

Foster Parent Training Plan

Foster Parents	Date Completed
Recruitment and Retention Staff Name	

Evaluation period: From _____ To _____

This form is intended to assist foster parents as they assess and identify their training needs in relation to the age and needs of the children they intend to care for. Ideally, foster families will use this form as a guide to prepare for each licensing cycle of training. The contractor licensing worker will review this form with each foster parent and together will prioritize training needs and identify options for obtaining training.

Y = Yes N = No

A. The Foster Parent as Part of the Foster Care Team

I need training around:

- _____ 1. Understanding my role as a member of the child/youth services team and how to work with agency staff and other professionals in conducting case planning.
- _____ 2. Understanding the reasons for the placement, for maintaining a policy of permanency planning, and for promoting a team approach to family reunification.
- _____ 3. The child/youth's rights.
- _____ 4. The policies regarding emergencies, vacation planning, respite care, and record keeping.
- _____ 5. Department of Human Services policy and procedure for assessing allegations of abuse and neglect against foster parents and practice strategies to prevent allegations.
- _____ 6. Signs and symptoms of neglect, physical abuse, and sexual abuse; how and when, and to whom to report this information; who is mandated to report; and how to support the child or youth in care throughout the assessment process.
- _____ 7. How to participate in the development of, and follow the case permanency plan as a guide to child/youth care activities, foster family activities, and services to meet the child/youth's physical, emotional, medical, health, and education needs.
- _____ 8. How to participate in case planning and care coordination activities with service delivery team members.
- _____ 9. Department of Human Services policies on confidentiality.

B. Fostering Family Connections

- _____ 1. Family team meetings.
- _____ 2. Family interaction – mentoring and working with birth parents in ways to encourage the development and maintenance of positive relationships between the child/youth and their families during placements.
- _____ 3. Parent partner program.
- _____ 4. The importance and maintenance of sibling connections.
- _____ 5. The ways that foster families can work with and help birth families, contribute to the case assessment and planning process, and implements activities with birth families as determined in the case plan.
- _____ 6. Understanding and supporting cultural issues in foster parenting.

C. Separation and Attachment

- _____ 1. The potential negative effects of separation for the child/youth and family, and how to help the child/youth handle feelings of sadness, loss, anxiety, and anger.
- _____ 2. The importance of reunification, supports for successful permanency planning activities.
- _____ 3. The stages in a child's adjustment to foster care and behavior indicators of stress, and parenting methods that help the child/youth's adjustment to care.
- _____ 4. How to prepare children/youth to move from the foster home.
- _____ 5. How to develop and update life books including how to involve the child/youth in developing the life book.

D. The Effects of Fostering on the Foster Family

- _____ 1. How parenting challenging children/youth who have experienced abuse separation and loss can affect both nuclear and extended family members.
- _____ 2. How the foster family's cultural background, values, attitudes, beliefs and standards may be different from those of the child/youth in their care, and how to work with these differences that can affect the adjustment of both the foster child and the foster family.
- _____ 3. How foster care giving can affect parent/child, sibling, marital or other adult relationships within the family, and how to deal with stresses that can potentially affect these relationships.
- _____ 4. Identifying the types of children/youth that their family can most effectively foster and the types of children/youth who should not be placed with their family.

E. Foster Care Related Skills

- _____ 1. Foster parents role and responsibility in the juvenile court, including how to assist in the preparation of testimony, and how to testify appropriately in court hearings or write a report on the foster child for juvenile court.
- _____ 2. The legal rights, protections, and responsibilities that pertain to foster caregivers, children and youth in care, and primary families.
- _____ 3. The principles of behavior modification, and how to use positive or differential reinforcement, time out, shaping of behavior, modeling strategies, extinction, and behavioral charts to manage the behavior of a child/youth with emotional problems.
- _____ 4. How to help the child/youth transfer attachments to another family.
- _____ 5. Health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children/youth.
- _____ 6. How to care for children with HIV, the use of Universal Precautions for all children, and knowing the resources to assist in care of children with specific medical issues.
- _____ 7. Basic first aid and CPR techniques for children and youth.
- _____ 8. How to use knowledge of the child/youth's culture in a sensitive manner to help develop relationships, to stimulate development, to manage behavior appropriately, and to promote and integrate the cultural heritage of the child/youth in daily living.
- _____ 9. How to assist the child/youth with problems that result from cultural differences at school, in the neighborhood, and with social service providers, and how to advocate for equal access to services and activities for all children/youth.
- _____ 10. The signs and symptoms of infants and children exposed to drugs and alcohol; how to advocate for appropriate treatment, strategies to stimulate development; and how to deal with the accompanying physical, social, cognitive, and emotional problems.
- _____ 11. The potential negative effects of child abuse, neglect, and sexual abuse on development, and how to work with the developmental delay or problems.

- _____ 12. Age-appropriate and realistic expectations for children/youth with development problems.
- _____ 13. How to access and work with community service providers, including school personnel, mental health worker, and doctors, to obtain needed services for the foster child and their foster family.

F. Legal Issues

- _____ 1. The legal issues that affect child welfare and foster care practice, including confidentiality, liability, reasonable efforts, reunification, and other statutory and regulatory requirements.
- _____ 2. The roles and responsibilities of court personnel, including guardians-ad-litem, court appointed special advocates, prosecuting attorneys, defense attorneys, judges, referees, and the juvenile court processes.

G. Working With Children/Youth Who Have Emotional Behavioral Problems

- _____ 1. The signs and symptoms of depression and suicide in children/youth; how to obtain emergency mental health services; and how to support the child/youth through the crisis intervention process.
- _____ 2. How to recognize and communicate information about signs and symptoms of mental health or behavior disorders, including, but not limited to: childhood psychosis; socialization, trauma, aggressive or opposition behavior; depression or severe mood swings; obsessive-compulsive behavior; and attention deficit disorder. Other mental health or disorder: _____
- _____ 3. Interventions to assist in treatment and management of children/youth with mental health or emotional problems, including discussion of feelings and concerns, problem solving, empathic listening, behavior management, de-escalation, and assault prevention.
- _____ 4. Possible reasons a child/youth might lie, steal, or exhibit destructive behavior and effective strategies to deal with these problems.
- _____ 5. The dynamics of fire setting behavior and in-home strategies to work with children/youth who set fires.

H. Caring for Children/Youth Who Have Been Sexually Abused

- _____ 1. The signs and symptoms of sexual abuse.
- _____ 2. Strategies to decrease sexually provocative or acting out behavior in children/youth; how to assist the child/youth with anger, low self-esteem, and guilt.
- _____ 3. Ways that a sexually abused child/youth might affect foster family members and how to appropriately intervene in instances of sexual exploration and exploitation between the sexually abused child/youth and other children or youth.
- _____ 4. How to reduce family members' vulnerability to allegations of sexual abuse, and strategies to deal with the social and emotional trauma inherent during sexual abuse assessments.

I. Fostering Adolescent Sexual Offenders

- _____ 1. How to protect others in the home from sexual abuse by the youth and how to reduce vulnerability of potential victims in the neighborhood and at school and recreational activities.
- _____ 2. The processes associated with assessment, court involvement, and treatment of adolescent sexual offenders.
- _____ 3. Ways to manage and help adolescent sexual offenders in the home.

J. Caring for Infants and Toddlers

- _____ 1. The stages and processes of emotional, physical, cognitive, social and language development in infants and toddlers.
- _____ 2. Activities that can stimulate an infant or toddler's development.
- _____ 3. How to develop relationships with, and communicate with, infants and toddlers.
- _____ 4. How abuse (including parental chemical abuse), neglect, separation and placement affect infants and toddlers, and strategies to work with infants and toddlers who have been severely abused or neglected or have experienced crisis from the placement experience.

K. Fostering Preschool-Aged Children

- _____ 1. The stages and processes of emotional, physical, cognitive, social and language development in preschool-aged children.
- _____ 2. Activities that stimulate a preschooler's development.
- _____ 3. How to develop relationships with, and communicate with, preschoolers.
- _____ 4. How abuse (including parental chemical abuse), neglect, separation and placement affect preschool-aged children, and strategies to work with children who have been severely abused or neglected or have suffered crisis from the placement experience.

L. Fostering School-Aged Children

- _____ 1. The stages and processes of emotional, physical, cognitive, social and language development in school-aged children.
- _____ 2. Activities that stimulate a school age child's development.
- _____ 3. How to develop relationships with, and communicate with, school age children.
- _____ 4. How abuse, neglect, separation and placement affect school-aged children and strategies to work with children who have been severely abused or neglected or who have suffered crisis from the placement experience.
- _____ 5. How to work with teachers, counselors, and other school personnel to assess reasons for a child's school problems or failure and develop a plan for remedial training or tutoring; and strategies to help the child at home with school work.

M. Fostering Adolescents

- _____ 1. The stages and processes of emotional, physical, cognitive, social and sexual development of adolescents.
- _____ 2. Activities that stimulate adolescent's development and maturity.
- _____ 3. Techniques to develop relationships and foster communication with adolescents.
- _____ 4. How abuse, neglect, separation and placement affect adolescents and strategies to work with youth who have been severely abused or neglected or who have suffered crisis from the placement experience.
- _____ 5. How to work with teachers, counselors, and other school personnel to assess reasons for a youth's school problems or failure and develop a plan for remedial training or tutoring; and strategies to help the youth at home with school work.
- _____ 6. The signs and symptoms of adolescent alcohol and substance abuse.

N. Preparation for Independent Living

- _____ 1. The kinds of skills needed by adolescents to live independently and how to collaborate with other professionals to assess the youth's level of readiness for independent living.
- _____ 2. Techniques, including teaching, modeling, coaching and positively reinforcing, to prepare the youth for independent living.

O. Caring for Children/Youth With Development Disabilities

- _____ 1. The nature, causes, symptoms and treatment of mental retardation, cerebral palsy, epilepsy, autism, spina bifida, Down Syndrome, attention deficit disorder, fetal alcohol syndrome, HIV infection, and other conditions.
- _____ 2. How to recognize when development is delayed or follows abnormal patterns, and the early warning signs of developmental disabilities.
- _____ 3. Specialized educational, developmental, and recreational services in the community for children/youth with developmental disabilities.

P. Other Training Not Listed

<u>SECTION</u>	<u>TRAINING NEEDED</u>
	<u>Item #</u>
A. The Foster Caregiver as Part of the Foster Care Team	_____
B. Fostering Family Connections	_____
C. Separation and Attachment	_____
D. The Effects of Fostering on the Foster Family	_____
E. Foster Care Related Skills	_____
F. Legal Issues	_____
G. Working With Children With Emotional Problems	_____
H. Caring for Children Who Have Been Sexually Abused	_____
I. Fostering Adolescent Sexual Offenders	_____
J. Caring for Infants and Toddlers	_____
K. Fostering Preschool-aged Children	_____
L. Fostering School-aged Children	_____
M. Fostering Adolescents	_____
N. Preparation for Independent Living	_____
O. Caring for Children With Developmental Disabilities	_____
P. Other Training Not Listed	_____

Foster parent signature	Date
Foster parent signature	Date
Signature of recruitment and retention staff who participated in development	Date