

# Foster, Adoptive & Relative Caregiver Course Menu

PSU Child Welfare Partnership Training Unit

Updated  
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# CWP Foster, Adoptive, Relative Parent - Training Courses & Course Objectives

## A Caregiver's Guide to Bullies, Victims & Bystanders

About 160,000 children miss school every day out of fear of being bullied. One in four children will experience bullying during their elementary, middle and high school years. For our foster children it's important to note that bullying shares many characteristics with other types of abuse such as child maltreatment and domestic violence. Foster children might not recognize bullying behaviors as any different from what they've experienced in their own homes. Many feel disrespected by adult figures and don't trust that adults can or will do their best to protect them from harm. In addition, they have no peer or other support system to protect them from bullying.

### *Learning Objectives*

*At the end of this course you will:*

1. Be able to define what bullying is and what it is not.
2. Be able to identify the signs and impact of bullies, victims and bystanders.
3. Be familiar with strategies to support, advocate and intervene for bullies, victims and bystanders.



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## Behavior Crisis Management Training – 12hrs – (Available in English & Spanish)

This 2-day training is for caregivers who parent children with behaviors that are frequently exacerbated by traumatic childhood experiences, as well as learned behaviors that are socially unacceptable. This training guides caregivers in avoiding reaching a crisis, intervening before situations get out of control, recognizing what children's needs are that precipitate crisis, and following up if a crisis is reached.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to implement prevention and early intervention strategies that teach alternative behaviors to aggression.
2. Be able to recognize and de-escalate violent or potentially violent situations using verbal intervention.
3. Know strategies for managing your body and emotions.
4. Know the difference between helpful and hurtful interaction with a child.

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## Behavior Crisis Management Training Follow-Up

For those who've taken BCMT, this session will review the foundations of crisis management briefly and continue to train on behavior management techniques. You'll learn more ways to identify the signs of a brewing crisis and more skills to use for defusing a situation before a crisis happens. During the class you'll practice activities to help you become proficient in managing a difficult child.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be familiar with the 4 BCMT beliefs.
  2. Have learned at least 2 techniques for defusing a situation without physical contact.
  3. Know how to practice crisis management with a difficult child.
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## Behavior: Pouting to Punching

Some youth pout and others go directly to punching, biting, etc. We will look at what causes the different behaviors and how to assist the children with appropriate behaviors. Through video we can listen to what youth have to tell us and how we can help. The class will practice activities to replace the inappropriate behavior. Through video, discussion and practice, we will look at ways to help those around you with their behavior whether it is passive pouting or aggressive outbursts.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned two methods of identifying the issues causing inappropriate behavior.
  2. Have learned three ideas to help prevent the inappropriate behavior based on youth's needs.
  3. Have learned three supplanting activities to replace inappropriate behavior based on youth's needs.
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## Building Resilience for Children/Youth in Care – (Available in English & Spanish)

Some children survive dire situations and go on to do well, while others are more impacted. In this training, participants will learn what resilience is; why some children are more resilient than others; and what caregivers can do to help build resilience in both children and youth.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to define resilience within the context of child welfare.
  2. Be able to identify why some children are more resilient than others.
  3. Become familiar with strategies for building resilience in children.
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## Caregivers and Case Workers Teaming: The Heart of Child Welfare

While their roles with family and children are different, caseworkers and caregivers share the common goal of assuring the best possible outcomes for children. In this training, caregivers and caseworkers will enhance their communication skills, review the information that caseworkers need, understand the importance of their role in caring for children, and learn to collaborate to assure that the needs of the child/ren they care for are addressed.

### *Learning Objectives*

*At the end of this course, you will:*

1. Know useful communication tools.
2. Understand ways to build a collaborative relationship between caseworkers and caregivers.
3. Have the tools to support a positive working relationship between the caseworker, the caregiver, and other individuals involved with the children.



## Caregivers Guide to Adolescent Sexuality

As they grow and mature, young people need access to accurate information about their sexuality, especially since past experiences can put youth in care at risk for emotionally and physically unhealthy relationships. However, supportive informed adults can help. Participate in this training and you can be that adult for youth in your care.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify stages of adolescent sexual development and corresponding questions, feelings, behaviors and choices.
  2. Be familiar with how the media can impact adolescent sexuality.
  3. Be able to practice applying caregiver interventions that help guide youth to sexual health.
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## Caring for Children with Incarcerated Parents

Children with incarcerated parents have needs unique to their situation. In this training, we'll discuss the experiences of these children, their needs, and suggest ways to meet those needs. We'll also explore visitation plans or otherwise staying connected to their parents when appropriate, and some resources to help accomplish that.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify children's experience of their parents' incarceration.
  2. Be able to identify the needs of children whose parents are incarcerated.
  3. Become familiar with specific strategies designed to meet the needs of children with incarcerated parents.
  4. Recognize the importance of keeping children connected with incarcerated parents when appropriate.
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## Caring for the Sexually Abused Child

Children who have experienced the trauma of sexual abuse may require special understanding and supervision. Helping children recover while keeping them safe can be a challenging job for foster, adoptive and relative caregivers. This class will help caregivers understand the effects of sexual abuse on children and will provide strategies to promote healing and safety in the home.

### *Learning Objectives:*

*At the end of this course, you will:*

1. Have gained an understanding of the effects of sexual abuse on children in your care.
2. Be familiar with strategies for increasing safety in the home environment.
3. Have learned ways to help children recover from the trauma of sexual abuse.



## Child Development: Teens to Young Adulthood

In this training participants will learn the three stages of adolescence and how these stages are experienced by both youth and their caregivers. We will explore why teens must struggle in order to reach adulthood as well as how caregivers can help get them there.

### Learning Objectives

At the end of this course, you will:

1. Become familiar with the three stages of adolescence.
2. Become aware of how youth and caregivers experience these stages.
3. Be able to identify strategies and resources to assist youth transitioning to adulthood.

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## Child Development: The Tween Puzzle

A new stage of development, "Twens", has recently emerged. In this training participants will learn about this distinct developmental stage and identify its challenges, especially in regards to the impact of advertising and media. Focusing on cognitive development, the group will identify effective strategies for caregivers to use in parenting tweens.

### Learning Objectives

At the end of this course, you will:

1. Become familiar with the tween years as a stage of child development.
2. Have discovered the impacts of social, emotional and moral development in the tween years.
3. Be able to identify effective strategies for caregivers to use in parenting tweens.

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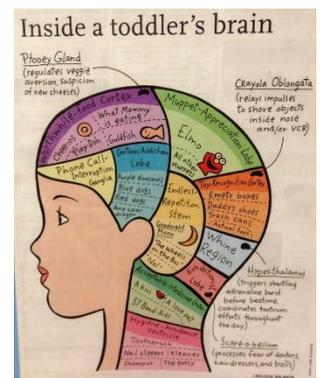
## Child Development: Toddlers through Pre-Tweens – (Available in English & Spanish)

This training will provide general information regarding normal child development from toddlerhood through age eleven. The trainer will provide concrete techniques caregivers can use to assist children who are struggling developmentally with the goal of helping a child move through the critical stages of development.

### Learning Objectives

At the end of this course, you will:

1. Have gained an understanding of child development from age 2 through age 11.
2. Have learned interventions and resources that facilitate development.
3. Be able to apply child development knowledge to case scenarios.



## Children Can Hear

This training incorporates recent studies related to how specific language can provide lasting motivation for children. Mindful speech helps foster empathy and flexibility in children. With just a few changes in how we talk with children in everyday tasks, we foster the development of long term skills in motivation, empathy and flexibility in our children. We'll learn the neuroscience of using language to help children, see examples of using language and then practice the words needed to develop these skills. You'll create, and take home, your own personalized list of phrases and words that fit your everyday life from lists provided and practiced.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned and practiced words that have been identified to motivate children.
  2. Have learned and practiced words that have been identified to foster empathy in children.
  3. Have learned phrases to share with children to foster flexibility.
  4. Have created a set of phrases and words that fit your everyday life, in a personalized list for you to take.
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## Collaborative Problem Solving

Collaborative Problem Solving (CPS) involves a 3-step process of identifying and understanding a child's concerns, identifying the adults' concerns, and brainstorming to come to solutions. Research has shown CPS to be highly effective with children and adolescents who don't respond to standard parenting approaches, and in fact, their behavior often deteriorates. Learn a unique approach to an old problem, while gaining practical strategies to help difficult youth gain skills necessary to handle frustration and to adapt when situations requires.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have basic knowledge of collaborative problem solving.
2. Be able to identify lagging pathways in children.
3. Know techniques for repairing lagging pathways.
4. Know the three steps to collaborative problem solving.



## Collaborative Problem Solving II

This training is practice in skills to help find the youth's problem and develop a plan that is acceptable to everyone. It has a limited review of the skills learned in Collaborative Problem Solving 1. We will learn how to question and develop plans to resolve issues for your youth. Learn what vocabulary will best elicit information, predict an explosion and how to build a plan for proactive problem solving.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have increased your collaborative vocabulary by at least 9 descriptive terms.
  2. Have practiced stating your point of view without stopping the conversation.
  3. Have learned how to predict an explosion and find the issues behind the explosion.
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## Confidentiality: Not Just a Good Idea, It's the Law

Confidentiality regarding children and youth in care is more complicated than many caregivers may realize. In this training, we'll work to understand what information caregivers should receive from DHS, what information they may share and with whom. Throughout the training we'll address common confidentiality situations for caregivers, identifying responses that work and are within Federal, State and DHS Statutes and policies.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify what information caregivers may receive about a child in their care.
  2. Be able to identify what information caregivers may share about a child in their care.
  3. Have practice in responding correctly in common situations when confidentiality could be compromised.
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## Connections: Children, Birth Families and Caregivers

The type and the frequency of contact with a child's biological parents is one of the many difficult decisions child welfare workers make. No matter the level of contact, issues related to the birth family must be addressed and resolved by the agency, caregivers, and the child. Participants in this training will learn to understand the issues children face when they are separated from their birth family, gain tools to help facilitate birth family relationships and understand the challenges and benefits of birth family contact.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify our challenges in working with birth families.
  2. Be able to explain why connection with birth families is so important.
  3. Be able to describe activities that help facilitate birth family connections.
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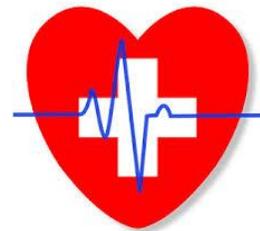
## CPR and First Aid – (Available in English & Spanish)

All certified foster and relative providers are encouraged to hold a current card in CPR and First Aid. Individuals learn infant lifesaving skills, injury prevention, preventing heart disease, and first aid skills. Students are assessed by each skill demonstrated. Successful completion of the course certifies the student in Infant, Child and Adult CPR and First Aid for two years. This training is for DHS providers only, not staff, community partners or providers with other agencies.

### *Learning Objectives*

*At the end of this course, you will:*

1. Know how to initiate CPR in an emergency situation.
2. Know how to use practical strategies in CPR and First Aid.



## Creating Positive Behaviors in Teens – 6 Hours

Living with a teen can seem like trying to drive a car bent on destroying itself – and you as caregiver as well. Sometimes the best thing we can do is to step back and think about how we are helping the teen in our care. This involves thinking about what teens go through in their brains and development and to see what methods can be put in place to help them aim for and achieve positive behaviors.

### *Learning Objectives*

*At the end of this course, you will:*

1. Identify the brain functions and developmental tasks of teens.
  2. Describe the ways caregivers can affect positive behaviors.
  3. Develop parenting plans which help teens choose positive behaviors.
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## Early Childhood and Brain Development

Can't learn to dress, language slow, and they only remember what you don't want them to remember?? Learn the stages of brain development for children 0-5. Examine what products, toys and activities really work with children. Practice some games and fun ways to encourage the early development in children.

### *Learning Objectives*

*At the end of this course, you will:*

1. Know the stages of early brain development for children from 0-5 years old.
2. Know what products, toys, and practices really work with young children.
3. Be familiar with activities to build brain development in children from 0-5 years old.



## Educational Rights of Children and Youth

Foster youth often have fallen behind in school. This training will talk about the public school/ESD obligations, responsibilities and what to expect from public school/ESD under IDEA reauthorization and No Child Left Behind. This class includes what's required to get help, how to access educational assistance on a daily basis for any age to 21, and testing of your foster/adoptive youth. We'll answer the question "does the child need to be identified to receive assistance?" Training includes examples of individual cases and how you can help your foster child, plus questions answered about your youth's educational rights from birth to 21.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand current laws and educational language.
  2. Know the most important parts of an Individualized Educational Plan (IEP).
  3. Be able to identify who to contact to acquire assistance for a child.
  4. Recognize that collaboration and information sharing is the most effective way to receive assistance for a child.
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## Effective Communication – (Available in English & Spanish)

Breakdowns in communication can be one of the most frustrating experiences of being a foster parent. And yet, it is so important to get our point across while at the same time understand what others are saying. So much is at stake in the lives of children, their family and our family that we need to work to make our communication as effective as possible. In this training we will be thinking about the communications process and the barriers to communication as well as practicing stronger communication skills with key partners in the Child Welfare world.

### Learning Objectives

At the end of this course, you will:

1. Improve your understanding of the elements of communication.
2. Be able to identify barriers to communication and practice ways to overcome them.
3. Gain proficiency in communicating with caseworkers, biological parents and the court.

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## Effects of Trauma on Learning in Children 0 to 18

Traumatic experiences from injury, moving from place to place, a difficult family life or other life experiences will impact learning in a variety of ways. This training will provide insight into the characteristics trauma can manifest in youth 0 to 18 and some methods to remediate the effects. We'll explore research based and data driven methods to assist children in learning from preschoolers through high school. We'll look at readiness skills as well as reading and math at beginning, middle school and high school level. Learning is interrupted differently in learners from 0 to 18 which requires different methods to overcome the trauma.

### Learning Objectives

At the end of this course, you will:

1. Be able to identify characteristic ways trauma can affect a learner 0 to 18 years of age.
2. Have become familiar with research based methods that determine how trauma has affected the skills of a child or youth.
3. Have become familiar with research based methods that assist trauma affected learners in readiness skills.
4. Have become familiar with research based methods that assist trauma affected learners in math and reading.

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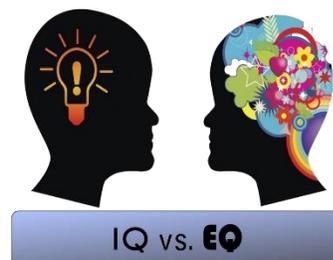
## Emotional Intelligence - What It Is, Why We Need It & How We Can Get More Of It

While there is sometimes an emphasis on what a child or youth's IQ is, we seldom if ever hear of their "EQ", that is, their Emotional Intelligence. While our IQ's remain quite steady throughout our lives, Emotional Intelligence can be built. Come and learn what "EQ" is, why it is so important to address it in children and youth, and what we can do to help increase the Emotional Intelligence of the children we parent.

### Learning Objectives

At the end of this course, you will:

1. Be able to explain what Emotional Intelligence is and why it is so important.
2. Be able to assess a child's emotional intelligence strengths and weaknesses.
3. Be able to apply Emotion Coaching.



## Enhancing Teen Attachment

Some teens in care have not had the opportunity to firmly attach to primary caregivers. In this training, we will focus on how this impairs teens moving through adolescence and into successful adulthood. Participants will leave this training with strategies and guidelines to successfully parent these challenging youth.

### Learning Objectives

*At the end of this course, you will:*

1. Be able to identify indicators that a teen has attachment issues.
2. Be familiar with the association between lagging teen development and attachment issues.
3. Be able to develop strategies to parent in a way that promotes teen attachment.



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## Executive Functions: Stop, Look and Listen

We are the conductor of our lives. Sometimes we wonder if anyone is in charge or is everything an impulse. This training is about what skills we need to be successful in our daily lives from dressing to eating to school work. We will see what to do when our youth do not know how to begin or continue a task. Activities and tricks will be learned to assist our youth in getting homework done, socializing, tie a shoe, or get ready on time.

### Learning Objectives

*At the end of this course, you will:*

1. Know at least 2 of the 7 skills needed to help youth function daily at home, socially, and at school.
2. Be familiar with the development of skills needed to be ready to function daily at home, socially, and at school.
3. Know ways to increase and develop the skills needed to be ready to function daily at home, socially and at school.

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## Facilitating Developmental Attachment

What do touching, rocking, eye contact, and physical closeness all have in common? These activities facilitate the developmental attachment of a child to his/her caregiver. Any activity that encourages give and take and shared emotional experience is helpful in the development of attachment. You'll leave this training armed with the strategies you need to improve your relationships and give important developmental experiences to the children in your home.

### Learning Objectives

*At the end of this course, you will:*

1. Understand that a child is unable to reach his/her developmental potential without a strong, sensitive attachment relationship.
2. Be able to identify behaviors indicating attachment needs as opposed to behaviors that are addressed purely with consequences.
3. Learn interventions that facilitate attachment.

## Fetal Alcohol Spectrum Disorder Fundamentals

Many children in state care have been prenatally exposed to alcohol and other drugs. The resulting behavioral, physical, and cognitive difficulties need to be understood by caregivers to provide these children with supportive, informed environments.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the causes and symptomology of Fetal Alcohol Spectrum Disorder.
  2. Understand the behavioral and physical characteristics at different developmental stages of an individual with FASD.
  3. Be knowledgeable about appropriate supports and interventions for individuals with FASD.
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## Foster Parents in Juvenile Court

As a caregiver for a child in the foster care system you may be confused about the juvenile court system in Oregon. This training will cover some basics about court hearings and a caregiver's role in them. If you are confused about what is happening in court or wonder what you should say when you attend a hearing, then this is a training designed for you. Leave feeling more confident that you understand what is happening in court and more prepared to speak when you attend a hearing.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the relationship between Child Welfare agencies, the Courts and Child Welfare Laws.
  2. Be able to identify the role of caregivers in juvenile court hearings.
  3. Have been introduced to the hearing structure for a juvenile dependency court proceeding.
  4. Be able to list important pieces of information that a caregiver can share in any juvenile court hearing.
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## Fun and Creative Parenting: Toddlers to Tweens – (Available in English & Spanish)

So much of our parenting and re-parenting of children in substitute care is serious business! However, as with all parenting, there can and should be fun involved as well!!! The great news is, fun and creative parenting can also increase bonding and teach life skills for children in care.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the importance of play in child development and strengthening the parent /child relationship.
2. Have learned and experienced fun ways to play with your child.



## Good Times for Tweens and Teens

In this class, we will learn fun activities to do with youth developmentally 10 to 18 years old. This would include a mature 8 year old or an immature 20 year old. Everyone in this class will have fun learning how to make and play activities. We will practice the art of having fun following the principles of play. We will learn the basic principles for play and practice activities which are age and developmentally appropriate.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have become familiar with the basic principles for play with youth 10 - 18 years old.
2. Be able to identify and practice an activity for developmental level 10 - 12 years old.
3. Be able to identify and practice an activity for developmental level 12 - 15 years old.
4. Be able to identify and practice an activity for developmental level 16 - 18 years old.



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## Helping Children with Visitation – (Available in English & Spanish)

This training will help participants understand the importance of children maintaining contact with their birth family. Participants will learn about contact plans and other DHS rules and practices regarding family visitation. We will discuss typical child behaviors to expect before and after family visits, and calming techniques and skills which assist in the family visitation process.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to describe the purpose of visitation.
2. Have become familiar with DHS policy regarding family visit and contact plans.
3. Have practiced effective strategies for responding to children's behaviors both before and after visits.

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## Keep Your Teen on Track

Let's work with how to encourage your teen to set goals and even complete the goals. Setting goals is easier than making progress to the goals and keeping the commitments. What do you do when things derail and goals are not met? What skills might be missing for your teen? What is needed to keep moving toward a change or challenge? How do you handle continued unmet goals? What do teens have to say about meeting a goal? Watch a video on how to help and learn strategies that will assist you and your teen to keep on track. Make a plan and learn steps to make you a better support for your teen's travel toward their goals. It can be a little goal, do your chores, or a big goal, working toward a future, you will see ways to help you keep your teen on track.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned strategies to help your teen to set goals.
2. Have learned how to identify your teen's skills for completing goals.
3. Be able to help your teen develop skills in keeping commitments.
4. Have learned ways to help your teen handle goal completion through flexibility.

## Living Under the Influence of Addiction – (Available in English & Spanish)

Whether you are a member of a family in which addiction has occurred or parenting a child whose parent/s are addicted, this training will help you understand the dynamics and impacts of addiction on families.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to explain addiction from a disease model.
  2. Be able to identify how addiction impacts the addicted person, their child/ren and their extended family.
  3. Be able to identify strategies that reduce the impacts of parental addiction on children and families.
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## Loss and Grief – (Available in English & Spanish)

Children in state care have all suffered loss. These children can be expected to have grief associated with those losses. Caregivers who understand loss and grief will be better able to help children through the process.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand loss for children.
  2. Understand grief and grief reactions in children.
  3. Understand the developmental experience of grief.
  4. Know ways to assist children with loss and grief.
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## Loving and Letting Go

Caregivers take into their homes children who have been abused, neglected, and traumatized. They nurture these children and help them through their behavioral and emotional difficulties. When it is time for children to move on, the caregivers' repeated and ongoing loss and grief is rarely addressed. In this training we will focus on the unique loss and grief that caregivers experience and on what helps support this necessary process.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify losses and grief specific to caregivers.
2. Be able to explain how caregiver loss is unique.
3. Have explored what can best help support caregivers in the grief process.



## Managing Difficult Behaviors in Young Children

When a child is in your care, their day-to-day behaviors can be challenging and confusing. This workshop provides an overview of how behavior management in young children begins with understanding the possibility of interrupted development, and what happens when learned coping skills no longer work in a new environment. Participants will be introduced to guidelines for healthy interactions between the caregiver and child, screening for mental health concerns in children and interventions that help manage the difficult behaviors of children ages 18 months to five years.

### *Learning Objectives:*

*At the end of this course, you will:*

1. Know how caregivers and children cue each other in their interactions.
  2. Be familiar with a mental health screening tool.
  3. Have gained pro-active interventions to decrease behavior problems.
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## Making the Most of Monthly Contact – (Available in English & Spanish)

This session focuses on having meaningful contact with the DHS worker during monthly contact with the child and the caregiver. Learn what information you should have available, who the worker needs to talk to, and how to provide them with the information they need to ensure safety, permanency, and well being for the children in state care. Learn how monthly contact improves outcomes for children in all areas.

### *Learning Objectives:*

*At the end of this course, you will:*

1. Understand the relationship between monthly contact and child safety, permanency and well-being.
  2. Have developed strategies in how to best prepare for contact
  3. Have learned methods for assessing age appropriate child safety, permanency and well-being.
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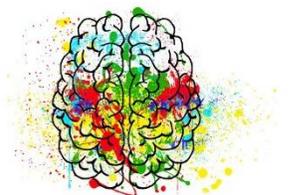
## Memory: Development and Stimulation

Memory is developed over time. This class will walk through the steps of memory development and children. Let's remember bringing homework to/from school, what you practiced yesterday or an hour ago, connecting known information for problem solving new situations, and how to make the day successful. You will practice skills to build better memory in your child.

### *Learning Objectives:*

*At the end of this course, you will:*

1. Know how memory develops. Have examined several types of memory.
2. Know how to stimulate memory.
3. Have the skills to develop memory skills.



## Motivating Youth to Make Positive Changes

This training will introduce Foster Parents to the concept of Motivational Interviewing. MI was originally designed to help drug and alcohol counselors elicit commitment to change from their clients. These techniques have since been used in any interaction where people are reluctant or resistant to change. Participants will learn to use basic techniques to guide youth into making positive changes in their lives. During this training, participants will have the opportunity of applying and practicing basic MI techniques with coaching from the instructor.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the change process.
  2. Understand why telling a youth what to do does not work.
  3. Understand basic Motivational Interviewing techniques.
  4. Be able to demonstrate the use of basic techniques to elicit commitment to change.
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## Nurturing the Infant in Care: Birth through 24 Months – (Available in English & Spanish)

In addition to the trauma of separation from bio parents at a tender age, many young children in care are compromised by other conditions. Prenatal exposure to alcohol or other drugs, prematurity or low birth weight, and prior injuries may affect the attachment capabilities of the infant, as well as normal development.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have gained an understanding of infant behaviors and development.
2. Have learned ways to provide nurturing care for infants.
3. Have learned observation skills and interventions to facilitate development.



## On the Move - Aging Out of Foster Care

Using the philosophy of transition, the audience will share problems of youth when aging out in the near future and what we can do to make this as easy as possible. Techniques to ease the fears of both family and youth, setting some goals, and preparing some safety nets are topics in the class. In class we'll construct the basics for a notebook to share with a youth and send with them as they leave. Local, state wide, public, as well as private resources, vocational, work possibilities, community college and universities for youth aging out will be shared.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have become familiar with the reasons youth resist information on preparing for the future.
  2. Be able to identify strategies to use when helping a youth transition to adulthood.
  3. Have learned how to create a notebook for a youth transitioning to adulthood.
  4. Be able to identify resources available to youth aging out of foster care.
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## Parenting a Child with Special Needs

Neglect, prenatal exposure to drugs/alcohol, emotional or sexual abuse, and domestic violence are among the most common types of maltreatment experienced by children placed in foster care. These experiences often lead to learning, emotional and behavioral difficulties, which require special help in school and at home. Children may have multiple or severe problems which require the help of professionals. Participants will learn how to access community resources, and make household changes to make placement less traumatic. In addition, participants learn parenting strategies that are most appropriate for children with learning, emotional and behavioral challenges.

### *Learning Objectives*

*At the end of this course, you will:*

1. Know the effect of maltreatment on children's development.
  2. Be able to identify resources in your community to address the special needs of children in your home.
  3. Be able to make changes in your home and parenting style to accommodate the special needs of children entering the foster care system.
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## Parenting Children in Care: What Works and Why – 6 Hours – (Available in English & Spanish)

Our children come from hard places where the trauma in their young lives is often reflected in behaviors that can upset the whole rhythm in a caregiver's home. Chaos, frustration, and parenting approaches that do not work with "our" children can be the result. At times, it seems that the DHS discipline rules for foster children limit a caregiver's options for correcting behaviors. This training addresses the needs behind children's behaviors and in doing so expands caregiver's choices by introducing nurturing and effective ways to respond.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned the needs behind the behaviors of children in care.
  2. Understand how children learn.
  3. Identify strategies for changing the behavior of children who have experienced trauma.
  4. Be able to match behaviors with effective and nurturing interventions.
- 

## Parenting Children with ADD/ADHD Fundamentals – (Available in English & Spanish)

Participants will learn about the myths surrounding ADD/ADHD, and how the disorder is diagnosed. In addition the training will cover Oregon Psychotropic Medication regulations, forms and treatment of children with this diagnosis. In addition some tips and tools for people parenting these children will be discussed.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be familiar with ADD/ADHD as a brain dysfunction.
2. Recognize the challenges faced by children with ADD/ADHD and their caregivers.
3. Begin identifying interventions and strategies that improve the child's functioning at home, school, and in the community.



## Parenting Children with ADD/ADHD Adv. - The Toolkit: Parenting for ADHD Success

In this tools rich training, participants will use a strengths-based approach to parenting children with ADD/ADHD. Participants will leave with tools to help them parent children with ADD/ADHD in ways that increase the likelihood of children reaching their potential – and that are rewarding to the caregiver as well.

Note: Participants will need to have attended either “Parenting Children with ADD/ADHD Fundamentals” offered through the Child Welfare Partnership, or have completed the free online module found at <http://www.answers4families.org/family/grandparent-caregivers/health-care/overview-attention-deficit-hyperactivity-disorder> in order to attend this class. (Note: read overview and scroll down to read the 6 segments of the module.)

### Learning Objectives

At the end of this course, you will:

1. Be able to implement tools to enhance parenting of children with ADD/ADHD.
  2. Be able to apply the four types of interventions that best help children with ADD/ADHD.
  3. Be able to successfully respond to common challenging ADD/ADHD behaviors.
- 

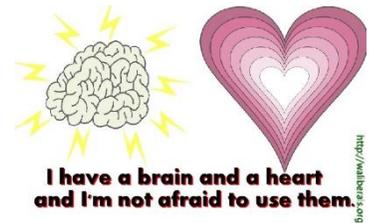
## Parenting from the Heart and Brain

Caregivers know that some children are more challenging than others to parent. When parenting a particular child or children becomes chronically unrewarding, caregivers’ brains change. Through this change blocked care occurs. Learn what blocked care is, how to parent these particularly challenging children and move from blocked care to enjoyable and effective parenting.

### Learning Objectives

At the end of this course, you will:

1. Be able to describe what blocked care is.
2. Be able to identify the impact of blocked care on caregivers and children.
3. Be able to practice effective parenting strategies that help children and stop blocked care.



## Parenting in the Digital Age

Worried about the World Wide Web? Not sure whether to post your face on Facebook? Concerned about where your kids may be surfing on the net? Not sure how to check your History, or search for X-rated material and images on your computer? Then this is the class for you!

### Learning Objectives

At the end of this course, you will:

1. Be able to identify strategies for maintaining a safe computer/internet environment for youth in care.
  2. Be able to identify potential dangerous practices and prevention strategies in online social networking sites.
  3. Have become familiar with the potential dangers and prevention strategies in using cell phones, texting and other electronic devices.
-

## Parenting Methamphetamine Exposed Children

Of all the cases that DHS child welfare works with, drug addiction impacts approximately 50% of those families. Methamphetamine is the largest drug threat in Oregon resulting in the majority of arrests and drug treatment intakes and the numbers are steadily growing. Many children in the foster care system are coming from homes where they've been impacted in some way by methamphetamine. These children require a caregiver who's knowledgeable about this pervasive issue, the effects on children born meth affected or raised in these damaging environments and skilled to meet their unique needs.

### Learning Objectives

*At the end of this course, you will:*

1. Be able to recognize the effects of methamphetamine.
2. Be able to match the characteristics of parenting under the influence of methamphetamine to how that impacts children.
3. Be able to describe the in-utero impacts of methamphetamine.
4. Be able to identify strategies for caring for children who have been exposed to methamphetamine.
5. Have learned how to support parents impacted by methamphetamine.

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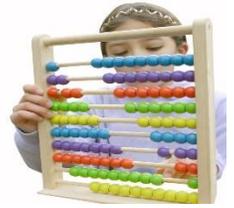
## Parenting to a Child's Temperament – (Available in English & Spanish)

While recognizing that children in care have been impacted by their prior experiences, we also know that each child has their own biological make-up that contributes to their development. In this training, we will identify children's temperament types, accompanying traits, compare them with our own, and identify how we can assist children whose natural temperament is challenging to us.

### Learning Objectives

*At the end of this course, you will:*

1. Know how to identify children's temperament.
2. Be able to identify your own temperament.
3. Be able to apply knowledge about temperament to challenging parenting situations.



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## Permanency Options for Caregivers

This course will explore the complex and often confusing topic of child welfare permanency options. We'll talk about some of the legal implications of choosing adoption, guardianship or another planned permanent living arrangement as the identified plan in a case. These decisions affect which adults can make decisions about routine lifestyle concerns ranging from school options, discipline, visits with birth parents and relatives and medical care. We'll also discuss what some of the financial implications can be for making a permanency choice. This course will not be able to give you specific advice regarding your case, but will give you the questions to explore with your caseworker when deciding which plans best fit the needs of the child in your care.

### Learning Objectives

*At the end of this course, you will:*

1. Have explored some of the differences between permanency plans including legal responsibility for decision-making, financial responsibilities and relationships with birth parents.
2. Know what questions you need to explore with their child's caseworker prior to deciding on which permanency option works best for the child in your care.
3. Understand that you, as well as the child, play key roles in deciding which permanency plan is chosen for the child.

## Promoting and Maintaining Cultural Identities of Youth

One of the most important tasks we have as adults is to help youth to develop a healthy sense of self. Developing a positive cultural identity is a critical element for personal, social and academic growth. Positive identity formation provides youth with self-assurance, a sense of belonging, a positive view of personal future and better success in school. This training will focus on ways in which caregivers and child welfare staff can help to promote and or maintain the cultural connections and identities of youth.

### *Learning Objectives*

*At the end of this course, you will:*

1. Identify ways in which to promote racial and ethnic pride with youth.
  2. Identify strategies to encourage and assist youth in forming a positive cultural identity.
- 

## Relative Caregivers – (Available in English & Spanish)

Foster and adoptive parenting is different in many important ways when you're related to the child for whom you're caring. Relative caregivers must deal with issues specific to their situation, grief and anger over what might've been, and changing roles within the family. This training is specifically designed to address the issues relative caregivers face and to offer support and ideas for dealing with the challenges associated with caring for a relative's child.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have identified role changes in your family and the feelings associated with them.
  2. Have practiced strategies for setting boundaries with relatives, birth parents, and children.
  3. Be familiar with ways to support the emotional well-being of children in relative care.
  4. Have gained knowledge of relative care from a child's perspective.
- 

## School, Homework and Success

The process of communicating with the school, the process of completing and returning homework, and the best environment for your youth to practice academics are important to developing learning skills. Learn the current best practices in communicating and assisting in reading, math and writing from pre-K through high school.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have identified effective strategies for communicating with schools.
  2. Be familiar with methods to help students with reading.
  3. Be familiar with methods to help students with math.
  4. Be familiar with methods to help students with writing.
-

## Self Harm: Putting the Puzzle Pieces Together

Children in care come into care with a range of needs. One of the behaviors pre-adolescents and adolescents present with can be self-harm. This topic is often viewed as a mystery and not talked about. This course is designed as a basic overview for those living with people who engage in self-harming behaviors.

### Learning Objectives

*At the end of this course, you will:*

1. Be able to define self-harm and suicidal behaviors.
2. Be able to recognize the different types of self-harm behaviors.
3. Have a basic understanding of why people self-harm.
4. Have an understanding of what your role in treatment of self-harm is and how you can support the self-injurer in treatment.



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## Strategies in Successful Fostering

Learn to document, build relationships, and advocate for yourselves & child(ren). Understand why training is crucial to your success as a caregiver. This training will prepare you to survive an allegation.

### Learning Objectives

*At the end of this course, you will:*

1. Be able to identify protection strategies for the home.
2. Recognize the importance of advocating, documentation, and relationship building.



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## Strong Parents Strong Children

At times being a foster or relative caregiver can make us very aware of our shortcomings! This session will help us to recognize the amazing strengths and wisdom which we also bring to this task, as well as help us bring out the strengths the children have within them.

### Learning Objectives

*At the end of this course, you will:*

1. Be able to identify strengths and talents for themselves as parents and for children in care.
  2. Be aware of the importance of valuing strengths and talents.
  3. Be able to identify ways to further develop strengths and talents for yourself and children in your care.
-

## Supporting Children Exposed to Domestic Violence – (Available in English & Spanish)

Learning about domestic violence can help caregivers understand the overt and subtle abuses with which children have lived. Individual children may be affected differently by living with violence directed at one of their parents. Children's behaviors such as aggression, withdrawal, hyper-vigilance, regression, and difficulties with relationships are shaped by living with domestic violence. Their responses to normal conflict and discipline may also be impacted by their exposure to domestic violence.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to describe the range of effects on children who have been exposed to domestic violence.
  2. Be able to describe factors that influence how individual children are impacted by their exposure to domestic violence.
  3. Be able to describe specific needs of children exposed to domestic violence and be able to respond effectively to those needs.
- 

## Taking Note of Your Work with DHS – (Available in English & Spanish)

Child welfare work requires careful documentation by all participants. Caregivers play a valuable role in documenting their work and the child's progress, and keeping the child's memories while in care. Learn what DHS requires, where and how to document, art of record keeping, and the lifelong value of documentation for the child.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have basic knowledge of the vocabulary of the Oregon Safety Model.
  2. Understand documentation requirements applicable to the care of DHS children.
  3. Have techniques for managing information required to be maintained on children in care as well as keeping children's memories.
  4. Understand the value of maintaining a record of the child's history.
- 

## Talking with Children about Difficult Issues

Children in the child welfare system have questions about their past, present and future – ones that must be answered in order for them to move through their trauma and grief, get and stay on track socio-emotionally, and be able to make sense of their lives. This training focuses on what those questions will likely be and ways to answer them in age and stage appropriate ways. Participants will be provided with resources to help anticipate children's questions, answers that work, and what to do when asked questions we don't have answers to. Finally, participants have an opportunity to practice both developing questions children might have in a particular situation and developing answers that work for them.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify what information children need.
2. Be able to gear responses to the age/stage of the child.
3. Have gained further familiarity in talking with children about issues that are challenging for children, caregivers, and workers.



## Ten Tips for Parenting Teens – (Available in English & Spanish)

Raising teenagers is challenging, and more so when they have been part of the foster care system. In this training you will learn 10 strategies that will help you, your family, and your teen. Some of the topics addressed include: relationship building, setting reasonable limits, and dealing with stress when communicating with your teen.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned to analyze messages before communicating with your teen.
  2. Have learned calming strategies for teens.
  3. Understand the limitations of the teen brain.
  4. Have accessed tools to help teens transition into adulthood.
- 

## The Foster to Adoption Shift

This training looks at how the child, birth/adoptive family, and community change as the placement moves from fostering to adopting.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the child's experience during the shift from a foster to adoptive placement.
  2. Know the importance of developing different relationships with the community and agency.
  3. Recognize that hierarchies change in relative placements and what to do to manage those.
  4. Have realistic expectations for adoption.
- 

## The Important Role of Dads

Fathers play a very important role in the lives of all children. Many children in state care have not had a consistent father figure in their lives, and this increases the importance of the foster father or male relative caregiver. In this class we'll review research about the role of fathers and discuss ways to enhance and increase fathering skills.

### *Learning Objectives*

*At the end of this course, you will:*

1. Recognize the value of fathers.
  2. Recognize the unique role of foster fathers.
  3. Learn some ways to increase fathering skills.
-

## The Significance of Siblings

Why are brothers and sisters important to children in relative and foster care? This training will help expand our knowledge about children in substitute care and how they view their brothers and sisters. We will also review some common myths about siblings in substitute care, how to debunk these myths and what caregivers can do to support sibling relationships even when they can't be a placement resource for all the children in a sibling group.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned the importance of sibling relationships.
2. Be able to identify myths regarding sibling relationships and placements.
3. Be able to identify strategies to support sibling relationships.



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## The SMART Approach to Relieving Caregiver Stress

It seems like everyone is stressed, but caregivers in particular experience many negative impacts of stress. Join us as we learn the SMART approach to better identify, target, reduce and even prevent the harmful impacts of some caregiver stress. We'll learn together in an interactive and affirming environment.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be able to identify the impacts of stress on caregivers' bodies, minds and spirits.
2. Have tools for targeting, reducing and preventing some stress.
3. Have practiced simple and fun stress relief activities.

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## Transitioning Children with Sensitivity – (Available in English & Spanish)

This training uses lecture, video and small group work to demonstrate the importance of well-planned, sensitive transition plans for both children and the people who care for them. The session outlines the need to understand the developmental age and specific needs of the child and tailor a transition plan specific to the child. In addition, the session emphasizes the importance of team development of a transition plan to ensure all members of the transition are aware, supportive and capable of fully and cooperatively implementing the plan. The session discusses situations that can pose difficulties in a transition plan, and behaviors and emotions that are common.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the lifelong importance of well planned, child and family specific transition plans.
  2. Be able to demonstrate the ability to develop a specific transition plan.
-

## Trauma Informed Parenting – 6 Hours – (Available in English & Spanish)

Many children in foster care have lived through traumatic experiences. Their response to these traumas can cause them to behave in ways that may be difficult to understand, and your usual approaches to parenting may not work. In this workshop, caregivers will learn to recognize the relationship between a child's traumatic experiences and their behaviors and learn tools to help children develop strength-based coping strategies.



### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the effects of trauma on the developing brain of a child.
  2. Recognize the impact trauma has on a child's behavior, development and relationships.
  3. Identify factors that can lessen or increase the traumatic impact of a stressful event.
- 

## Understanding and Responding to the Sexual Behavior of Children

This training will help caregivers identify sexual behaviors in children, ages 11 and under, ranging from normal to serious. Caregivers will learn how to evaluate a child's sexual behavior based on certain criteria. They will be taught a model to respond and intervene in behaviors that are determined to be coercive and abusive.

### *Learning Objectives*

*At the end of this course, you will:*

1. Understand the range of sexual behaviors of children.
  2. Be familiar with a process for evaluating the sexual behavior of children.
  3. Know helpful ways to respond to sexual behavior of children.
- 

## Vicarious Trauma: Surviving and Thriving as a Caregiver – (Available in English & Spanish)

Caring for traumatized children is challenging work. Caregivers are susceptible to vicarious trauma, which can affect their own mental and physical health if not addressed. This class will help caregivers identify the vicarious stress they may have, and identify strategies for building resilience and reducing the effects of vicarious trauma.

### *Learning Objectives*

*At the end of this course, you will:*

1. Be familiar with the challenges caregivers face in their work related to vicarious trauma and secondary traumatic stress.
  2. Be able to identify strategies for building resilience and reducing the effects of vicarious trauma.
-

## What Your Mother Said – (Available in English & Spanish)

Our mothers had the ideas and now you can have the skills to assist your child in everyday life. Self-control, organization and attitude are highly requested work skills as well as life-long skills. There are evidence based practices to assist youth in learning these skills. We will practice activities, play a game, choose which activity works best with each family and explore many ways we can help our youth do well and have a good life. Each adult will take home activities from a variety of options presented during the training.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned 2 methods to develop self-control in children.
2. Have learned 2 ways to develop organization skills.
3. Have learned what phrases encourage change.
4. Have learned what phrases discourage change.



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## You and Them – (Available in English & Spanish)

Even though the caseworker will try to place a child/youth in the best possible home, often the necessity of placements leaves little choice and you will have a child/youth in your home that has little in common with you. You are quiet, they are busy, you are physical and they are passive. Do you give up and move on, just co-share the space but not the life or can you have an enjoyable relationship? How do you share the same home and interact positively? We will practice activities that can happen during common everyday life that will build a relationship showing respect and trust.

### *Learning Objectives*

*At the end of this course, you will:*

1. Have learned 3 activities that show and/or get respect based on common daily activities.
2. Have learned 3 activities that show and/or get trust based on common daily activities.
3. Have learned 3 activities that build a relationship based on common daily activities.



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Child Welfare Partnership Training Unit