Prudent Parenting:

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Learning Objectives
By the end of this session, participants will be able to:
• Define Key Terms
• List Key Elements of the Law
• Describe Responsibilities
• Describe WHY this is important
• List examples of activities for all children including:
  • Children & Youth with disabilities and other special circumstances
  • Utilize safety plans
  • Utilize guiding questions
  • Access additional resources

Activities that were Important in My Life:
• Ages 0-5
• Ages 6-11
• Ages 12-18
• Ages 19-21

Historical Background: Why do we Need new Laws & Policies?

Intent and Focus -

Children & Youth

Parents & Caregivers

Workers, Agencies, Courts

Opportunities

Well Being

Guidance

Support

Clarity

Roles

So – What does the law say? PL 113-183 (Federal) List of Key provisions

• Each child must have regular and ongoing opportunities to engage in age or developmentally appropriate activities

• Each youth over 14 has opportunities to gain skills and participate in plans for transition to adulthood

• State agency must take steps (including training of caregivers) to ensure that caregivers are applying reasonable and prudent parent standard

• Specifics will be reviewed at every permanency hearing
Key Definitions

Normalcy

Reasonable & Prudent Parent Standard

Age or Developmentally Appropriate Activities

A few others . . .

Examples of Age or Developmentally Appropriate Activities

Examples of Age or Developmentally Appropriate Activities

Who does this law apply to?

“No-No’s”

Normalcy for Youth in Special Circumstances ~
Providing Safety, Inclusion and Opportunity for

• Pregnant and Parenting Teens
• Young people who identify as LGBTQ or other non-conforming expressions of gender and sexuality
• Youth with history of justice-system contact or involvement
• Other circumstances?

What Do I Need to Know?

Who does this law apply to?

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What Do I Need to Know?
What is Child Trauma?

How Does Trauma Affect The Child's Ability to Safely Engage in Activities

- Most of the time, the child will behave and respond like a typically developing child.
- A trauma trigger can change that.
  - The child can explode.
  - Or withdraw, shut-down.
  - Or simply take longer to settle down and be ready to participate.
- What examples have you seen?

Putting the Knowledge All Together: Observing and Knowing the Child in my Care

Understand The "Ask"
Brainstorm - Factors to Consider

- Child’s age, maturity and developmental level
- Appropriateness of the extracurricular, enrichment, cultural or social activity or experience.
- Child’s wishes.
- Encouraging the child’s emotional and developmental growth.
- Supporting the youth in developing skills to successfully transition to adulthood.
- Providing the child with the most family-like living experience possible.
- Any special needs accommodations, or trauma-safety plans that the child may need to safely and fully participate in the activity or experience.
- Potential risk factors to the child or to others
- Best interest of the child, based on information known by the caregiver.
Avoiding the “L” word (*lawy)*

Wrapping Up
- Q & A
- Evaluations