



## **The Reasonable and Prudent Parent Standard** for Unlicensed Out-of-Home Care Providers

*Promoting Normalcy for Children in Out-of-Home Care*

Wisconsin Child Welfare Professional Development System

## Slide 1

### Introduction

Duration: 00:01:31

Advance mode: By user



### The Reasonable and Prudent Parent Standard for Unlicensed Out-of-Home Care Providers

*Promoting Normalcy for Children in Out-of-Home Care*

Wisconsin Child Welfare Professional Development System

#### Notes:

Welcome to the online training about the Reasonable and Prudent Parent Standard for unlicensed out-of-home care providers. In the state of Wisconsin, unlicensed out-of-home care providers may or may not be a relative to the child or children placed in their home.

Children in out-of-home care have the right to have a normal childhood or adolescence. The people involved in their lives, including you, are responsible for creating as much normalcy as possible.

Previously, laws and policies restricted consent for normal and appropriate activities of children living in out-of-home care. Often, they also required difficult approval processes. Normal childhood activities such as birthday parties, haircuts, or participating in extracurricular events were delayed or not allowed.

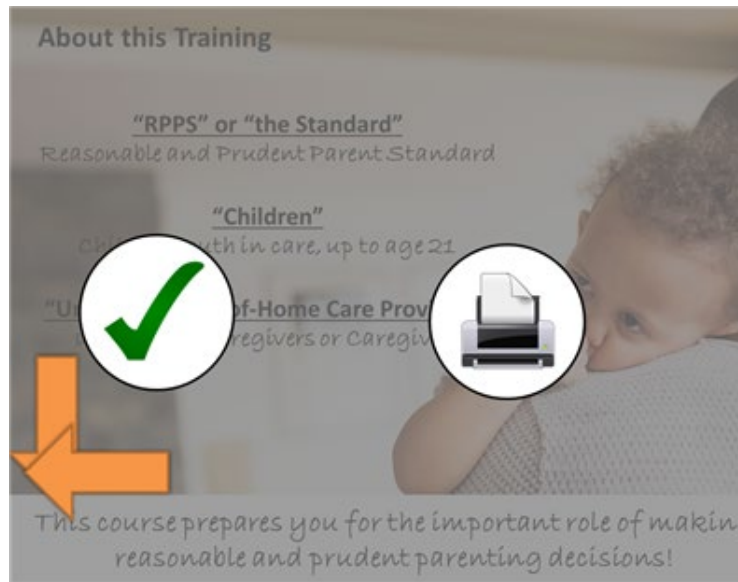
In this training, you will learn about the Reasonable and Prudent Parent Standard, which federal legislation requires and the state of Wisconsin enacted to improve normalcy for children living in out-of-home care. We'll introduce the Reasonable and Prudent Parent Standard, explain the importance of normalcy, and walk through examples of how out-of-home care providers make reasonable and prudent parenting decisions.

Click the "Next" button to continue to the next page.

## Slide 2

### About this Training

Duration: 00:01:57  
Advance mode: By user



#### Notes:

Before we get into the main content, we'd like to share some information about language used in this training.



When we talk about the Reasonable and Prudent Parent Standard, we sometimes shorten the name to "RPPS" or "the Standard".

In child welfare, we define "children" as up to age 21, depending on when they leave care. So that's why we sometimes call teenagers "children" or "youth" in the course.

Throughout this training we will refer to unlicensed out-of-home care providers as "caregivers" or "unlicensed caregivers".


This training has information specific to unlicensed out-of-home care providers. This course seeks to prepare you for the important role of making reasonable and prudent parenting decisions for the children in your care! Once you have successfully completed this training on the Reasonable and Prudent Parent Standard, you will be able to make RPPS decisions.

To find your way around this course, here are a few tips. You can use the controls along the bottom of the window to play, pause, rewind, and move to the next or previous page. On the left side of the window, the Menu bar lists all the course pages. You can also view the Narration tab to read the script and the Resources tab for all the documents and links covered in the course. If you close the course and return to it later, you'll have the option to continue where you left off or start again. There are several quiz questions along the way to help you check your understanding. After the final quiz, be sure to print your results to document that you completed the course.

		<p>This course was created by Wisconsin's Department of Children and Families, the Wisconsin Child Welfare Professional Development System, and Milwaukee Child Welfare Partnership. Our goal is to help you make reasonable and prudent parenting decisions, so you can provide the children in your care with a normal childhood.</p>
<p><b>Slide 3</b>   <b>Objectives</b>  Duration: 00:00:20  Advance mode: By user</p>	 <ul style="list-style-type: none"> <li>✓ Describe the Reasonable and Prudent Parent Standard (RPPS) &amp; the importance of normalcy.</li> <li>✓ Explain the factors to consider for reasonable &amp; prudent parenting decisions.</li> <li>✓ Describe your role in making RPPS decisions.</li> </ul>	<p><b>Notes:</b>  Upon completion of this course, you should have the knowledge &amp; skills to...</p> <ul style="list-style-type: none"> <li>• Describe the Reasonable and Prudent Parent Standard &amp; the importance of normalcy.</li> <li>• Explain the factors to consider for reasonable and prudent parenting decisions. And,</li> <li>• Describe your role in making RPPS decisions.</li> </ul>

**Slide 4**  
**Reasonable and Prudent Parent Standard - What is it?**

Duration: 00:01:26  
Advance mode: By user



**Reasonable and Prudent Parent Standard:**  
*What is it?*

**Allows children to participate in age and developmentally appropriate activities.**

**Allows children placed in your home to participate in activities, while maintaining the health, safety, best interest, and cultural, religious, and tribal values of the child.**

**Notes:**

Legislators heard from current and former foster youth that they weren't able to "be a kid" while in out-of-home care. Being in care prevented them from building relationships with peers or experiencing normal personal growth, and that negatively affected their well-being. The federal government responded with the requirement for reasonable and prudent parenting to increase normalcy for children in out-of-home care.

The Preventing Sex Trafficking and Strengthening Families Act of 2014 included the Reasonable and Prudent Parent Standard. This law requires out-of-home care providers, including you, to apply the Reasonable and Prudent Parent Standard when making decisions involving children placed in their care, so they can allow children to participate in age and developmentally appropriate activities. This standard is not used for children who are with a foster parent for respite or children who are living with relatives under voluntary kinship care.

As a caregiver, you will use this standard on a child specific basis to allow children placed in your home to participate in activities that encourage normalcy and emotional and developmental growth, while still maintaining the health, safety, best interest, and cultural, religious, and tribal values of the child.

If you have questions about decisions you can and cannot make, you should talk with your caseworker.

**Slide 5**  
**Voices of  
Foster Care:  
Normalcy for  
Youth**

Duration: 00:01:04  
Advance mode: By  
user

**Voices of Foster Care:  
Normalcy for Youth**

I felt like nothing  
in my life was  
"normal"...

... you feel a little  
less out of place and  
a little less different  
than everybody else.

Being able to do things at  
the same time as friends  
and peers...

**Notes:**

When asked about their experiences in out-of-home care, the following responses about normalcy were submitted by young adults from the Youth Advisory Council.

"When I was in foster care I felt like nothing in my life was 'normal.' I think promoting normalcy for youth in care might help a little bit with that feeling - if at least some aspects of your life look like the lives of your friends and peers, maybe you feel a little less out of place and a little less different than everybody else."

"Being able to do things at the same time as friends and peers such as get a learner's permit or driver's license, attend school dances or activities, go to sleepovers, etc. Sometimes it's not a matter of not being able to do the activity, it's about how long it takes to get permission and figure out who is going to pay for it or run the background checks. If those things could be negotiated and figured out ahead of time, it might draw less attention to kids in care by allowing them to participate in those experiences at the same time as their peers rather than having to wait for all the "red tape" to clear."

## Slide 6

### Voices of Foster Care: Two Different Experiences

Duration: 00:01:02  
Advance mode: By user

#### Voices of Foster Care: Two Different Experiences

*My foster parents were really great at letting me participate in sports and activities at school...*

*I have lots of examples of times I was prevented from participating in activities due to being in out of home care, unfortunately...*

#### Notes:

Listen to two former foster youth share their contrasting experiences of normalcy.

“My foster parents were really great at letting me participate in sports and activities at school. It made a huge difference for me as far as making me feel like a regular teenager and allowing me to have those normal experiences with my peers.”

“I have lots of examples of times I was prevented from participating in activities due to being in out of home care, unfortunately. I didn't have the chance to go to football games, school dances, or participate in extracurricular activities because my foster parents felt that providing me rides to anything outside of school (I took the bus) was above and beyond what they were expected to do...”

In reality, this second experience is not above and beyond what out-of-home caregivers are expected to do. In fact, as part of the law, it is required that out-of-home care providers use the Reasonable and Prudent Parenting Standard to promote normalcy.

**Slide 7**  
**The Reasonable and Prudent Parent Standard Defined**

Duration: 00:00:29  
Advance mode: By user

**The Reasonable and Prudent Parent Standard Defined**



How would you make this decision for your own child?

**From the Reasonable and Prudent Parent Standard (RPPS):**

A standard for an out-of-home care provider to use to make decisions concerning a child's participation in age and developmentally appropriate extracurricular, enrichment, cultural, and social activities that is characterized by careful and sensible parental decisions that maintain the health, safety, best interest, and cultural, religious, and tribal values of the child, while at the same time encouraging the emotional and developmental growth of a child. Activities that are generally accepted as suitable for children of a given chronological age or level of maturity or that are determined to be developmentally appropriate for a child based on the cognitive, emotional, physical, and behavioral capacities that are typical for children of a given age or age-group or, in the case of specific child, activities that are suitable for the child based on the cognitive, emotional, physical and behavioral capacities of that child.

**Notes:**

Simply put, reasonable and prudent parenting is sensible parenting. It allows caregivers to make decisions on a day-to-day basis that will not delay a child from having normal experiences. Every decision is particular to the child and the situation.

Another way to frame prudent parenting is to ask, "How would you make this decision for your own child?"

Take a moment now to read the definition of the Standard on screen before continuing.



## Slide 8

### Who Does RPPS Apply to?

Duration: 00:00:38  
Advance mode: By user

#### Who Does RPPS Apply to?

Out-of-home care providers, including:

- ✓ Foster parents (relative or non-relative)
  - Levels 1-5 Foster Homes, Including pre-adoptive homes
- ✓ Guardians
  - Court-Ordered Kinship Care Providers
- ✓ Unlicensed Non-Relatives
- ✓ RPPS Decision makers at a Residential Care Center, Group Home, or Shelter Care facility

#### Providers *may not opt out!*

- ✗ Respite providers and Voluntary Kinship Care providers are **not** included in the Reasonable and Prudent Parent Standard



#### Notes:

It's the responsibility of all involved in the child welfare system to promote normalcy for children living in out-of-home care.

Specifically, out-of-home care providers must use the Reasonable and Prudent Parent Standard to determine if a child may participate in an age-appropriate activity. Review the list to see who this applies to. This includes you, as an unlicensed out-of-home care provider.

Providers may not opt out of this required practice!

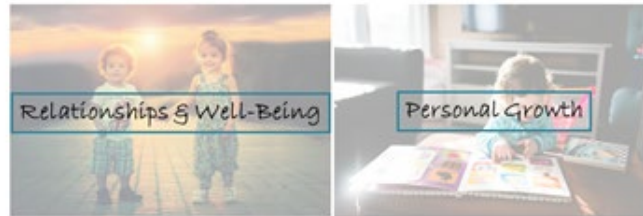
Note that Respite care providers and Voluntary Kinship Care providers are not included in the Reasonable and Prudent Parent Standard.

## Slide 9

### Purpose of the Standard

Duration: 00:00:15  
Advance mode: By user

#### Purpose of the Standard



#### Notes:

Over the next few pages, we'll explore the purpose of the Reasonable and Prudent Parent Standard, which includes creating and promoting normalcy, building relationships and improving well-being, and personal growth.

**Slide 10**  
**Create and Promote Normalcy**

Duration: 00:00:48  
Advance mode: By user

**Create and Promote Normalcy**

*easily engage in activities*



*well-being  
growth  
development*

*social  
scholastic  
enrichment*

**Notes:**

Normalcy is the ability to easily engage in healthy and developmentally appropriate activities that promote well-being and personal growth and development, such as social, scholastic, and enrichment activities. The standard promotes normalcy for children in out-of-home care by allowing them to pursue their interests, engage in the same activities as their peers, build skills for their future, and promote a trusting, caring relationship with their caregivers. This takes place while still keeping the health, safety, and best interest of the child as the priority.

Normalcy needs to be promoted for all children in out-of-home care, no matter their permanence status. Their childhood should not be stunted because they are placed in out-of-home care.

## Slide 11 Improve Well-Being & Build Relationships

Duration: 00:01:36  
Advance mode: By user

### Improve Well-Being & Build Relationships



#### Notes:

Another goal of reasonable and prudent parenting is to improve the overall well-being of children by creating opportunities to build and normalize relationships. Improved well-being may contribute to greater placement stability and better permanency outcomes.

Ultimately, the standard will improve a child's social and emotional development by building their peer relationships. Many children in out-of-home care have experienced some form of trauma and need additional support with emotional development, well-being, and understanding social cues. Some children may need more support and guidance from their caregiver to engage in activities similar to their peers. When children experience normalcy, they can participate in common activities that give them opportunities to make and maintain friends, and develop relationship problem-solving skills.

Relationships between foster children and other children in the home benefit from prudent parenting. These decisions promote a fair & inclusive household by creating shared experiences among all children.

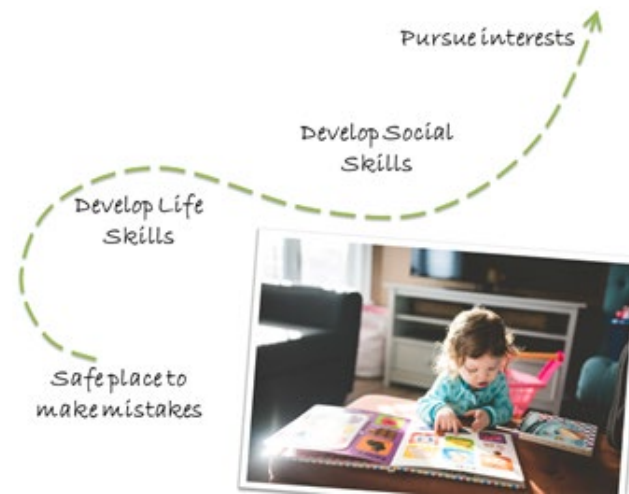
Lastly, the standard promotes more consistency and trust between the caregiver and the child. All children test boundaries and break rules. As a caregiver, you should provide supportive and consistent guidance to help children think through life circumstances. This teaches them natural consequences and how to make positive choices. And, all the while, builds a trusting parent-child relationship.

## Slide 12

### Personal Growth

Duration: 00:00:43  
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#### Personal Growth



#### Notes:

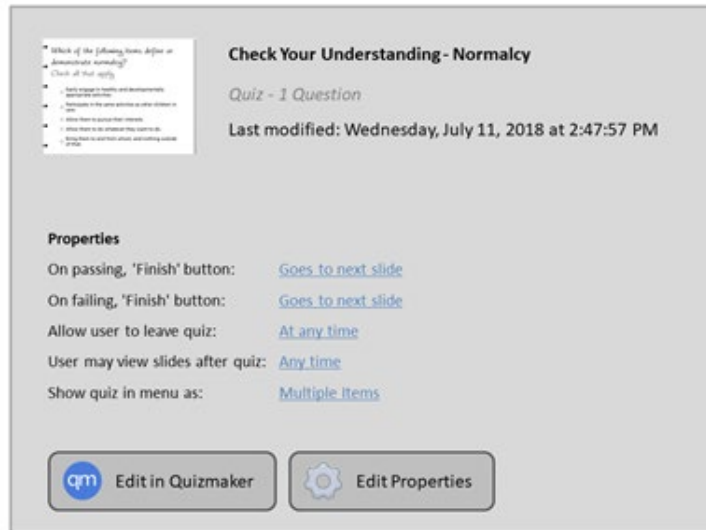
Out-of-home care placements need to be a safe place for children to grow and make mistakes.

Through reasonable and prudent parenting, you make decisions that are child-specific and encompass a child's development and personal growth. Youth develop life skills, such as obtaining employment, and social skills, through increased opportunities of peer interaction. They can pursue interests by exploring different activities.

All children should be allowed to try new things, make decisions, and fail at times, while still under the guidance of caring adults. All children make mistakes and these should be seen as opportunities for growth.

## Slide 13 Check Your Understanding - Normalcy

Duration: 00:00:05  
Advance mode: By  
user



**Check Your Understanding - Normalcy**  
Quiz - 1 Question  
Last modified: Wednesday, July 11, 2018 at 2:47:57 PM

**Properties**



On passing, 'Finish' button: [Goes to next slide](#)

On failing, 'Finish' button: [Goes to next slide](#)

Allow user to leave quiz: [At any time](#)

User may view slides after quiz: [Any time](#)

Show quiz in menu as: [Multiple Items](#)

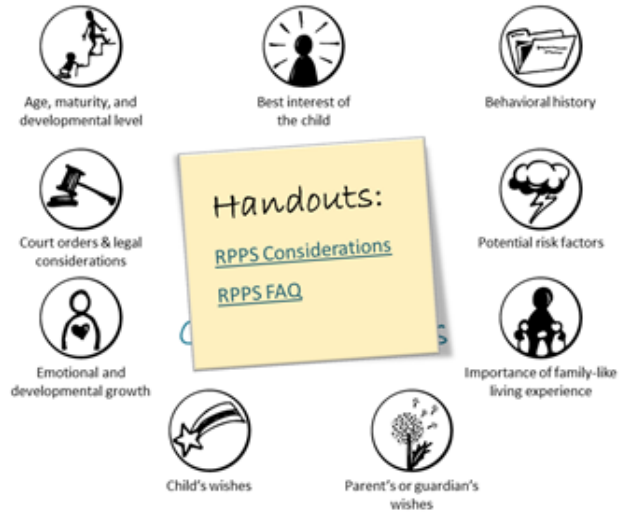
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Notes:

## Slide 14 How to Make RPPS Decisions

Duration: 00:01:25  
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### How to Make RPPS Decisions



### Notes:

When determining if a decision is reasonable and prudent, you must consider the following:

- The child's age, maturity, and developmental level
- The best interest of the child
- The child's behavioral history
- Court Orders & Legal Considerations
- Cultural, Religious, & Tribal Values of the child and the child's family
- Potential risk factors
- The child's emotional and developmental growth
- The importance of family-like living experience
- The child's wishes, and
- The child's Parent's or Guardian's Wishes

You also need to make sure the child has taken any necessary training for participation in an activity, and any necessary safety equipment is provided to the child.

These considerations should be made for each specific child, situation, and activity. You should recognize that these considerations are flexible and can change from day to day.

Here are two helpful handouts. One introduces the consideration and the other covers frequently asked questions.

In addition to the list of considerations, you should use as much information as you can to make prudent parenting decisions.

Next, we'll take a closer look at each consideration along with examples of common situations.

## Slide 15 Age, Maturity, & Developmental Level

Duration: 00:01:49  
Advance mode: By  
user

### Age, Maturity, & Developmental Level

*age, maturity, and cognitive,  
emotional, physical, and  
behavioral capacities*

#### **Example:**

Should 16-year-old Logan  
babysit the neighbor's infant?



"Trampoline" by JASON  
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#### **Notes:**

First, let's discuss the child's age, maturity, and developmental level. The intention of this decision-making factor is to match an activity with the child by considering their age, maturity, and cognitive, emotional, physical, and behavioral capacities.

Remember that many children in out-of-home care may not be functioning at their chronological age, so you need to be sure to consider this for each individual child. It is also important to consider that children who have a physical, emotional, or learning disability should not be excluded from the Reasonable and Prudent Parent Standard. All children in out-of-home care must have equal opportunities to participate in activities and experience normalcy in all areas of their lives.



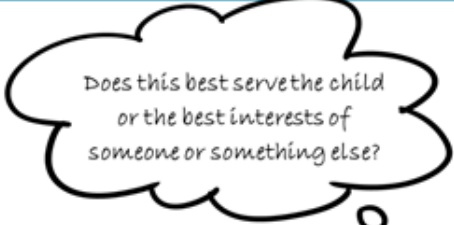

Here is an example of when to consider age, maturity, and the developmental level of a child.

As a caregiver, you are deciding whether 16-year-old Logan should babysit for your neighbor's infant.

The opportunity to babysit may be a great way for him to gain independent living skills, demonstrate his responsibility, and earn money. Babysitting is appropriate for many teenagers, but a reasonable and prudent parenting decision depends on many factors for the individual child, not simply their chronological age.

As a caregiver, you must evaluate whether Logan is responsible enough to babysit just like any parent would. You must consider all areas of the child's functioning, including behavioral history and caregiving skills, in combination with age & maturity. This includes any



		behavioral concerns that may put the infant he is caring for at risk, such as anger or frustration.
<p><b>Slide 16</b> </p> <p><b>Best Interest of the Child</b></p> <p>Duration: 00:00:54 Advance mode: By user</p>	<p><b>Best Interest of the Child</b> </p> <div data-bbox="457 402 907 625">  <p>Does this best serve the child or the best interests of someone or something else?</p> </div> <div data-bbox="487 734 1003 922"> <p><b>Example:</b> Is Tyler interested in camp? Or, does the caregiver want a "break"?</p>  </div>	<p><b>Notes:</b> The next factor, the best interest of the child, involves giving primary consideration to the child through a thoughtful assessment.</p> <p>A good question to ask is, "Does this best serve the child? Or the best interests of someone or something else?" We want to view situations through the eyes of the child.</p> <p>Consider an example of whether to send a child, Tyler, to an overnight camp. Are you sending Tyler because he is interested in the camp and will benefit from it, or, do you only have the motive of giving yourself a "break"?</p> <p>Here's another scenario to think about: Amanda is not interested in sports, but loves to read. What type of activity could be identified and encouraged for her to participate in?</p> <p>As a caregiver, it's important to remember to encourage children to voice their opinions and thoughts to ensure their best interests are being served.</p>

## Slide 17

### Child's Behavioral History

Duration: 00:01:59  
Advance mode: By user

#### Child's Behavioral History

##### Important:

- \* Information about the child
- \* Building trust & setting parameters
- \* Get creative with solutions!



##### Example:

Zavion asks to go to the movies with friends on a Saturday night...

##### Notes:

Another consideration that factors into each decision is a child's behavioral history. This consideration stresses the importance for you to be given as much information about the child as possible.

Every child makes mistakes and their past should not eliminate the opportunity for a second chance. You should keep in mind the importance of building trust and setting parameters with the children in your care. Conversations with the child must also occur when their behavioral history has a great impact on the decision being made.





Try to get creative if a child's behavioral history is swaying you to say "no" to a normalcy activity.

For instance: Zavion asks to go to the movies with friends on a Saturday night. Staying out past curfew has been an issue for him lately. Your first reaction may be to say "no" based on his previous behavior. Yet, you need to be creative to promote normalcy activities. Therefore, you agree to let Zavion go to the movies with friends, as long as you drive them.

Here's another example relating to how a child's behavioral history influences a reasonable and prudent parenting decision.

Late on a Thursday, you receive placement of Zoie, a 15-year-old female. Shortly after the caseworker left, Zoie explains to you that she has a date with her boyfriend tomorrow night.

You received information about Zoie through the Information for Out-of-Home Providers Part A & B forms, which will be explained in a few slides, but neither Zoie nor her mother

		<p>mentioned anything to the caseworker about a boyfriend. How does the lack of information affect your reasonable and prudent parenting decision? Due to the timing, lack of information, and to ensure safety, you can still promote normalcy for Zoie by allowing her boyfriend to come over for pizza in your home rather than go out to dinner, as originally planned. You should supervise and establish boundaries for the date.</p>
<p><b>Slide 18</b>   <b>Court Orders &amp; Legal Considerations</b>  Duration: 00:02:08  Advance mode: By user</p>	<p><b>Court Orders &amp; Legal Considerations</b> </p> <p>Requires birth parent's guardian consent:</p>  <ul style="list-style-type: none"> <li>✓ Decisions cannot go against any court order or the Permanency Plan, including family interaction.</li> <li>Consent is required for: <ul style="list-style-type: none"> <li>Consent to child's marriage</li> <li>Authorize child's enlistment in US Armed Forces</li> </ul> </li> <li>✓ Reasonable and Prudent Parent Standard covers extracurricular, enrichment, cultural, and social activities, not just any decision made for the child.</li> <li>Department of Public Instruction (School) Individual Education Plan (IEP), etc.</li> <li>Department of Transportation child Liability, etc.</li> <li><a href="#">Admin Code on Sponsorship</a></li> </ul>  <p><i>This is not an exhaustive list.</i></p>	<p><b>Notes:</b></p> <p>Court orders and legal considerations also factor into reasonable and prudent parenting decisions. Decisions cannot go against any court order or the Permanency Plan, including family interaction. Prudent parenting decisions must follow the law and other legal considerations. You should work with the child's caseworker to be sure Reasonable and Prudent Parent Standard decisions are consistent with the child's Permanency Plan and family interaction plan.</p> <p>Remember, that the Reasonable and Prudent Parent Standard only covers extracurricular, enrichment, cultural, and social activities, not just any decisions made for the child.</p> <p>Any type of medical consents, medication changes, doctor's examinations, and therapy instruction still require parent or guardian consent. You may not use reasonable and prudent parenting authority to make any type of medical decisions for the child in your care.</p> <p>You are not allowed to consent to a child's marriage or authorize a child's enlistment in US Armed Forces.</p> <p>Another area the Reasonable and Prudent Parent Standard does not apply is Education. IEP decisions and other</p>

		<p>educational topics that are dictated by law still require parent or guardian consent. Remember that extracurricular activities or field trip permission slips are areas where you can apply the Reasonable and Prudent Parent Standard to promote normalcy.</p> <p>Lastly, the Standard cannot go against any Department of Transportation laws about driver's education requirements and learner's permit rules, including assuming liability when becoming a child's sponsor.</p> <p>Children under the age of 18 must have a sponsor in order to be issued an instruction permit or license. You may act as a sponsor for the child. For more information, please reference this link to the Department of Transportation Administrative Code on Sponsorship. (<a href="https://docs.legis.wisconsin.gov/code/admin_code/trans/102/21">https://docs.legis.wisconsin.gov/code/admin_code/trans/102/21</a>)</p>
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## Slide 19

### Creative Planning with Court Orders

Duration: 00:00:57  
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#### Creative Planning with Court Orders

What if a RPPS decision is contrary to a court ordered activity or permanency plan?

Not an automatic "No."  
Discuss & see what adjustments can be made to accommodate activity.

#### Example:

Ryanne would like to sign up for drama club, which is every Tuesday after school. She typically has weekly family interaction during the same time...



Notes:

**Slide 20**  
**Cultural & Religious Considerations**

Duration: 00:01:11  
Advance mode: By user

**Cultural & Religious Considerations**



**Notes:**

As a caregiver, you must consider a child's cultural, religious, and tribal values when making a prudent parenting decision. This may be difficult depending on the situation, as the child and the parent or guardian may have different ideas and opinions about their values. You must carefully weigh these factors when making decisions. A child may not want to participate in a cultural or tribal activity that the parent or guardian feels is an important part of their culture and identity. This does not mean that you should automatically allow the child to miss this activity, and you should consider the value that activity will have for the child.

Discussions with the caseworker, parent or guardian, and the child should take place as soon as possible when there are conflicting opinions to ensure that the child's and family's culture, religion, and tribal values are promoted in both day-to-day and big decisions impacting the child. You may not force your own cultural or religious values on a child placed in your home, and must give heavy consideration to the values of the child and the parent or guardian when making reasonable and prudent parenting decisions.

Ho-Chunk Daycare Image source: ©UW-Madison University Communications. Photo by: Jeff Miller

**Slide 21**   
**Cultural & Religious Considerations Example**

Duration: 00:01:12  
Advance mode: By user

**Cultural & Religious Considerations Example**



**Example:**

Mia wants to attend bible study, but her biological mother does not approve. What should the caregiver do?

**Notes:**

For example:

Mia, a 13-year-old in out-of-home care, would like to attend bible study at a friend's church. You believe that the activity is age and developmentally appropriate for her, as well as an opportunity for positive social interaction and personal growth. However, Mia's biological mother does not approve of Mia attending any activity related to religion.

What next steps should you take? You should collaborate with Mia's mom to gather more background on why she disapproves, and share thoughts with one another. Is the parent disapproving because of strongly held cultural beliefs? Or is she disapproving to exercise control? Can a compromise be found that respects the parents' values while allowing Mia to explore her own cultural beliefs?

Every situation, case, and child is different. A parent or guardian's opinion on decisions regarding cultural, religious, and tribal values should be taken into account. You can also consult your licensor and the child's caseworker on how to apply the Reasonable and Prudent Parent Standard.

## Slide 22

### Potential Risk Factors

Duration: 00:01:07  
Advance mode: By user

#### Potential Risk Factors



#### Example:

Riding with a friend to school

vs.

A late-night concert

#### Notes:

Another consideration when making a reasonable and prudent parenting decision involves assessing potential risk factors of the activity.

Every situation has its own potential for risk, which varies based on the type of activity and the specific circumstances. Each situation should be considered individually. Risk factors may appear in many different ways, such as inadequate safety equipment, supervision levels, or a lack of information.

For example, a decision for 15-year-old Dakota to ride in a car with his seventeen-year-old friend Cory may change depending on the surrounding circumstances and level of risk. It may be reasonable and prudent to allow him to ride with the friend to and from school, but the same may not be true for a late-night concert.

You should discuss the assessment of risk with older youth. We want them to learn the skill of identifying how the same activity could be safe and appropriate in one situation, but would not be okay in other circumstances.



## Slide 23 Potential Risk Factors Continued

Duration: 00:00:49  
Advance mode: By  
user

### Potential Risk Factors Continued



*Children must have  
necessary training and  
proper safety equipment  
to participate in the  
activity.*



#### **Example:**

Assess the risk when hunting:

- Hunter's safety course
- Safety Equipment (blaze orange, safety switches)
- Adult supervision
- Abide by Laws (license, property)



#### **Notes:**

Risk assessment includes whether the child is adequately prepared to safely participate in an activity. You must ensure that children have the necessary training and proper safety equipment in order to participate in certain activities.

Hunting is a good example of this consideration. If you are deciding whether to allow a child to go hunting, you must assess the risk of the situation. This includes whether the child has taken a hunter's safety course and whether the child has the appropriate safety equipment, such as safety locks on guns and blaze orange gear. The child should also be supervised by an adult who is familiar with hunting at all times. The child must abide by other laws that dictate that they must have a license and may not trespass on private property.

## Slide 24 Emotional & Developmental Growth

Duration: 00:01:21  
Advance mode: By user

### Emotional & Developmental Growth

Promote positive emotional & developmental growth?

#### Example 1:

Keegan loves to sing. Should the caregiver encourage him to join choir at school?

#### Example 2:

Dominique would like to try out for the school's gymnastics team. Should the caregiver allow her to try out, even though she might not make the team?



#### Notes:

The emotional and developmental growth of the child must also be considered when making reasonable and prudent parenting decisions. You must assess the activity and circumstance to determine if it will promote positive emotional and developmental growth. Interacting with peers and participating in team activities allows the child opportunities to develop social and emotional skills.

It is important to note that even when you know that the child in your care may not be successful at something, such as making a team, the child should still be encouraged to try out, as it could be an experience of personal growth.

The following examples illustrate the importance of encouraging and allowing a child to participate in athletic or extracurricular activities.

Keegan loves to sing. Should you encourage him to join choir at school, knowing that it could provide good social interaction and build his self-esteem?

Dominique would like to try-out for the school's gymnastics team. Should you allow her to try out, even though she might not make the team?

You should keep in mind that the opportunity to participate in these types of activities will provide opportunities for emotional and developmental growth for the child, regardless of their success.

**Slide 25**  
**Family-Like Living Experience**

Duration: 00:01:40  
Advance mode: By user

**Family-Like Living Experience**

Is this something I would let my children do?



**Example 1:**

A caregiver allows the children in their care to jump in a bouncy house along with their other kids...

Is the only thing preventing the activity the fact that the child is in care?



**Example 2:**

A caregiver's biological child and their foster child were invited to the same sleep over...

**Notes:**

When you are faced with a decision, you should consider whether the activity will promote a "family-like" living experience. You should consider whether the activity is something that other members of the family can do. A child's status of being in out-of-home care should not be the only thing preventing the child from doing the activity. You should allow the child to experience living like a member of the family, not just a child placed in your home.

Decisions could range from simple to more complex.

A typical situation may be for you to allow a child placed in your care to jump in a bouncy house at a festival along with your other kids, without needing to get agency or parent consent.

A more involved decision would be if your biological child and your foster child were invited to the same sleep over. You would make this decision for both your biological child and foster child, using similar considerations, regardless of the foster child's placement in out-of-home care. You should consider what any parent would do in a similar situation, such as, have a conversation with the other parent, ensure they understand any necessary care needs of the child (medical or otherwise) ensure that a proper level of supervision will occur, and provide emergency contact information.

A decision to allow a child to participate in an activity that you would allow your birth child to participate in could be reasonable and prudent. A child's status of being in out-of-home care should not be a barrier to taking part in a normal activity that other household members participate in.

## Slide 26

### Child's Wishes

Duration: 00:02:01

Advance mode: By user

#### Child's Wishes

Provides learning opportunities,  
promotes transition to adulthood,  
and empowers children.

How can we meet in  
the middle?



#### Example:

Malcom would like to get a part-time  
job at a bar and grill...



#### Notes:

Alongside the multiple considerations that you must take into account when making decisions, a child's wishes are also a factor. A child has their own ideas about what makes them feel normal and similar to their peers. This involvement provides learning opportunities, promotes a successful transition to adulthood, and empowers children to be part of their own planning.


This does not mean that every time a child asks to do something you are required to say yes. You have to make decisions based on the individual child and the current situation. The intent is to encourage normalcy. The "no" should not be because the child is in out-of-home care. The "no" should be based on a reasonable and prudent parenting decision.

You and the child may have different ideas about what is normal and what is reasonable. You should get creative and ask, "How can we meet in the middle?"

For instance, Malcom would like to get a part-time job at a bar and grill to earn extra money. This promotes life skills and is age and developmentally appropriate for him. However, you say 'no' due to concerns about the hours and the environment of the workplace.

You need to talk through the concerns and the decision to not allow this type of employment. You may not feel comfortable with Malcom working past 9 pm or perhaps he has a history of alcohol use. Then, you and the child need to decide on a creative alternative. Perhaps a job at a local department store is a better option.

We want to give older children the opportunity to develop skills to successfully transition to adulthood. The use of the

		<p>Reasonable and Prudent Parent Standard may be different for a child in out-of-home care who is over the age of 18. Their age will impact whether or not you allow them to participate in an activity. Even though the child is legally an adult, there are still “house rules” the child will need to a follow, such as curfew.</p>
<p><b>Slide 27</b> 🎧  <b>Parent/Guardian Wishes &amp; Input</b>  Duration: 00:00:46  Advance mode: By user</p>	<p><b>Parent/Guardian Wishes &amp; Input</b></p> <ul style="list-style-type: none"> <li>✓ <i>Communication about day-to-day activities promotes positive shared parenting relationship</i></li> <li>✓ <i>Discuss RPPS decisions with parents/guardians for valuable insight into child</i></li> <li>✓ <i>Not required</i></li> <li>✓ <i>Not the determining factor</i></li> </ul> 	<p><b>Notes:</b>  As we touched on earlier, parent and guardian input should be taken into account when you make decisions about whether a child can or should participate in an activity.</p> <p>Communication between you and a child’s parent or guardian about day-to-day activities is essential to a positive shared parenting relationship. Whenever feasible, you should discuss reasonable and prudent parenting decisions with parents or guardians, as they have valuable insight regarding their child.</p> <p>However, parent or guardian wishes are not required for each decision and should not be the determining factor. You may apply the Reasonable and Prudent Parent Standard without parental consultation on each decision.</p>

## Slide 28

### Parent or Guardian Wishes

#### Example

Duration: 00:01:08  
Advance mode: By user

### Parent or Guardian Wishes Example



#### Example:

Katie wants to go on a day trip her school is taking to an out of state amusement park...



#### Notes:

There may be times when the input of the parent or guardian conflicts with your thoughts about a situation. Here is an example.

A youth in care, Katie, wants to go on a day trip her school is taking to an out-of-state amusement park.

You've been working with Katie on her behaviors at home and in school. You've had lots of conversations with Katie's mother and are working together on addressing Katie's behaviors during family interactions.

You recognize Katie's behavior has really improved and you are thinking about letting her attend the school trip. But, Katie's mother wants Katie to stay in town because she's upset about the last court hearing.

The Standard would support your decision to let Katie go on the field trip. This experience promotes relationships with friends and it is similar to other children her age.

It is important to distinguish the difference between a parent or guardian having concerns for their child's participation versus a parent exerting control over a child's life.

Ultimately, you make the decision, but should collaborate with parents or guardians as much as possible.



**Slide 29**  
**Check Your Understanding - RPPS Scenarios**

Duration: 00:00:05  
Advance mode: By user

**Check Your Understanding - RPPS Scenarios**  
*Quiz - 8 questions*  
Last modified: Friday, July 13, 2018 at 12:31:26 PM

**Properties**

On passing, 'Finish' button: [Goes to next slide](#)  
On failing, 'Finish' button: [Goes to next slide](#)  
Allow user to leave quiz: [At any time](#)  
User may view slides after quiz: [Any time](#)  
Show quiz in menu as: [Multiple Items](#)

 Edit in Quizmaker  Edit Properties

**Notes:**

## Slide 30

### Liability

Duration: 00:00:36  
Advance mode: By user

#### Liability



*The fear of liability should not prevent normalcy.*

Links:

[State Statute on liability](#)

[RPPS FAQ handout](#)



#### Notes:

Next, let's address a common concern - liability.

The fear of liability should not prevent a child in out-of-home care from experiencing normalcy.

If you have acted in accordance with the Reasonable and Prudent Parent Standard, you will not be liable for harm to the child or others as a result of the approved activity.

The State Statutes that address liability for out-of-home care providers can be found at this link:

<https://docs.legis.wisconsin.gov/statutes/statutes/895/11/485>

For additional guidance on liability, you can consult the handout on frequently asked questions.

(<https://wcpds.wisc.edu/related-training/fcc/m6/docs/RPPS-FAQ.pdf>)



## Slide 31

### Disagreements

Duration: 00:01:19  
Advance mode: By user

#### Disagreements

That decision is not what mine would be for my child.

VS.

That decision didn't use the Standard properly.

In a disagreement over the application of RPPS, the agency is responsible.

- ✓ Agency may change decision if not reasonable & prudent.
- ✓ Evaluate carefully with input from team.
- ✓ Consider if actions need to be taken.

#### Notes:

You should be empowered to make decisions without relying on the agency. Only serious disputes should lead you to rely on agency intervention and mediation. Typically, the agency does not get involved with the actual decision.

For example, if the parent or guardian does not like a decision that you made because it is different than what their decision would be, this is not a disagreement with the application of the Standard.

On the other hand, if the parent or guardian feels that a decision was made without proper use of the Standard, such as a disregard for cultural considerations, this may be a disagreement in which the agency is involved.

In any disagreement over the application of the Reasonable and Prudent Parenting Standard, the agency is ultimately responsible for the decisions concerning the care of the child. Agencies may change the decision if it is not reasonable and prudent, but should evaluate the situation carefully and with input from the parent or guardian, foster parents, and other members of the team.

In situations where a decision was made and it is later determined not to be reasonable and prudent, the agency may need to consider whether actions need to be taken, such as additional training, or corrective actions.

## Slide 32 RPPS Success Is Everyone's Responsibility!

Duration: 00:02:05  
Advance mode: By user

### RPPS Success Is Everyone's Responsibility!



#### Resources:

- ✓ [RPPS Standard brochure](#)
- ✓ [RPPS Considerations handout](#)
- ✓ [RPPS FAQ handout](#)

A screenshot of a form titled "Participating Plan". The form has several sections with labels and input fields. The labels include "Participating Plan", "Name", "Address", "City", "State", "Zip", "Phone", "Fax", "Email", "Date of Birth", "Gender", "Race", "Ethnicity", "Religion", "Marital Status", "Number of Children", "Number of Siblings", "Number of Grandchildren", "Number of Great-Grandchildren", "Number of Other Relatives", "Number of Other Contacts", "Number of Other Services", "Number of Other Agencies", "Number of Other Organizations", "Number of Other Groups", "Number of Other Committees", "Number of Other Boards", "Number of Other Positions", "Number of Other Roles", "Number of Other Responsibilities", "Number of Other Duties", "Number of Other Functions", "Number of Other Activities", "Number of Other Interests", "Number of Other Hobbies", "Number of Other Passions", "Number of Other Skills", "Number of Other Talents", "Number of Other Abilities", "Number of Other Strengths", "Number of Other Weaknesses", "Number of Other Challenges", "Number of Other Obstacles", "Number of Other Difficulties", "Number of Other Problems", "Number of Other Issues", "Number of Other Concerns", "Number of Other Worries", "Number of Other Fears", "Number of Other Phobias", "Number of Other Anxieties", "Number of Other Stresses", "Number of Other Strains", "Number of Other Pressures", "Number of Other Demands", "Number of Other Expectations", "Number of Other Responsibilities", "Number of Other Obligations", "Number of Other Commitments", "Number of Other Promises", "Number of Other Agreements", "Number of Other Contracts", "Number of Other Deals", "Number of Other Transactions", "Number of Other Exchanges", "Number of Other Trades", "Number of Other Swaps", "Number of Other Trades", "Number of Other Exchanges", "Number of Other Trades", "Number of Other Swaps", "Number of Other Trades", "Number of Other Exchanges", "Number of Other Trades", "Number of Other Swaps".

#### Notes:

Everyone involved in the child welfare system is responsible for promoting normalcy for all children living in out-of-home care. We hope you feel more prepared to support reasonable and prudent parenting decisions.

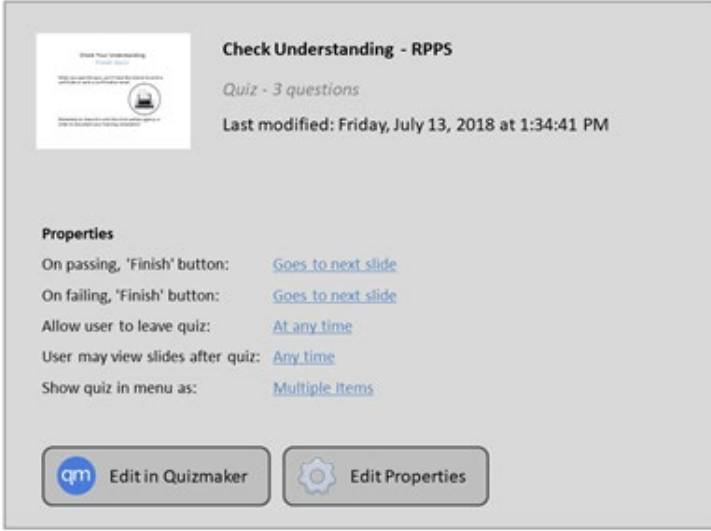
When a child is placed in your home, the child's caseworker must provide you with specific information about the child to consider when making normalcy decisions for the child. The child's caseworker will also share updates thereafter that may impact reasonable and prudent parenting decisions.

You will receive this information through the Information for Out-of-Home Care Providers Part A and B forms, through the Child and Adolescent Needs and Strengths (CANS) tool, and through updates throughout the life of the child's case, including updated permanency plans. As you learn more about the child and the best ways to promote normalcy in their life, you should communicate this to the child's caseworker.

If you do not have enough information about the child in order to make a reasonable and prudent parenting decision, you should contact the child's caseworker for more information about the child. Remember, the child's caseworker can help you understand how to apply the Reasonable and Prudent Parent Standard, but they cannot make the decisions for you.

Remember to keep a record of big decisions you make for a child placed in your home, especially if it impacts key information. For example, you should note if a child joins a sports team or starts a part-time job.

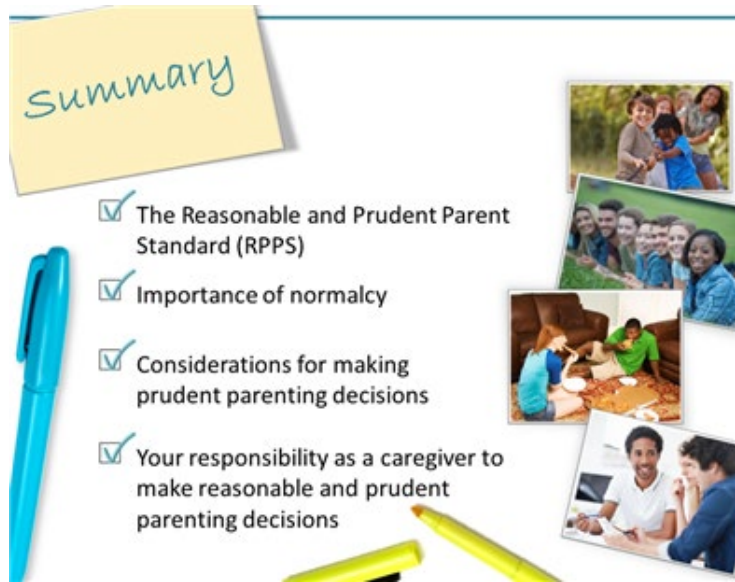
For additional information on the Reasonable and Prudent Parent Standard, please look at these resources. The Reasonable and Prudent Parent Standard brochure (<https://dcf.wisconsin.gov/files/publications/pdf/5105.pdf>),

		<p>the RPPS considerations handout (<a href="https://wcpds.wisc.edu/related-training/fcc/m6/docs/RPPS-considerations-handout.pdf">https://wcpds.wisc.edu/related-training/fcc/m6/docs/RPPS-considerations-handout.pdf</a>), and the Frequently Asked Questions handout (<a href="https://wcpds.wisc.edu/related-training/fcc/m6/docs/RPPS-FAQ.pdf">https://wcpds.wisc.edu/related-training/fcc/m6/docs/RPPS-FAQ.pdf</a>).</p> <p>On the next page, you'll complete the final "Check Your Understanding" quiz. Once you pass, you should print your training certificate to document when you completed this RPPS training and provide this to the child welfare agency.</p>
<p><b>Slide 33</b>  <b>Check Understanding - RPPS</b>  Duration: 00:00:05  Advance mode: By user</p>		<p><b>Notes:</b></p>

## Slide 34


### RPPS Review

Duration: 00:00:21  
Advance mode: By user



summary


- ✓ The Reasonable and Prudent Parent Standard (RPPS)
- ✓ Importance of normalcy
- ✓ Considerations for making prudent parenting decisions
- ✓ Your responsibility as a caregiver to make reasonable and prudent parenting decisions



### Notes:

In the prudent parenting slides, you have learned about:

- The Reasonable and Prudent Parent Standard, and
- The importance of normalcy,
- The considerations for making prudent parenting decisions, and
- Your responsibility as a caregiver to make reasonable and prudent parenting decisions.

**Slide 35** 

**Conclusion**

Duration: 00:00:11  
Advance mode: By user

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**Thank you for completing the course:**  
*The Reasonable and Prudent Parent Standard for  
Unlicensed Out-of-Home Care Providers*

**Notes:**

Thank you for completing the course: The Reasonable and Prudent Parent Standard for Unlicensed Out-of-Home Care Providers.