

Section 6 Overview

This section is developed to guide Children's Service Workers in decision making, the provision and documentation of services to children and their families, development of community resources, and their subsequent assessment and utilization. These resources are designed to enhance and augment services to children and their families in need of preventive, protective, and out-of-home care services.

Procedures contained in this chapter incorporate assessment standards (largely based on licensing rules) which reflect the concern of the agency for those children who must live apart from their families during some part of their minority. The purpose of these standards is to protect those children from abuse, neglect, injury, and exploitation, and to assist in treatment and improved social functioning.

It is recognized that such direction cannot be all inclusive; therefore, staff will still need to exercise judgment in individual case situations. In those situations in which staff do not follow the procedures, they will be expected to document the justification for their actions in the individual case record.

With each procedure, and each step within a procedure, it may be necessary for the worker to secure supervisory assistance in order to make a decision. The procedures do not contain a reference to worker-supervisor conferences, but this joint decision-making activity is understood to be an integral part of service delivery to community resource providers.

Chapter 6 Overview

This chapter will describe the process for connecting resource providers and adoptive parents to local/statewide and national support groups.

Table of Contents

- 6.1 Support Groups
- 6.2 Transracial Parenting

Memoranda History:

CD12-82

Attachments:

6.1 Support Groups:

1. The Children's Service Worker will inform the resource providers and applicants of local/statewide/national support groups by giving name and address of contact.
2. Support, encourage, and participate in development and maintenance of support groups, by:
 - a. Providing Foster Parents With Data, Information, And Guidelines On The Obligations, Responsibilities And Opportunities Of Foster Parenting;
 - b. Informing Foster Parents Of Changes In Laws And Regulations Relevant To Foster Parenting.

Related Subject: Section 210.537, RSMo
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3. Allow leadership to evolve from within support group, rather than imposed externally.
4. The teaching resource provider will develop support group if none exists, or supplement existing county activities.
5. Evaluate efforts of development and maintenance.
6. Record activities in county file.

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6.2 Transracial Parenting

When applicant resource parent indicates an interest in parenting interracial/culturally, the Children's Service Worker should refer the resource parent to training regarding Transracial parenting. STARS In-Service Training Module 7 is a resource that may be used to introduce resource parents to cultural competence. Curriculums are available that provide training to strengthen bicultural families.

The training curriculum should include but is not limited to:

- Information that highlights the important issues involved in caring for a child of another race, culture, or ethnicity. Including but not limited to identity development, family issues, community resources, and more
- Information to educate parents on what it truly means to parent a child (ren) of a different race, culture, or ethnicity
- Strategies to help parents explore ways to prepare for parenting a child (ren) of a different race, culture, or ethnicity..

The expectation is that the training facilitator will have experience in parenting a child of a different culture. This could enrich the quality of the discussion, answer unmet needs of those currently parenting, and encourage the development of support groups.

In-service training credit for up to six (6) hours may be earned with submission of documentation that transracial parenting training was completed.

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