need for Normalcy Training

Why is Normalcy important for Youth?

- Why is Normalcy important for Youth in out-of-home care
- Why is important to develop a Normalcy or Teen Plan for their activities
- Why is important to have the Youth involved in the staffings, court hearings and plan development
- Why do we need to include everyone in Normalcy
Video

A Journey to Normalcy
What is Normalcy ??

- Normalcy is the right for **ALL YOUTH** in licensed out-of-home care the opportunity for normal growth and development; to include age-appropriate activities, responsibilities and life skills.
Legal References for Normalcy

FL Statute – Chapter 409.1451

FL Administrative Code

• 65C-13 Substitute Care of Children
  – Updated 4/6/2008 to reflect the changes and clarify the language regarding Normalcy and Teen Planning.

• 65C-28.009 Adolescent Services

• 65C-31 Services to Young Adults Formerly in the Custody of the Department
NORMALCY FOR FOSTER CHILDREN

An emphasis on preparing youth for independent Living (as referenced in Florida Statute 409.1451)

Agency Responsibilities include:

- Providing youth the opportunities to participate in life skills in their foster home placement & communities – being reasonable & appropriate for their ages and taking into consideration any special needs they have.

- Providing services to build life skills and increase ability to live independently and become self sufficient.

- Supporting opportunities for participation in age-appropriate activities

- Working closely with youth to set early achievement & career goals for educational & employment experiences.
With this focus on Normalcy…

Florida Statute 409.1451 mandated agencies to:

- Develop list of age-appropriate activities and responsibilities for older youth.
- Provide training to address issues of older children in foster care – including areas of educational, vocational, & employment opportunities.
- Develop a written plan that outlines the authority of the foster parents/caregivers & identify age-appropriate activities.
- Provide opportunities for youth to interact with mentors.
- Develop process for older youth to directly access and manage personal allowance.
- Make a good faith effort to fully explain any document to the youth prior to the execution of any signature. Ensure documents are explained and written in language the youth can understand.
How Can We Meet These Mandates

• Providing age-appropriate activities and responsibilities for youth.  *(These were created by the State Youth Advisory Board in March 2003 – copy included in Resource Guide)*

• Providing the ‘Rights and Expectations for Children and Youth in Shelter or Foster Care’ Pamphlet to all youth.
  *(This was created and provided by DCF and it’s Community Partners – contact the Office of Family Safety, Independent Living Coordinator in Tallahassee for copies – copy included in Resource Guide)*
How Can We Meet These Mandates (continue...)

• Develop a written plan that outlines and identified age-appropriate activities for the youth. *(Copies of Normalcy and Teen Plans have been provided to you in your Resource Guide)*

• Educate and collaborate with the Youth, Caregivers and all Stakeholders involved in the care of the youth.
**Topic Three – Objective:**
Identify Primary Stakeholders
Roles and Responsibilities

Incorporate the Independent Living Assessment Results into the Normalcy and Teen Plans
“Pre-Independent Living”
FL Admin Code 65C-28.009(5)

Eligibility: youth ages 13 but not yet 15 yrs in the custody of the Department of Children & Families

Assessment to determine service needs -
An Assessment shall be completed within 30 days after his/her 13th birthday or within 60 days after the court enters order placing child in the custody of the department.
– Some agencies use the Ansell-Casey Assessment; although it does not mandate use of a particular assessment

Services for “Pre-Independent Living” eligible youth
• skills training
• educational field trips
• conference opportunities

Annual Independent Living staffings held with a focus on the youth’s “career/educational path” – crucial that the youth attend this staffing.
Life Skills Services
FL Admin Code 65C-28.009(6)

Eligibility: youth age 15 but not yet 18 yrs

Assessment to determine service needs -
An Assessment shall be completed within 30 days after 15th birthday or within 30 days after court enters an order placing child in the custody of department.
  – Some agencies use the Daniel Memorial Assessment; although it does not mandate use of a particular assessment

CASE PLANNING: for youth 16 & 17 yrs the case plan shall include appropriate independent living services.

Staffings: held at least once every 6 months – crucial for the youth to attend this staffing.

YOUTH 16 & 17 yrs old – may be eligible for Subsidized Independent Living
  – the youth must be formally evaluated
THE EDUCATIONAL & CAREER PLAN

A CASE WORK FOCUS FOR YOUTH, AGES 13 – 14

**FL Statute 409.1451**

Children who have reached the age of 13 years, the child’s case plan shall include an educational & career plan based upon abilities & interests of each child.

- Reviewed at each judicial review hearing as part of the case plan.

**FL Admin Code 65C-28.009 Adolescent Services**

Beginning at age 14, upon entering 9th grade or upon entering licensed out of home care past the age of 14, whichever occurs first, with the assistance of foster parents/caregiver and the Services Worker, shall set early achievement and career goals.

- Coordinate involvement with school if child is enrolled in ESE program.
- Incorporate into the Case Plan

**NOTE:**

- The Independent Living staffing form has been updated to incorporate the educational & career plan.
- Attach the Indep Living staffing form to the case plan
Youth have a right to attend and participate in court hearings.

Agency has responsibility to ensure arrangements are made for interested youth to attend court hearings.

FL Statute Ch. 39.701(6)(a) – references
FL Administrative Code: 65C-28.009(9)(a)

“SPECIAL JUDICIAL REVIEW”:

• held within 90 days after he/she turns 17 yrs, & within the month that begins the 6 month period before the 18th birthday
• A plan for the youth’s transition into adulthood shall be outlined in writing (can be done with a detailed JRSSR).
• The transition plan (from the 17 yr old staffing) shall be filed with the court.
• The youth needs to attend and provided a copy of the Judicial Review.
IDENTIFIED

STAKEHOLDERS
Who Needs to Know About Normalcy

- Hotline
- CPI
- Care Managers
- Foster Parents/Group Homes
- Child Placing Agencies/Licensing Agencies
- Youth
- School
- Child Legal Services
- Guardian-ad-Litem
- Birth Parents
Role and Responsibilities of Primary Stakeholders

- Youth
- Caregivers
- Child Welfare Professionals
Role of the Youth

Understanding the importance of connections and stability they can obtain and maintain in their lives prior and during the intervention and to participate in healthy childhood activities and experiences.

This includes youth with physical and/or mental disabilities.
Out-of-Home Caregivers Role ...

- FAC 65C-13.029
- ...shall provide the child with opportunities for normal growth and development..
- ...opportunities to develop skills and interests through participation in school and community activities.
- ...assist the children in performing tasks and developing skills which will promote their independence and the ability to care for themselves.
How do Caregivers Do This...

- Age appropriate tasks/responsibilities
- Florida Statute 409.1451(4)(b)1 – Life Skills Services
  - Banking, Budgeting, Interviewing Skills, Parenting Skills, Time Management or Organizational Skills, Educational Support, Employment Training, Counseling, etc.
Role of Child Welfare Professional

• ...to provide support and guidance to the caregiver and youth in preparing for independent living
• ...to invite caregivers and youth to staffings to discuss and plan for opportunities for ‘normalcy’
• ...involve the caregivers and youth in the development of the ‘plan’
Requirements of Child Welfare Professionals

• **Requirement:** Develop a written plan for each youth in foster care providing the opportunity to participate in age appropriate activities and the authority to make decisions granted to the foster parent or caregiver.

• **Participants:** Foster Parent/Caregiver, the child and the Child Welfare Professional.

• **Time Frame:** Quarterly (Plan must be updated every 3 months)
Other ways to Normalcy ‘Pictures’

- FAC 65C-13.029– ‘children in an out-of-home care shall be encouraged and assisted in participating in activities such as having his or her picture taken for publication in a newspaper or yearbook.....’

- There is no reason a foster child cannot appear in a picture with other children at school, or even individually as long as the child’s identity as a foster child is kept confidential!

- So – don’t say ‘Mary Smith, Foster Care Child’ – simple state ‘Mary Smith’.
‘Dating, Outings and Activities’

- FAC 65C-029 – ‘...knowledge of where and with whom the child is staying and the type of supervision and care the child shall be receiving before approving an outing or overnight activity...’
- **Background Checks** for dating, outings and activities with friends, their families and schools are church groups are **NOT** necessary for participation in normal school or community activities!
- Caregiver is primary decision maker – use ‘common sense’.
‘Allowances’

- 65C-029 – ‘children in licensed out-of-home care shall receive an allowance not less frequently than each month…’

- A portion of the foster home or group care board rates paid includes a required amount for an allowance, clothing and incidentals
‘Learning to Drive a Car’

- FAC 65C-.029 – ‘caregiver shall support the child’s efforts to learn to drive a car, obtain a learner’s permit and driver’s license as appropriate for their age, maturity level, and availability of insurance....’

- Intended to allow for the ‘opportunity’ – there are financial considerations that may make it difficult to assist the child.
Development of the Normalcy or Teen Plan for ALL Youth in Licensed Out-of-Home Care
AGE APPROPRIATE PLAN aka ‘Normalcy Plan or Teen Plan’

FOCUS – age appropriate activities for youth & authority of the foster parent/caregiver

“THE PLAN” -
• Is developed with foster parent/caregiver, child, & case manager
• Includes specific goals & objectives
• To be reviewed and updated no less than quarterly
• Not required to be filed with the court

Note: “foster parents or caregivers are not held responsible under administrative rules or laws pertaining to state licensure or have their licensure status jeopardized as a result of the actions of a child engaged in the approved age-appropriate activities as specified in the written plan.”

-Section 409.1451(3)(a)
Topic Four – Objective: How to put the requirements into Case Work Practice
QUESTIONS or COMMENTS?
Resources

- Normalcy Training Resource Guide
- The Center for the Advancement of Children Welfare Practices
- Florida Statute Chapter 39
- Florida Statute Chapter 409.1451
- Florida Administrative Codes
  - 65C-13
  - 65C-28
  - 65C-29
  - 65C-31
THE END

THANK YOU !!!
Normalcy Training

Resource Guide

August 2008
DATE: August 31, 2005

TO: District Administrators and Regional Director
Community-Based Care Chief Executive Officers.

FROM: Lucy D. Hadi
Secretary

SUBJECT: Normalcy for Children in Custody of the Department

During the 2005 legislative session, I met with the State Youth Advisory Board, a leadership group comprised of current and former foster children. The board raised a number of issues related to normalcy for children in out-of-home care. Issues raised included requiring background screening for coaches and chaperones before being allowed to go on school related trips such as school band, sports teams and other functions, requirements for background screening on friends' parents before participating in sleepovers, and the inability to attend prom or parties because of arbitrary curfews and other informal policies. In addition, the board requested a review of the requirements that make it difficult for youth in foster care to participate in normal, age-appropriate activities.

Many children who are growing up in foster care confront barriers that do not allow them to enjoy normal age-appropriate activities that many of their peers take for granted such as overnight stays, extracurricular activities, dating, and driving automobiles. Many barriers to these normal activities are created by administration and staff who are attempting to ensure safety. These obstacles can cause children to exhibit inappropriate behavior out of frustration and may cause dangerous behaviors such as running away from their placement. This memorandum provides department administration and staff, community-based care providers, foster parents, group home staff, advocates and children in foster care, guidance in allowing teens in foster care to be provided a normal living environment.

There are current statutes and policy directives related to this topic included in:

Chapter 409.1451, F.S: (9) RULEMAKING. “The department shall adopt by rule procedures to administer this section, including balancing the goals of normalcy

1317 Winewood Boulevard, Tallahassee, Florida 32306-0700

The mission of the department is to protect the vulnerable, strengthen families and promote individual and family economic self-sufficiency.
and safety for the youth and providing the caregivers with as much flexibility as possible to enable the youth to participate in normal life experiences.”

Current Rule – 65C-13.010 – “Substitute Care Parents’ Role as a Team Member.
(1) Responsibilities of the Substitute Care Parent to the Child.
(a) General.
2. To provide the child with opportunities for normal growth and development."

Bilateral Service Agreement – Form CF-FSP 522B – “The purpose of this document is to identify the expectations for both foster parents and the Department of Children and Families on behalf of the children and families that are served in the foster care program. Each foster parent and a representative of the department must sign this agreement prior to licensing and at each re-licensing.

Foster Parent Responsibilities to the Child – Page 2 and 3:
c. To treat the child as if the child is their own…
d. To ensure that the child has supervision appropriate to his/her age and/or developmental level.
i. To provide the child his/her monthly spending allowance which is included in the board payment.
s. To promote the following conditions for the child in the home:
   4. Opportunities to develop interests and skills through participation in school and community activities, such as music, art, sports and special interest clubs.
   5. Encouragement and support in making new friends and maintaining past friends who have a positive relationship with the child.”

The department is in the process of promulgating revised child welfare rules that will include sections addressing normalcy for teens in foster care. Until these rules are promulgated, administration and staff and community-based care providers should encourage and support foster parents and group home staff to make decisions regarding foster children’s participation in normal activities and support the decisions made by the foster parents or group home staff. Background checks for dating, outings and activities with friends, their families and school and church groups are not necessary for participation in normal school or community activities. Allow foster parents or group home staff to use their parenting skills and familiarize themselves with the individual or group that the child wishes to spend time with and evaluate the child’s maturity level and ability to participate in the activity appropriately. When appropriate and available, birth families should be included in the decision making process, although this is not always possible because decisions will many times be made at times when the birth family cannot be contacted.

This memo is designed to begin a change of thinking with respect to normal adolescent behavior and activities. Hopefully, this memo will begin the process of agencies coming
together with ideas about how they "can do" something instead of how they "cannot." An example is driver's licenses for children in foster care. The intent is to assume a child can obtain his or her license with appropriate guidance and support. There may be a grandparent, aunt or uncle or foster parent willing to assist. Staff should encourage and support the child in identifying resources and support that will allow the child to be successful in this and other age appropriate activities.

Children in foster care should be allowed to experience the same opportunities as other children in the most normal, healthy and safe method possible. The following bulleted items are activities and issues that are considered "normal" for children:

- Children in custody of the department, as appropriate, should be permitted and encouraged to engage in appropriate social activities, obtain employment, have contact with family members, have access to the telephone, have reasonable curfews, travel with other youth or adults, and participate in extracurricular activities.
- Children in the custody of the department should be supported in efforts to learn to drive a car and obtain a driver's license, depending on age and maturity level.
- Children in the custody of the department should be provided opportunities to learn skills needed for independent living such as food management, money management, consumer awareness, personal hygiene and appearance, housekeeping and personal belongings, transportation, job seeking and interpersonal relationship building.
- Children in the custody of the department should be provided training and information concerning drug and alcohol use and abuse, teen sexuality issues, runaway prevention, health services, community involvement, knowledge of available resources, and legal issues and knowledge of legal rights.
- Children in the custody of the department shall be afforded every opportunity to socialize and have normal life experiences. Such social and normal experiences may include permission to attend overnight or other planned outings as determined by the licensed out-of-home caregiver. The decision process for determining approval for such events shall take into account the provision for adult supervision appropriate to the child's age and developmental level while the child is on an outing.
- Depending on a particular child's age, maturity level, and ability to make appropriate decisions, children in the custody of the department may be allowed to take part in activities without direct supervision. This may include dating, part-time employment, babysitting, arriving home after school and social outings with friends.
- The licensed out-of-home caregiver is the primary decision-maker and familiarity with the child in the custody of the department and the circumstances in which the child shall be unsupervised shall be a factor in decision-making. The Primary Worker shall be available to provide consultation and be involved in decision-making when necessary or requested.
- Confidentiality requirements for department records shall not restrict the children's participation in customary activities appropriate for the child's age and
normalcy for children in custody of the department
August 31, 2005
Page 4

developmental level. Children should be encouraged and assisted in participating in
activities such as having his or her picture taken for publication in a newspaper or
yearbook; receiving public recognition for accomplishments; participating in school
or after-school organizations or clubs; and participating in community events.
Children shall be able to participate in activities that promote personal and social
growth, self-esteem and independence as long as they are not identified as foster
children.
• Children in the custody of the department should receive an allowance no less
frequently than each month, with the amount to be determined by the current board
rate schedule. The out-of-home caregiver must not expect the child to use this
allowance for purchasing personal hygiene items, school supplies or other
necessities. Allowances may not be withheld as a form of discipline.

These guidelines should be shared with case managers, licensing and placement staff,
recruitment and retention staff, independent living staff, supervisors, administration
within the department and community-based care agencies, foster parents, group home
staff and administrators and contracted service providers.

It should be stressed that foster parents and group home staff must have the support
and encouragement when making decisions regarding activities for teens. These are
not always easy decisions, but are vital in raising healthy, well-adjusted children in
foster care.

These guidelines are approved for immediate implementation.
Normalcy Guidelines

Created and Developed by:
OUT OF HOME CARE WORKGROUP on Licensing/Normalcy
2006

Legal Directives:

FL Statutes – Chapter 409.1451

FL Administrative Code
  • 65c-13 Substitute Care of Children
  • 65C-28.009 Adolescent Services
  • 65C-31 Services to Young Adults Formerly in the Custody of the Department

Examples of ‘Life Skills Services’:
  • Banking Skills
  • Budgeting Skills
  • Interviewing
  • Parenting Skills
  • Time Management & Organization
  • Educational Support
  • Employment Training
  • Counseling
  • Insurance Benefits
  • Public Assistance

Guidelines for dating, outings and activities:

The licensed out of home caregiver is the primary decision maker. Their familiarity of the foster child, including behaviors and the ability of the youth to make sound decisions, shall factor into the caregiver’s decision to allow the youth to be unsupervised. The Agency should be consulted and involved in the decision making process when the licensed caregiver is unsure of the appropriate decision, or when support for a particular decision is needed.

Foster parents and group home staff should use their parenting skills and familiarize themselves with the individual or group that the child wishes to spend time with and evaluate the child’s maturity level and ability to participate in the activity appropriately. The same ‘common sense’ approach to making decisions that you would apply with your own child should be where this process begins.
Additional Guidelines:

**Spending the Night**
- Talk to the parents where the youth is staying to avoid relying on child to child communication for all information
- Who is going to be in the home?
- Confirm pick up and drop off times and locations.
- What are the plans for the evening? (Are the parents going to be home all night?)
- Will everyone remain in the home?
- If plans change ensure they know to call so you can give a verbal OK.
- Make a plan if youth becomes uncomfortable
- Exchange phone numbers with parents
- Give youth YOUR phone number

**Dating**
- Meet the date
- Confirm the transportation arrangements (who driving, what driving, etc.)
- Confirm pick up and drop off times
- What are the plans for the evening?
- If date is driving, verify drivers license and insurance
- Will anyone else be there? Who else will be involved?
- If plans change ensure they know to call BEFORE they make the changes.
- Make a plan if youth becomes uncomfortable.
- Give youth YOUR phone number
- Get the date’s phone number

**Can I go to a friend’s house after school?**
- Talk to the parents where the youth is going
- Confirm transportation arrangements (who is driving, who will be in the car)
- Who is going to be in the home?
- Confirm pick up and drop off times and locations
- What are the plans for time spent in the home?
- Have youth call if they decide to leave or if other people are coming over to confirm plans and OK
- Make a plan if youth becomes uncomfortable
- Exchange phone numbers with parents
- Give youth YOUR phone number
**Guidelines for Allowance:**
A portion of the foster home and group care board rates paid for a child includes a required amount for an allowance, clothing and incidentals. Guidelines for children age 13+:

- **Allowance:** $12
- **Incidentals:** $11
- **Clothing:** $43
Age Appropriate Activities and Responsibilities:

This proposed list was developed by the State Youth Advisory Board March 2003 in Tallahassee, Florida

Age appropriate responsibilities:

Age 13:
* Keeping his/her room clean
* Doing his/her homework
* Maintaining hygiene
* Attend Court Hearings and take part in Case Planning
* Know judge and GAL(s)

Age 14:
* He/she should undertake one to two additional chores in the home
* Prioritize academics / schooling
* Wash his/her own laundry
* Begin attaining effective studying/time management skills
* Become active in school and/or the community
* Youth should prepare for FCAT test, which is necessary for high school graduation
* Attend court hearings and take part in case plan planning
* Know judge and GAL(s)
* Introduce oneself to caseworker’s supervisor by personal contact, phone call, letter, or email

Age 15:
* Begin-pursing job opportunities suitable for age 16
  (including volunteer opportunities)
* Take Life Skills classes per pre-ILP requirements
* Begin displaying effective studying/time management skills
* Youth should prepare for ACT and SAT tests by enrolling in test prep classes and/or practicing with study aids (i.e. CD-ROMS, books, internet, etc.)
* Attend court hearings and take part in case plan planning
* Know judge and GAL(s)
* Introduce oneself to caseworker’s supervisor by personal contact, phone call, letter, or email

**Age 16:**
* Youth should have a part-time job or be actively involved in school/community
* Youth should continue to maintain stability in school (i.e. GPA)
* Youth should plan class schedules for remaining years/terms in high school or GED program
* Attend court hearings and take part in case plan planning
* Know judge and GAL(s)
* Introduce oneself to caseworker’s supervisor by personal contact, phone call, letter, or email

**Age 17:**
* Youth should have
* Youth should have an adequate amount saved up in his/her account to start out on their own
* Youth should have all required courses for the arrival of their graduation
* Attend court hearings and take part in case plan planning
* Know judge and GAL(s)
* Introduce oneself to caseworker’s supervisor by personal contact, phone call, letter, or email
* Update caseworker of any changes in residence or contact information
* Clearly communicate academic and personal plans to one authorized to help make those plans reality

**Age appropriate Activities:**

**Age 13:**
* Youth should have some form of an after school program
* Youth should be able to participate in one sports club
* Youth should be able to attend the functions of other youth of the age with the supervision of their legal guardian

**Age 14:**
* Youth should have one after school program
* Youth should be able to attend extra curricular activities, but not exceeding over three per week
* Youth should be able to attend public places with their friends with the supervision of their legal guardian

*Age 15:*
* Youth should be able to attend extracurricular activities but not to exceed over four a week
* Youth should have off campus outings with their friends without the supervision of their guardian, activity should not exceed after 3 hours
* Youth should have a curfew of 8 p.m. on week days and 9 p.m. on week – ends

*Age 16:*
* Youth should have the same amount of extra curricular activities as of the age of 16
* Youth should be able to go on off campus trips without the supervision of their guardian but not over 6 hours
* Youth should have a curfew of 9 p.m. on week – days and 10 p.m. on week- ends

*Age 17:*
* Youth should be able to participate in all functions of their school including prom, homecoming, etc.
* Youth should have a curfew of 11 p.m. on week nights and 12 p.m. on week – ends
* Youth should be able to go out with friends on outings and outings should not exceed past their curfew

**Age Appropriate Life Skills:**

*Age 13:*
* Youth should be aware of proper hygiene habits
* Youth should have a working knowledge on how to have a clean room
* Youth should have a working knowledge on how to wash his/ her laundry

*Age 14:*
* Youth should begin to learn how to cook
* Youth should know the proper function of different cleaning materials
* Youth should have a working knowledge on road and city maps and different means of transportation

Age 15:
* Youth should have proper cooking and cleaning habits
* Youth should know how to write a job application
* Youth should begin to know how to make a resume

Age 16:
* Youth should know how to apply for a job
* Youth should have interviewing skills
* Youth should know how to iron and color coordinate cloths for different events

Age 17:
* Youth should begin to learn or all ready know how to budget their money
* Youth should know how to look for a place to live
* Youth should have a working knowledge of the career plan that they have chosen, whether it is work force or to a college
CBC Teen Normalcy Plan

Note: the CBC Teen normalcy Plan is a written plan that outlines the responsibilities and age appropriate activities developed for each CBC youth ages 13-17 in licensed care. The CBC Teen Normalcy Plan must be developed in collaboration with the youth, caregiver, and care manager and reviewed by their supervisor. Each CBC Teen Normalcy Plan in specific to the individual youth and must be reviewed and updated every ninety days.

SECTION I:
YOUTH’S DEMOGRAPHICS:

Name: _______________________________ DOB/Age: ______________

Address: __________________________________________________________________________

Phone: _______________________________ □ Male □ Female

CURRENT LIVING ARRANGEMENT:

□ Regular Foster Home □ Therapeutic Foster Home □ Group Home

□ Other: ___________________________________________________________________________

Name of placement: ___________________________________________________________________

Length of time in current placement: __________________________________________________________________________

EDUCATIONAL INFORMATION:

What type of school are you currently enrolled in?

□ MIDDLE SCHOOL □ HIGH SCHOOL □ GED □ COLLEGE □ VO-TECH

Name of School: __________________________________________________________________________

Are you currently involved in extracurricular activities? □ YES □ NO
If Yes, What: __________________________________________________________________________

Have you ever been suspended or expelled from school? □ YES □ NO
If Yes, When: ______________ Why: __________________________________________________________________________
EMPLOYMENT STATUS:

☐ I am working part-time       ☐ I am working full-time
☐ I am looking for a job       ☐ I need help to maintain a job
☐ I am unable to work because:__________________________________________

MENTAL HEALTH:

Have you ever had a problem with or received treatment for the use of drugs or alcohol?

☐ YES ☐ NO

If Yes, What? _______________ When? _______________

Have you ever been diagnosed or treated for a major mental illness? ☐ YES ☐ NO

If Yes, What? _______________ When? _______________

Are you now or have you ever attended counseling or therapy?

☐ YES ☐ NO

If Yes, for What? _______________ Where? _______________

Are you currently taking any psychotropic medication?

☐ YES ☐ NO

If Yes, What? _______________

REstrictions / DJJ:

Are you restricted from any community locations?

☐ YES ☐ NO

If Yes, Where? _______________ Why? _______________

Do you have DJJ involvement?

☐ YES ☐ NO

If Yes, are you on probation? _______________ For how long? _______________

SECTION II:  
Youth Responsibilities

I. ☐ Chores

☐ It is expected that clothes and other items will be put away
☐ It is expected that the bed will be made up
☐ Wash dishes _______ times per week
☐ Vacuum/sweep

CBCbrevard.org

“Protecting Children – Changing Lives”
II. □ Attend School/Complete Homework
Complete homework as assigned every day
Attend School
Participate in tutoring as assigned
Other:

III. □ Personal Care

□ Bathe Daily/Brush Teeth
□ Wash/Dry Personal Laundry
□ Take medication/Learn to be responsible for Medical Care
Other:

VI. □ Communication/Development

□ Attend Staffings and Court Hearings
□ Discuss School and Career Plans with Care Manager
□ Communicate with GAL (Guardian Ad Litem)
Other:

V. □ Participate in Life Skills Training
Other:

CBCbrevard.org
“Protecting Children – Changing Lives”
SECTION III:
Activities Section
Approved activities are the second part of the CBC Teen Normalcy Plan. If the youth demonstrates responsibility by maintaining compliance with their CBC Teen Normalcy Plan, then the licensed care provider has the authority to approve the following age appropriate activities:

Suggested activities for ages 13-14:
☐ Extracurricular School Activities- After School and on Weekends
☐ Participate in Activities and Functions with Friends from School under Supervision
☐ Telephone use within reason; set an amount of time daily and time frames that is ok with the caregiver.
   Weekday timeframe:_______________
   Weekend timeframe:_______________
☐ Curfew time for weekdays:_________ and weekends:_________

Other: Be Specific

☐

☐

☐

Suggested activities for ages 15-16:
☐ Extracurricular School Activities- After School and on Weekends
☐ Participate in Activities and Functions with Friends from School without Supervision for up to 3 hours
☐ Telephone use within reason; set an amount of time daily and time frames that are ok with the caregiver.
   Weekday timeframe:_______________
   Weekend timeframe:_______________
☐ Curfew time for weekdays:_________ and weekends:_________
☐ Part time employment
☐ Arriving home after school alone for up to_________ hours.

Other: Be Specific

☐

☐

Suggested activities for ages 17-18

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"Protecting Children – Changing Lives"
(16 year olds are included in this category if they have proven themselves in the responsibilities listed above for at least 3 months prior to moving on to this category)

☐ Extracurricular School Activities - After School and on Weekends
☐ Participate in Activities and Functions with Friends from School Unsupervised within reason
☐ Telephone use within reason; set an amount of time daily and time frames that is ok with the caregiver.
   Weekday timeframe:____________________
   Weekend timeframe:____________________
☐ Curfew time for weekdays:________ and weekends:__________
☐ Part Time Employment
☐ Can have a cell phone
☐ Can use public transportation
☐ Arriving home after school alone for up to_______hours.
☐ Dating
☐ Prom/Other School Functions Unsupervised
☐ Spend Night at Friends House without Homestudy or Background Checks
☐ Take classes that are required for a driver’s license

Other: Be Specific

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Youth Name (Print) ___________________________ Date ___________________________

Youth Signature

Care manager (Print) ___________________________ Date ___________________________

Care Manager Signature

Licensed Care Provider (Print) ___________________________ Date ___________________________

Licensed Care Provider Signature

Supervisor Review on: ___________________________

Supervisor Signature

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"Protecting Children – Changing Lives"
Teen Plan

Note: The teen plan outlines age appropriate activities for all youth ages 13 up to 18 who are in licensed foster care. This plan must be individualized and developed in collaboration with the youth, caregiver and child welfare case manager. Section II of the teen plan must be reviewed and updated quarterly. Sections I and II must be updated whenever there is a placement change.

SECTION I:

YOUTH’S DEMOGRAPHICS:

Name: ___________________________ DOB/Age: ______________

Address: __________________________________________________________________________

Phone: ___________________________ □ Male  □ Female

CURRENT LIVING ARRANGEMENT:

□ Regular Foster Home  □ Therapeutic Foster Home  □ Group Home

□ Other: __________________________

Name of placement: __________________________________

Length of time in current placement: _________________________________________

EDUCATIONAL INFORMATION:

What type of school are you currently enrolled in?

□ MIDDLE SCHOOL  □ HIGH SCHOOL  □ GED  □ COLLEGE  □ VO-TECH

Name of School: ________________________________________

Are you currently involved in extracurricular activities? □ YES □ NO
If Yes, What: __________________

Have you ever been suspended or expelled from school? □ YES □ NO
If Yes, When: __________________  Why: ____________________
EMPLOYMENT STATUS:
☐ I am working part-time  ☐ I am working full-time
☐ I am looking for a job   ☐ I need help to maintain a job
☐ I am unable to work because:

MENTAL HEALTH:
Have you ever had a problem with or received treatment for the use of drugs or alcohol?
☐ YES ☐ NO  
If Yes, What? ____________________  When? ____________________

Have you ever been diagnosed or treated for a major mental illness?  ☐ YES ☐ NO
If Yes, What? ____________________  When? ____________________

Are you now or have you ever attended counseling or therapy?  ☐ YES ☐ NO
If Yes, for What? ____________________  Where? ____________________

Are you currently taking any psychotropic medication?  ☐ YES ☐ NO
If Yes, What? ____________________

RESTRICTIONS / DJJ:
Are you restricted from any community locations?  ☐ YES ☐ NO
If Yes, Where? ____________________  Why? ____________________

Do you have DJJ involvement?  ☐ YES ☐ NO
If Yes, are you on probation?  _______________  For how long?  _______________

Signature of Youth ____________________  Date _______________

Signature of Foster parent(s) or caregiver(s) ____________________  Date _______________

Signature of Child Welfare Case Manager ____________________  Date _______________
Teen Plan

Name: ____________________________  DOB/Age: ____________________________

Note: The teen plan outlines age appropriate activities for all youth ages 13 up to 18 who are in licensed foster care. This plan must be individualized and developed in collaboration with the youth, caregiver and child welfare case manager. Section II of the teen plan must be reviewed and updated quarterly. Sections I and II must be updated whenever there is a placement change.

SECTION II:

ACTIVITIES AND SUPERVISION:

A. Structured Activities (i.e. extracurricular and community activities, work, etc.)
   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________

B. Unstructured Activities (includes all other activities not listed above)
   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________

CURFEW:

1. Weekday Curfew: ____________________________
2. Weekend Curfew: ____________________________
3. Holiday Curfew: ____________________________
STRENGTHS AND NEEDS (This section is to be completed by the caregiver and should include the youth's strengths and needs, as assessed by the caregiver):

ACKNOWLEDGEMENT:

In signing this Teen Plan, I acknowledge:

- I have participated in the development of this Teen Plan.
- I have received a copy of this Teen Plan.

Signature of Youth                                      Date

Signature of Foster parent(s) or caregiver(s)                  Date

Signature of Child Welfare Case Manager                     Date
TEEN NORMALCY PLAN
YOUTH & CAREGIVER AGREEMENT

The purpose of this agreement is to identify specific age-appropriate activities, responsibilities & life skills for youth, ages 13–17, that are in licensed care, under the supervision of FamiliesFirst Network. In addition, the agreement outlines the authority of the foster parents or caregivers to approve participation in age-appropriate activities of youth in their care. The goal is to assist youth, in licensed care, to achieve the opportunities of normalcy.

This plan is to be developed with the youth, caregiver & Family Services Counselor. This plan shall be individualized in addressing each youth in care and must be reviewed & updated every 90 days.

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AGE APPROPRIATE RESPONSIBILITIES & GOALS

For youth, ages 13+:

☐ Keeping room clean

☐ Completing homework

☐ Maintaining good, proper hygiene

☐ Attending court hearings & taking part in case planning

☐ Knowing your Judge & Guardian ad Litem

For youth, ages 14+:

☐ Completing assigned household chores

☐ Washing own laundry

☐ Demonstrating good study habits/time management skills

☐ Attending & participating in extra-curricular activities (school, church, or other social group)

☐ Preparing for FCAT testing

☐ Introducing self to FSC’s supervisor by personal contact, phone call, letter or email

For youth, ages 15+:

☐ Begin pursuing job opportunities suitable for age 16 (including volunteer opportunities)

☐ Preparing for ACT &/or SAT testing

For youth, ages 16+:

☐ Seeking & gaining a part-time job or be actively involved in school/community

☐ Maintaining a passing GPA (grade point average) in school
For youth, age 17:
- Opening a bank account; maintain a positive balance in bank account.
- Having all required courses near completion in the anticipation of graduation
- Updating FSC of any change in residence or contact information
- Discussing academic & personal plans with FSC & Indep Living Coordinator so they can assist in making those plans reality

**other:**

[Blank lines]
AGE APPROPRIATE ACTIVITIES

For youth, ages 13+:
☐ Should be able to participate in an after school program or extra curricular activity
☐ Should be able to attend functions of others with the supervision of legal guardian

For youth, ages 14+:
☐ Should be able to attend extra curricular activities (not to exceed 3 per week)
☐ Should be able to attend public places with friends with supervision of legal guardian

For youth, ages 15+:
☐ Should be able to attend extra curricular activities (not to exceed 4 per week)
☐ Should have off campus outings with friends without the supervision of guardian
   (activity should not exceed after 3 hours)
☐ Should have a curfew of _____ p.m. on week-days & _____ p.m. on week-ends.

For youth, ages 16+:
☐ Should have off campus outings with friends without the supervision of guardian
   (activity should not exceed after 6 hours)
☐ Should have a curfew of _____ p.m. on week-days & _____ p.m. on week-ends.

For youth, ages 17:
☐ Should be able to participate in all functions of their school, including prom, homecoming, etc.
☐ Should have a curfew of _____ p.m. on week-days & _____ p.m. on week-ends.
☐ Should be able to go out with friends on outing and outings should not exceed past their curfew.

other:


LIFE SKILLS

For all youth:
☐ Attend & participate in Life Skills trainings

For youth, ages 13+:
☐ Be aware of proper hygiene habits
☐ Have a working knowledge on how to have a clean room
☐ Have a working knowledge on how to wash laundry

For youth, ages 14+:
☐ Should begin to learn how to cook
☐ Should know how to use different cleaning materials & chemicals
☐ Should have a working knowledge on how to use maps & the different means of transportation available

For youth, ages 15+:
☐ Should have proper cooking & cleaning habits
☐ Should know how to complete a job application
☐ Should know how to write a resume

For youth, ages 16+:
☐ Should know how to apply for a job
☐ Should have interviewing skills
☐ Should know how to iron & color coordinate clothes for different events

For youth, ages 17:
☐ Should begin to learn or already know how to budget their money
☐ Should know how to look for a place to live
☐ Should have a working knowledge of the career path that they have chosen, whether its work or college.

other:

☐

☐
HOUSE RULES
The house rules cover common rules and expectations as they relate to a specific foster home/group care placement.

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CAREGIVER’S RESPONSIBILITIES TO YOUTH

☐ Work with the youth and agency in planning for permanency as it pertains to the youth. Permanency planning may include: adoption, reunification with parent, placement with a relative or non-relative or independent living.

☐ Keep the youth’s Resource Record up-to-date.

☐ Ensure that the youth has supervision appropriate to his/her age and/or developmental level.

☐ Know where and with whom the youth is staying and the type of supervision they are receiving when an outing or overnight activity is approved. Youth may not remain in an unlicensed setting for any time other than a planned, supervised outing or overnight activity without the explicit approval of the department.

☐ Take immediate action if it is determined that the youth in your care is missing or has runaway.

☐ Encourage the youth opportunities to develop interests and skills through participation in school and community activities, such as music, art, sports, and special interest clubs.

☐ Respect the youth’s body, person, possessions, bed and personal space.

☐ Assist and ensure the youth is given the opportunity to take part in court hearings, and other staffings concerning them and his/her family.

☐ Maintain and respect youth’s belongings that were brought into the home as well as those purchased or subsequently obtained for them. These belongings go with the youth when
they leave the foster home/group care placement.

☐ Provide the youth with his/her monthly spending allowance which is included in the board payment..

☐ Treat the youth as if they were their own. They should be included in family outings and vacations.

☐ Include the youth in decision making by asking for their thoughts and opinions.

Other:


[Reference bilateral agreement signed by foster parent(s)]
**SIGNATURE PAGE**

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<td><strong>Foster Care Provider Signature</strong></td>
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<td><strong>Supervisor Signature</strong></td>
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*FFN Form – CMT014 – Youth Normalcy Plan - 08/2007*

*(All previous forms should be destroyed)*
HKI Teen Normalcy Plan
Responsibilities Section

Note: The HKI Teen Normalcy Plan is a written plan that outlines the responsibilities and age appropriate activities developed for each HKI youth ages 13-17 in licensed care. The HKI Teen Normalcy Plan must be developed in collaboration with the youth, caregiver and care manager and reviewed by their supervisor. Each HKI Teen Normalcy Plan is specific to the individual youth and must be reviewed and updated every ninety days.

Youth: ___________________________ DOB: __________ Age: __________

1. □ Chores
   □ It is expected that clothes and other items will be in put away
   □ It is expected that the bed will be made up
   □ Wash dishes ______ times per week
   □ Vacuum/Sweep
   □ Feed pets
   □ Yard Work

   Other:

2. □ Attend School/Complete Homework
   Complete homework as assigned every day
   Attend School
   Participate in tutoring as assigned

   Other:

3. □ Personal Care
   □ Bathe Daily/Brush Teeth
   □ Wash/Dry Personal Laundry
   □ Take Medication/Learn to be responsible for Medical Care

   Other:
4. □ Communication/Development
   □ Attend Staffings and Court Hearings
   □ Discuss School and Career Plans with Care Manager
   □ Communicate with GAL (Guardian Ad Litem)

   Other:


5. □ Participate in Life Skills Training – Complete your Training Log

6: Other:


Activities Section
Approved activities are the second part of the HKI Teen Normalcy Plan. If the youth demonstrates responsibility by maintaining compliance with their HKI Teen Normalcy Plan, then the licensed care provider has the authority to approve the following age-appropriate activities:

Suggested activities for ages 13-14
Participate in after school academic programs or sports
Participate in activities and functions with friends from school/others under the supervision of the legal guardian or other adult approved by the foster care provider

Other: Be Specific


Suggested activities for ages 15-16
Youth can participate in activities with friends & peers (movies, shopping, attend school events) without adult supervision. (Should not exceed 3 hours)
Youth can spend the night with friends from school, church other social group

Other: Be Specific


Page 2 of 3
**Suggested activities for ages 16-17**

Youth can participate in unsupervised activities; including dating as long as the foster care provider can verify friends/dates are from school, church or other approved social group.

Youth can participate unsupervised in school functions such as homecoming and prom.

Youth can spend the night with friends from school, church other social group.

Youth has a curfew of: ___________ weekdays ___________ Fri & Sat for unsupervised activities.

Youth can ride public transportation.

Youth can obtain employment.

Youth can have a cell phone.

Youth can use telephone unsupervised between the hours of:

____________________ Weekdays __________________ Weekends

Other: Be Specific

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Youth Name (Print) __________________________ Date __________

Youth Signature ____________________________

Care Manager (Print) __________________________ Date __________

Care Manager Signature __________________________

Licensed Care Provider (Print) __________________________ Date __________

Licensed Care Provider Signature __________________________

Supervisor Reviewed on __ _____/_____/_____

Supervisor Signature __________________________

Page 3 of 3
Note: The teen normalcy plan outlines the responsibilities and age appropriate activities for all SCC youth between the ages of 13-17 in licensed foster care. This plan must be individualized and developed in collaboration with the youth, caregiver, and case manager. Review and update this plan every 90 days.

Foster care provider should use standard of being a “prudent parent” when making decisions.

Name: ___________________________ DOB/Age: ____________

**Youth Responsibilities**
Chores: The teen is responsible for the following chores

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<td>Put clothes away</td>
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<td>Take out trash</td>
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Teen must attend school regularly

Teen will complete homework as assigned

Teen will attend all staffings and court hearings

Teen will discuss school and career plans with case manager

Teen will communicate with their assigned Guardian Ad Litem

**Activities Section**
The Foster Parent/Licensed Care Provider has the authority to approve age appropriate activities if the youth demonstrates their ability to be responsible and abide by the teen plan.

**Suggested activities for ages 13-14**
Participate in after school academic programs or sports

Participate in activities and functions with friends from school/others under the supervision of the legal guardian or other adult approved by the foster care provider.
Agreed upon activities include:

Suggested activities for ages 15-16
Teen can participate in activities with friends and peers (movies, shopping, attend school events) without adult supervision. (should not exceed 3 hours). Teen can spend the night with friends from school, church or other social groups if approved by the foster care provider

Agreed upon activities include:

Suggested activities for ages 16 - 17
Teen can participate in unsupervised activities; including dating as long as the foster care provider approves.

Teen can participate in unsupervised in school functions such as homecoming and prom

Teen can spend the night with friends

Teen as a curfew of ___________ weekdays and ___________ Friday & Saturday nights

Teen can ride public transportation

Teen can have a cell phone
Teen can be employed

Teen can use the cell phone unsupervised ___________ and _______________
Friday & Saturday

Agreed upon activities include:
ACKNOWLEDGEMENT:

In signing this Teen Plan, I acknowledge:

- I have participated in the development of this Teen Plan.
- I have received a copy of this Teen Plan.

_________________________   ______________
Signature of Youth                  Date

_________________________   ______________
Signature of Foster parent(s) or caregiver(s)  Date

_________________________   ______________
Signature of Foster parent(s) or caregiver(s)  Date

_________________________   ______________
Signature of Child Welfare Case Manager  Date

Copy: File, court, teen, foster care provider