

# Value of informed mutual decision-making

Rob van Pagée

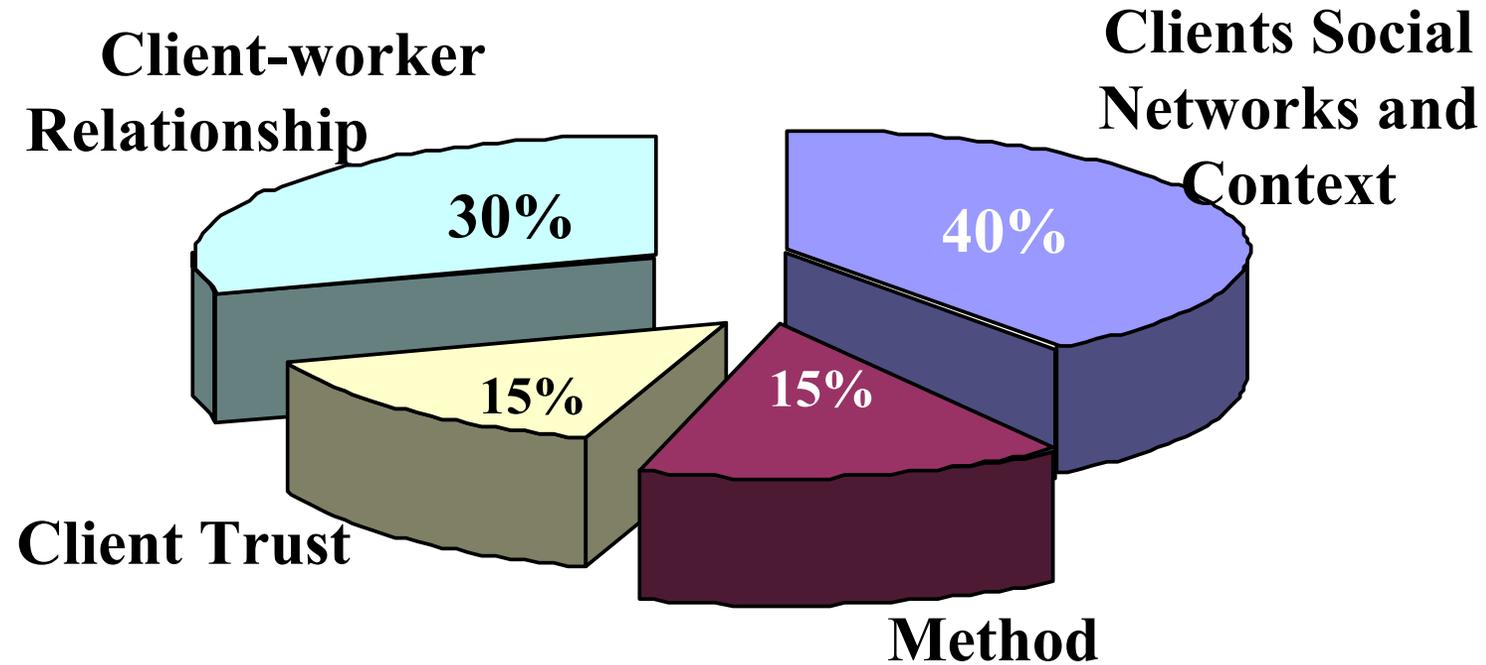
Op Kleine Schaal (OKS)

PRIDE Master trainer - FGC Master trainer

# Family Preservation and Family-based Care

- UN CRC, UN Guidelines on Children in Alternative Care, EU Child Rights Agenda,
- Common European Guidelines on the Transition from Institutional to Community-based Care on prevention of separation of children from their families & provision of family, community based care
- De-institutionalization process:
  - reunification with their families (kinship) or placement into family type care
- Family foster care as the second best option when birth family is not able or willing to take care of their children
- Gate keeping

# SUPPORTING FAMILIES: *WHAT WORKS?* (McKeown, 2000/ DeVries, 2012)



# Child rights based approach UNCRC

- Parents have the primary responsibility for the upbringing of their children
- State should provide all possible support to them (Art5)
- **If not possible**, first alternative family care
  - Kinship – *Ask the Family first*
  - Foster Care
  - Adoption
- Gate keeping

# Gatekeeping

‘Good gatekeeping is more a matter of attitude and philosophy than the availability of resources’  
(Maria Herczog)

# Kinship Care: An Opportunity

- Extended family or a family chosen by the child is the closest to the birth parents
- Historically widespread, accepted as an informal care of children in Europe
- Kinship carers need specific supports separate from birth parents and foster parents
- “Reinvented” option in many countries as informal or formal family care – how to arrange it?



# **Life world...** *Habermas*

- **The life world is informal, not economically driven domains of social life:**
  - family, - community, - social networks etc.
- **Most daily, ordinary problem solving takes place in the 'life world'.**
- **Communicative action takes place creating consensus and cohesion.**



# **System world...**

- Structured
- Organized
- Rules Based
- Formal
- Money driven,
- Employment driven,
- Power.

# Two cultures of care

- The State knows better,
- The Families knows better.

most things  
look better when  
you put them  
in a circle

# Family-group conferencing is a bridge



**State/Social Worker focus**



***Risk***

(Incidents)

***Impacts***

(Patterns of functioning)

***Need***

(Structural Issues affecting families)



**Family group focus**

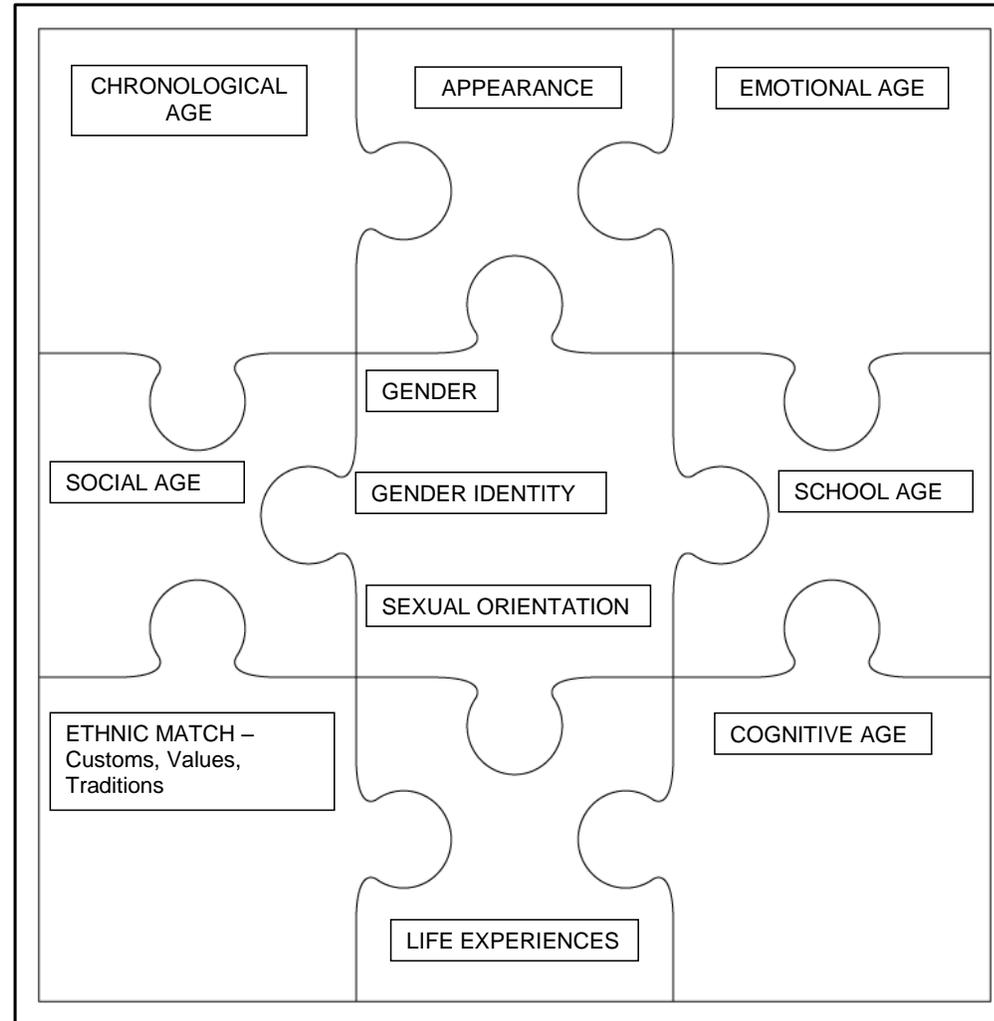
# Different thinking about Families

- Children needs to maintain kinship and cultural connections wherever they live
- Families are bigger than parents and children
- Active family involvement is essential for good outcomes
- Families know themselves best
- Families are the best source of solutions
- Families are capable of directing their own affairs
- The State (and its professionals) must defend kinship groups against unnecessary intrusion

# Foster Care key-competencies

- Protect and nurture children
- Meet developmental needs of children and address their developmental delays
- Support child-family relationships
- Connect children to relationships intended to last a lifetime
- Work as a member of a professional team

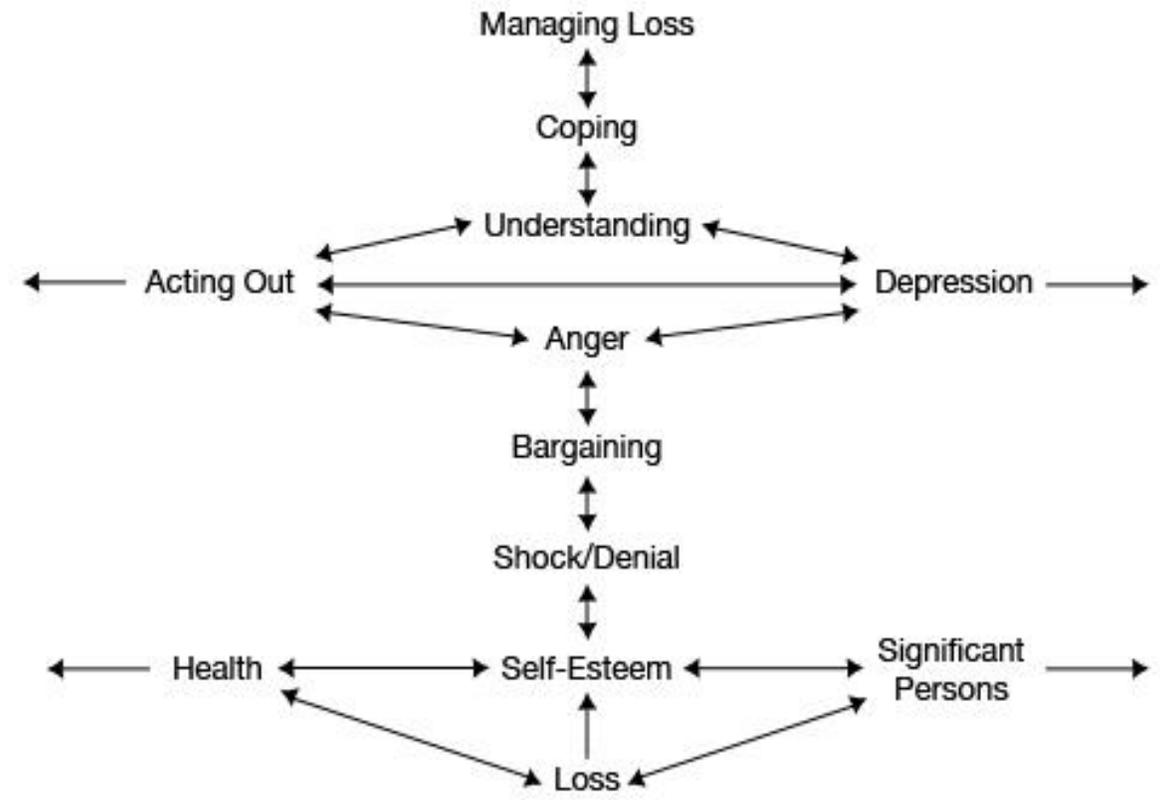
# Impact of Loss & Trauma on Child Development



# PRIDE guiding principles

- Promoting children's development
- The importance of parents and families
- The value of diversity and cultural competence
- Managing loss and trauma
- The importance of teamwork
- Role clarity
- Mutual assessment and informed decisions

# The Pathway Through the Grieving Process\*



Note that responses to grief may not occur in orderly progression as outlined above. In fact, many people go back and forth from one response to another, or may even exhibit several responses within the same day

# Loss History Chart

- Age

- Type of loss

- Help received

# Purpose of PRIDE

- **Meet needs of children**, protective, developmental, cultural and permanency
- **Strengthen families**, origin, blended, extended or kinship, foster, adoptive families or members of a tribe or clan.
- **Strengthen the quality of family foster care** by providing a standardized, consisted, structured framework for preservice training and mutual assessment; for foster parent inservice training, and for ongoing professional development.
- **Share resources** among public and voluntary child welfare agencies, colleges and universities, foster parent and adoptive parent associations, and national child welfare organizations

# Facilitation of empowerment

- Parents, children and family-members to be active partners.
- Community, family resources mobilized
- Kinship carers supported
- Foster Parents developed-grow into the job
- Adopt Parents the same

# What stops us from working differently?

- Societal expectations
- Our Training!
- Working alone
- Trust issues

Trust the process



[www.eigen-kracht.nl](http://www.eigen-kracht.nl)  
[www.fosterpride.eu](http://www.fosterpride.eu)

# 14-step process

|

1. Identify vision, goals
2. Define role, tasks and competencies
3. Conduct local needs assessment

# 14 step proces II

4. Community education & recruitment strategies
5. Respond to inquiries;
6. Checking non negotiables
7. First at-home family consultation meeting
- 8a Provide Foster PRIDE/Adopt PRIDE sessions
- 8b Provide ongoing family assessment
9. Decision for licensing
- 10 Matching children & foster families

# 14 step proces III

11. Placement of child(eren)

12. Profs and Foster carers work as a team

13. Provide support

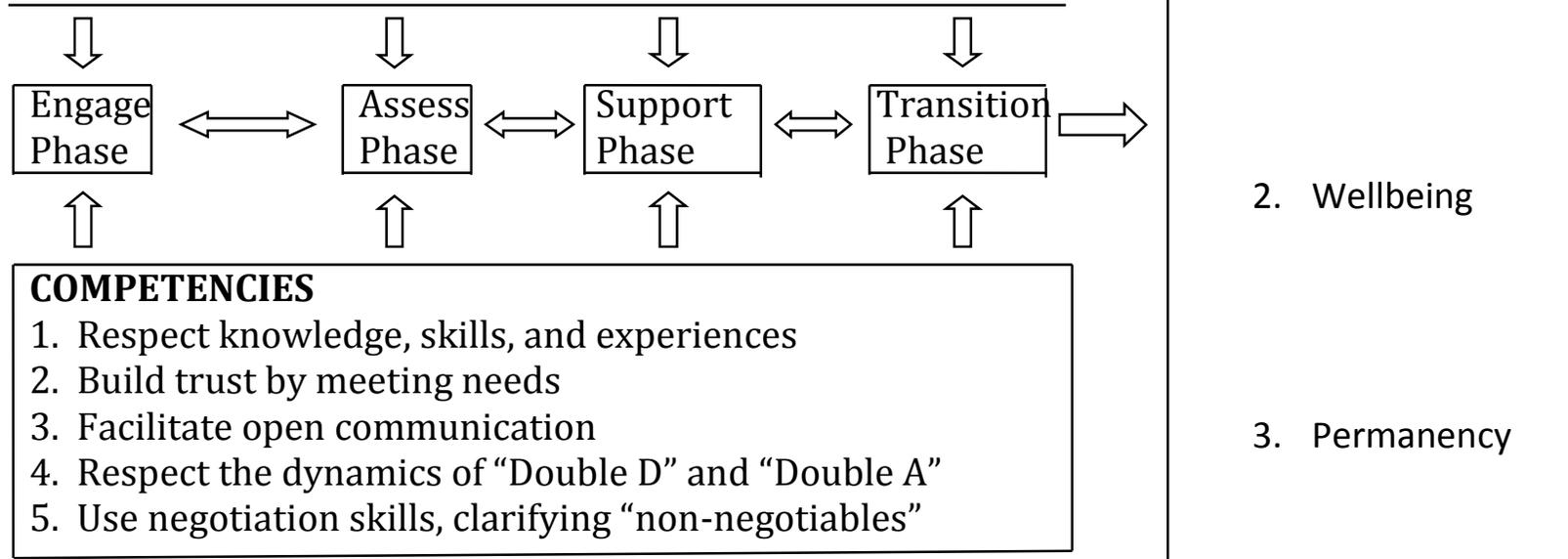
Foster PRIDE in-service modules and other supports

14. Conclude formal relationship with foster families

Exit interviews

## ISSUES

1. Legal status
2. Financial support
3. Health/mental health
4. Child behavior
5. School
6. Family relationships
7. Support services
8. Fair and equal treatment
9. Satisfaction and recommendations



The three most important collaboration words:

**FOR THE CHILDREN**