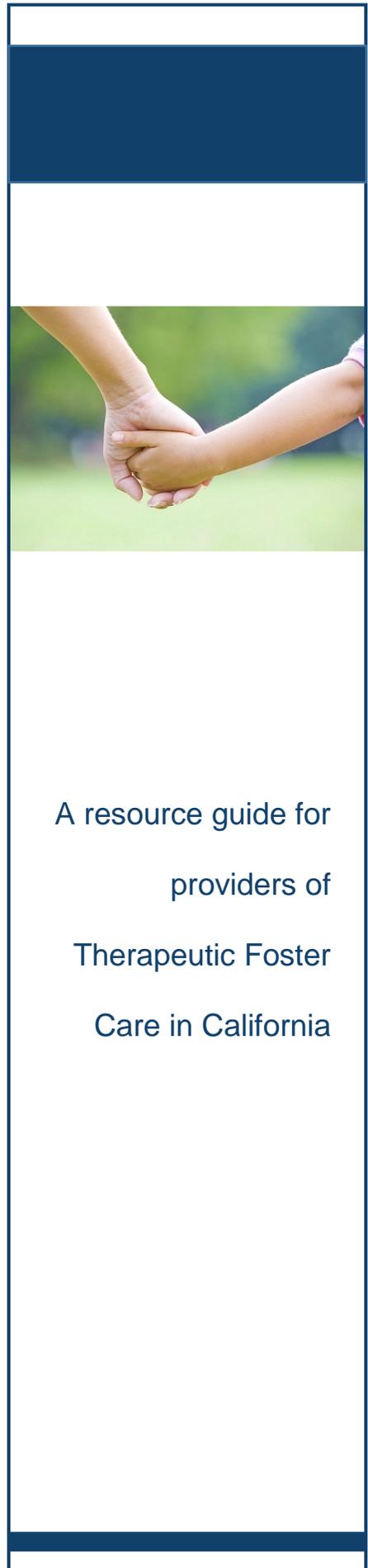


Therapeutic Foster Care

Training Resource

Toolkit

December 2017



(INTENTIONALLY BLANK PAGE)



Therapeutic Foster Care

Training Resource

Toolkit

This resource document was developed by the California Institute for Behavioral Health Solutions (CIBHS) for the Department of Health Care Services. Extensive input and guidance was provided by California Department of Social Services (CDSS) and the Therapeutic Foster Care (TFC) Expert Workgroup, a subcommittee of the TFC Implementation Committee.



About the TFC Training Resource Toolkit

- Purpose of the TFC Training Resource Toolkit
- About TFC in California
- Toolkit Contents
- Using an Evidence-Based or Best Practice Approach to Training



TFC Pre-service Training Topics and Learning Objectives

- 18 TFC Pre-service Training Topics
- Development of the Learning Objectives
- Learning Objectives for the Required Training Topics



TFC Training Resources

- Clearinghouses and Training Initiatives
- California Education Centers for Foster Parents and Child Welfare Workers
- Other Resources
- Resources Listed by Training Topics

Table of Contents

About the TFC Training Resource Toolkit.....	1
Purpose of the TFC Training Resource Toolkit.....	1
About TFC in California.....	1
Toolkit Contents.....	2
Using an Evidence-Based or Best Practice Approach to Training	3
TFC Pre-service Training Topics and Learning Objectives.....	5
18 TFC Pre-service Training Topics	5
Development of the Learning Objectives	6
Learning Objectives for the Required Training Topics	7
TFC Training Resources	18
Clearinghouses and Training Initiatives	18
California Education Centers for Foster Parents and Child Welfare Workers	20
Other Resources.....	22
Resources Listed by Training Topics	26
Acknowledgements	62

About the TFC Training Resource Toolkit

Purpose of the TFC Training Resource Toolkit

The purpose of this **Therapeutic Foster Care (TFC) Training Resource Toolkit** is to provide information and resources to assist TFC Agencies (Foster Family Agency or approved TFC provider) in their development of a TFC parent training program. This toolkit includes learning objectives for each of the identified TFC training topics. In addition, the toolkit provides information regarding available training resources that may be helpful to TFC Agencies as they develop their TFC parent training programs to meet the 40-hour pre-service and 24-hour ongoing TFC training requirements (for more information about the TFC Service Model, see *Mental Health and Substance Use Disorder Services Information Notice No. 17-009, Attachment 2*).

TFC Agencies should consult with the county Mental Health Plan (MHP) with whom they are contracted, or are in the process of obtaining a contract, to obtain approval of their TFC training programs.

The resources included in this toolkit were identified or provided by subject matter experts and are not the result of an exhaustive search of all available trainings. In addition, inclusion in this toolkit is not an endorsement by DHCS or CDSS of any particular training resource, or a directive that the training resources included in this toolkit must be used. TFC Agencies must conduct their own review and vetting of all training resources.

About TFC in California

In December 2011, the State of California entered into a settlement agreement of the class action lawsuit *Katie A. v. Bontá*. As a result of the Katie A. Settlement Agreement, Intensive Care Coordination (ICC), Intensive Home Based Services (IHBS), and TFC are now available to children and youth, who:

- Are under the age of 21;
- Are eligible for the full scope of Medi-Cal services; and
- Meet Specialty Mental Health Services (SMHS) medical necessity criteria.

While the Katie A. Settlement Agreement only concerned children and youth in foster care or at imminent risk of placement in foster care, membership in the Katie A. class or subclass is no longer a requirement for receiving medically necessary ICC, IHBS, and TFC. This means that a child or youth need not have an open child welfare or juvenile probation case to be considered for ICC, IHBS, or TFC.

The present document is not intended to serve as a primary reference for ICC, IHBS, and TFC. The *Medi-Cal Manual for ICC, IHBS and TFC for Medi-Cal Beneficiaries, Third Edition* (hereinafter referred to as “the manual”), developed by DHCS, provides information regarding ICC, IHBS, and TFC. TFC Agencies are encouraged to review this manual, to obtain information regarding the circumstances that should be considered as indicators of need for TFC, as well as more detailed information pertaining to the required qualifications and roles of the TFC parent and the TFC agency. The manual also describes Medi-Cal documentation requirements; TFC settings/limitations/lockouts; TFC claiming and reimbursement; and sample TFC progress notes, as well as background information on the Katie A. Settlement Agreement.

Toolkit Contents

This toolkit presents the 18, required, pre-service TFC training topics (see *Mental Health and Substance Use Disorder Services Information Notice No. 17-009, [Attachment 2](#)*) and organizes them under eight broad categories to show how the training topics relate to each other. The eight categories are:

- 1.0 Introduction to TFC and the Service System
- 2.0 Understanding Child and Adolescent Development and Appropriate Interventions
- 3.0 Working with Children/Youth Using a Trauma-informed Approach
- 4.0 Preventing and Managing a Crisis
- 5.0 Communication with Children/Youth and Families
- 6.0 Cultural Competency
- 7.0 Client Sensitivity
- 8.0 Parent Self-Care

Additionally, this toolkit provides learning objectives for each training topic to clarify the types of knowledge and skills that TFC parents are expected to acquire. Each training topic includes three to eight learning objectives.

Finally, the toolkit presents an array of resources that TFC Agencies may find useful as they consider design of their own training curricula for TFC parents. These resources include:

- Clearinghouses for trainings relevant to child welfare and for practices/interventions that target specific behaviors and conditions;
- California education hubs that provide training resources for foster parents, child welfare workers and social work educators;
- Informational websites for national or state training initiatives related to child trauma or to improving outcomes for foster children/youth; and other resources.

Using an Evidence-Based or Best Practice Approach to Training

Training technique and the ecology to support learning are important considerations in the development of an effective TFC parent training program. Acquisition and retention of the kinds of knowledge and skills that the TFC parent will need to be successful in his/her role will likely require more than didactic teaching methods and web-based learning. TFC Agencies should consider using a combination of training methods, including feedback and coaching, to increase the extent to which TFC parents are able to utilize the knowledge and skills they are taught. In addition, TFC Agencies should consider incorporating a method for evaluating whether the training has been effective in assisting TFC parents' gaining the knowledge and skills necessary to satisfy the learning objectives.

The resources included in this toolkit include evidence-based practices (EBPs), as well as other best practices. An EBP is defined as an intervention, program, or tool with empirical research to support its effectiveness for bringing about change in a targeted area. Best practices are defined as interventions, programs, or tools that have shown promising results, and are generally accepted as being effective, but are not yet backed by empirical research to support the intervention's, program's, or tool's effectiveness. The Substance Abuse and

Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices, and the California Evidence-Based Clearinghouse for Child Welfare are among those listed as informational resources in this toolkit. Trainers and TFC Agencies should be aware that being an EBP, in and of itself, is not sufficient justification for inclusion as a practice related to TFC. However, EBPs can be helpful to inform choosing the best approach. Clinical expertise and consideration of client values should be incorporated into training curricula development decisions, along with the scientific findings that inform any given practice, intervention or model.

TFC Pre-service Training Topics and Learning Objectives

18 TFC Pre-service Training Topics

The 18 required, preservice TFC training topics presented here have been grouped under eight categories. This organizational structure was developed with extensive input from the TFC Expert Workgroup.

1.0 Introduction to TFC and the Service System

- 1.1 Introduction to TFC and the TFC parent role in mental health treatment planning
- 1.2 Involvement and role in Child and Family Team (CFT)
- 1.3 Introduction to individualized mental health treatment of children
- 1.4 Access to other medically necessary Specialty Mental Health Services (SMHS)
- 1.5 Health Insurance Portability and Accountability Act (HIPAA)
- 1.6 Progress note training/medical necessity criteria
- 1.7 Understanding and monitoring medications

2.0 Understanding Child and Adolescent Development and Appropriate Interventions

- 2.1 Developmental stages and age-appropriate interventions
- 2.2 Working with children who have been abused, neglected and/or delinquent

3.0 Working with Children/Youth Using a Trauma-informed Approach

- 3.1 Trauma-Informed Care
- 3.2 Positive behavioral reinforcement techniques
- 3.3 Behavior management techniques

4.0 Preventing and Managing a Crisis

- 4.1 Prevention of aggressive behavior and de-escalation techniques

4.2 Crisis management/de-escalation techniques

5.0 Communication with Children/Youth and Families

5.1 Effective communication and relationship building techniques

6.0 Cultural Competency

6.1 Cultural competence and culturally responsive services

7.0 Client Sensitivity

7.1 Client sensitivity training (including stories and content developed and delivered by peer roles – e.g., foster parents, former foster youth, biological parents, etc.)

8.0 Parent Self-Care

8.1 Training around stress and well-being/self-care

Development of the Learning Objectives

The learning objectives for each training topic were developed through a thoughtful process that involved the active participation of subject matter experts who represent DHCS, CDSS, County Behavioral Health Directors Association of California (CBHDA), County Welfare Directors Association of California (CWDA), Mental Health Plans (MHPs), county child welfare departments, juvenile probation, providers, foster family agencies, foster parents, and former foster youth, as well as advocates and other stakeholders. The learning objectives were written by the subject matter experts over the period of four months, August to November 2017, further vetted by the TFC Implementation Committee, and approved by DHCS in December 2017.

Learning Objectives for the Required Training Topics

These learning objectives are intended to be used as a guide for the knowledge and skills that are important for TFC parents to acquire prior to delivering TFC, and as part of their ongoing, annual training. TFC Agencies are responsible for determining how to organize their trainings to meet these learning objectives.

1.0 Introduction to TFC and the Service System

1.1 Introduction to TFC and the TFC parent role in mental health treatment planning

This training topic is an introduction to the TFC in California, and the role of the TFC parent as a provider of Medi-Cal SMHS. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Describe TFC in California, including the target population, short-term and intensive nature of the service, and role of the TFC parent as a key participant in the therapeutic treatment process of the child or youth.

Learning Objective 2: Describe TFC activities, including plan development, rehabilitation and collateral, and articulate key differences in scope between a TFC parent and a Resource Parent that is not a TFC parent.

Learning Objective 3: Describe the role of the MHP in authorizing and reimbursement for medically necessary TFC to Medi-Cal beneficiaries, and the responsibilities of the TFC parent related to documentation and meeting with the TFC agency's licensed or waived mental health professional.

1.2 Involvement and role in Child and Family Team (CFT)

This training topic is an overview of the TFC parent's role in the CFT. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Describe how TFC must be delivered using a CFT to develop and guide the planning and service delivery process.

Learning Objective 2: Describe the TFC parent's responsibility to participate as a member in the CFT in care planning, monitoring and review processes.

Learning Objective 3: Demonstrate the ability to observe, monitor and appropriately communicate with the TFC agency and members of the CFT, including in the presence of the birth parent, about changes in the child's/youth's needs.

Learning Objective 4: Demonstrate an understanding of the dual role of the TFC parent to create a safe, family environment for the child/youth, while also delivering a clinical service and serving in a professional role on the CFT to help the child/youth achieve identified treatment goals.

1.3 Introduction to individualized mental health treatment of children

This training topic is an introduction to child and adolescent mental health conditions and treatment options. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Recognize behaviors and other symptoms that could indicate a mental health concern.

Learning Objective 2: Explain types of mental health treatments and their benefits for children and youth.

Learning Objective 3: Describe factors that may come into play when deciding on the best treatment approach, including whether an intervention is an evidence-based or best practice, and cultural considerations of the child/youth and family.

Learning Objective 4: Demonstrate an understanding of terms and concepts for communicating, using strength-based language about mental health concerns of the child or youth within the CFT.

1.4 Access to other medically necessary SMHS

This training topic is an overview of SMHS, and how the mental health service delivery system works. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Demonstrate an understanding that TFC is part of a continuum of care for children and youth.

Learning Objective 2: Demonstrate an understanding that TFC is available under the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) benefit, and that children and youth must meet medical necessity criteria for the service.

Learning Objective 3: Demonstrate an understanding of the basic service activities involved in the delivery of SMHS, including intake, assessment, diagnosis, client plan, and progress notes.

Learning Objective 4: Demonstrate an understanding of the role of the MHP in authorizing and reviewing services, and performing compliance and quality assurance/quality improvement functions.

Learning Objective 5: Describe beneficiary rights, and the grievance and appeals process.

1.5 Health Insurance Portability and Accountability Act (HIPAA)

This training topic covers Part I of TFC parent responsibilities as a Medi-Cal service provider: Federal, state, and local county regulations, policies and procedures related to protection of privacy, sharing of information, and patient rights. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Demonstrate an understanding of the TFC parent's responsibility to ensure and protect the privacy and confidentiality of all sources of client information in accordance with all applicable county, state and federal laws, policies, and procedures.

Learning Objective 2: Demonstrate an understanding of strategies and best practices for proper handling of client information, and for maintaining confidentiality of client information in all formats.

Learning Objective 3: Demonstrate an understanding of how protected health information may be used and disclosed, between qualified professionals (such as with a valid and current, written authorization for use and disclosure), or with an interagency confidentiality policy or other mechanism for allowing collaboration across service delivery systems.

Learning Objective 4: Demonstrate an understanding of situations mandating release of information, with or without consent.

Learning Objective 5: Demonstrate an understanding of the basic rights of children and youth and family members who are receiving SMHS.

1.6 Progress note training/medical necessity criteria

This training topic covers Part II of TFC parent responsibilities as a Medi-Cal service provider related to documentation requirements. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Define medical necessity, and explain the process by which it is determined that a child/youth meets medical necessity criteria.

Learning Objective 2: Demonstrate an understanding of how the client plan, all service activities, and progress notes must tie directly back to the child's or youth's functional impairment.

Learning Objective 3: Demonstrate the ability to write a progress note that addresses; the child's or youth's presentation; target behaviors identified in the client plan; use of interventions identified in the client plan; and child's or youth's response to the intervention for each of the service activities provided through TFC.

Learning Objective 4: Identify non-billable activities, service limitations, and lockouts.

1.7 Understanding and monitoring medications

This training topic covers Part III of TFC parent responsibilities as a Medi-Cal service provider related to understanding the use of psychotropic medications in children and youth. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Demonstrate a basic understanding of the benefits and risks of psychotropic medications for children and youth, and when it would be appropriate to request a medication evaluation.

Learning Objective 2: Demonstrate a basic understanding of how psychotropic medications work and the importance of complying with medication prescriptions.

Learning Objective 3: Demonstrate a basic understanding of common medication side effects, what to look for, and what actions should be taken.

Learning Objective 4: Discuss what off-label prescribing is; why this practice occurs among practitioners who treat children and youth; and the pros and cons.

Learning Objective 5: Demonstrate the ability to monitor and communicate the child's or youth's behaviors, progress, and response to medications, to inform ongoing planning and decision making for the child's or youth's treatment and well-being.

Learning Objective 6: Demonstrate a basic understanding of the psychotropic medication authorization process, forms, and timeline for a dependent child or ward of the court.

2.0 Understanding Child and Adolescent Development and Appropriate Interventions

2.1 Developmental stages and age-appropriate interventions

This training topic covers the negative effects of abuse, neglect, trauma, and loss on healthy child and adolescent development, as well as skills for intervening appropriately with children/youth who are not meeting expected developmental milestones. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Describe normal child and adolescent development and milestones, and the negative effects of abuse, neglect, trauma, and loss on healthy development.

Learning Objective 2: Describe the basic concepts of attachment theory, and the negative effects of abuse, neglect, trauma, and loss on developing healthy emotional attachments.

Learning Objective 3: Recognize indicators for children/youth who are not meeting expected developmental milestones, and describe steps for how and where to seek assistance.

Learning Objective 4: Demonstrate an understanding of interventions appropriate for children/youth at various levels of development.

2.2 Working with children who have been abused, neglected and/or delinquent

This training topic covers skills for working with a child/youth who is experiencing emotional or behavioral problems, or not meeting expected developmental milestones due to abuse, neglect, trauma or loss. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Describe the relationship between trauma and emotional dysregulation, and recognize emotional and behavioral problems frequently associated with abuse, neglect, trauma and loss.

Learning Objective 2: Demonstrate an understanding of common types of triggers, and ways to increase safety and reduce identified environmental triggers for children and youth who have been abused, neglected, or abandoned.

Learning Objective 3: Demonstrate strength-based and empathic communication with children and youth who are experiencing emotional or behavioral problems, or not meeting expected developmental milestones, due to abuse, neglect, abandonment, trauma, or loss.

Learning Objective 4: Demonstrate ways to adjust parenting styles to meet children's and youth's identified emotional and/or developmental needs.

Learning Objective 5: Demonstrate strategies for helping children and youth through the grief process.

Learning Objective 6: Demonstrate strategies for working in partnership with teachers and school personnel to improve a child's or youth's emotional regulation and success in social relationships in school.

Learning Objective 7: Demonstrate ways to support the child's or youth's safe use of social media.

Learning Objective 8: Identify indicators of abuse or neglect, and articulate the TFC parent's responsibility as a mandated reporter.

3.0 Working with Children/Youth Using a Trauma-Informed Approach

3.1 Trauma-Informed care

This training topic covers the principles of trauma-informed care; types of trauma and trauma responses; and skills for creating safety and promoting recovery. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: List the basic components of what makes an event traumatic.

Learning Objective 2: Define child traumatic stress, chronic trauma, and complex trauma.

Learning Objective 3: Describe the impact of trauma on child and adolescent brain development, and its potential consequences on school performance, problem-solving, engaging in risky behaviors, and other important areas of functioning.

Learning Objective 4: Describe the wide range of responses to trauma and loss in children and youth, and the influence of culture on responses to trauma.

Learning Objective 5: Demonstrate ways to create safety and avoid re-traumatizing children and youth who have experienced trauma or loss.

Learning Objective 6: Demonstrate ways to increase sense of self-control and empowerment among children and youth who have experienced trauma or loss.

3.2 Positive behavioral reinforcement techniques

This training topic covers the basic concepts of positive behavioral reinforcement, and general techniques for putting positive behavioral reinforcement into practice. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Define positive and negative reinforcement techniques, and explain the differences between the two.

Learning Objective 2: Describe how positive reinforcement supports children's and youth's growth and development, and provide examples of how negative reinforcement can be harmful to children who have been exposed to trauma.

Learning Objective 3: Demonstrate examples of positive reinforcing statements, facial expressions, and body language that are consistent with positive reinforcement techniques.

Learning Objective 4: Demonstrate ways to encourage good behaviors through praise, offering appropriate rewards for cooperation, and creating safety and an environment for success.

Learning Objective 5: Explain why rules are important for children/youth to improve self-regulation, and demonstrate how to establish a clear structure, rules, and expectations.

Learning Objective 6: Demonstrate how to redirect a child's or youth's behavior and give good choices.

Learning Objective 7: Demonstrate how to support a child or youth to develop skills for recognizing, labeling, and communicating his/her feelings.

3.3 Behavior management techniques

This training topic covers behavior management techniques, to target specific behavioral problems that a TFC parent may encounter with children or youth in their care. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Explain and identify reasons why children or youth do not tell the truth, take things that do not belong to them, and engage in self-harming or other maladaptive behaviors, and demonstrate how to talk and create a safety/behavior plan for the targeted behavior.

Learning Objective 2: Describe types of sleep problems in children and youth, and strategies for helping a child or youth with sleep problems.

Learning Objective 3: Describe reasons for wetting and soiling problems in children and youth, and strategies for helping children and youth with wetting and soiling problems.

Learning Objective 4: Demonstrate an understanding of when and how to seek additional professional help for behavior problems.

4.0 Preventing and Managing a Crisis

4.1 Prevention of aggressive behavior and de-escalation techniques

This training topic covers knowledge and skills for handling aggressive behaviors in a trauma-informed manner, and for preventing and de-escalating a potential crisis. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Describe what aggression and aggressive behaviors look like in children and youth, and contributing factors, including past trauma, loss, and unmet needs.

Learning Objective 2: Recognize that aggression and aggressive behaviors in children and youth with past trauma, loss, and unmet needs are symptoms of poor coping skills.

Learning Objective 3: Demonstrate self-awareness of the TFC parent's own experiences with aggression (including history, reactions, coping skills), and how these personal experiences may affect how the TFC parent responds to aggressive behaviors in children or youth in their care.

Learning Objective 4: Explain the basic ABC (antecedent, behavior, consequence) model for understanding behaviors, and apply the model to some common aggressive behaviors.

Learning Objective 5: Recognize that an individual or a place can be a trigger, and when and how to remove the child or youth from the catalyst.

Learning Objective 6: Develop an action plan for successfully handling serious anger or anger outbursts when they occur.

Learning Objective 7: Demonstrate ways to prevent and de-escalate a potential crisis, through skills practice and role plays.

4.2 Crisis management/de-escalation techniques

This training topic covers techniques for safely deescalating a crisis. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Define a crisis, and describe the crisis cycle – i.e., trigger, escalation, eruption, recovery.

Learning Objective 2: Identify common triggers, and articulate effective ways to prevent escalation.

Learning Objective 3: Demonstrate skill in using verbal de-escalation techniques to effectively deal with a child or youth in crisis.

Learning Objective 4: Demonstrate skill in handling a child's or youth's rage and or assaultive behavior toward other children and/or care providers.

Learning Objective 5: Demonstrate ways to use a crisis situation as an opportunity for the child or youth to learn healthier coping skills, once the crisis has passed.

Learning Objective 6: Identify when a crisis requires more urgent intervention, and how to access the necessary service.

5.0 Communication with Children/Youth and Families

5.1 Effective communication and relationship building techniques

This training topic covers approaches to communicating with children and youth and families that promote safety, engagement and trust. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Demonstrate basic understanding of how the TFC parent consistently contributes to the Child Adolescent Needs and Strengths (CANS) tool, and how the use of strength-based and trauma-informed communication with children or youth and their families supports care planning.

Learning Objective 2: Demonstrate communication skills that encourage the participation of the child or youth and birth family in CFT discussions about the child's or youth's needs and progress.

Learning Objective 3: Demonstrate the use of respectful and nonjudgmental communication with the birth family, to lessen anxiety for the child/youth.

Learning Objective 4: Demonstrate the ability to acknowledge the child's or youth's feelings, and support the child or youth in developing the skills to recognize, label, and appropriately communicate his/her feelings.

Learning Objective 5: Demonstrate skills for rebuilding/repairing a rupture in the relationship between the TFC parent and child or youth.

6.0 Cultural Competency

6.1 Cultural competence and culturally responsive services

This training topic covers knowledge, attitudes and skills for providing services that are culturally competent and culturally responsive. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Define culture, in a broad sense that includes socio-economic status, sexual orientation, gender identity, and disabilities, and explain what it means to be culturally competent, and culturally responsive.

Learning Objective 2: Recognize how a TFC parent's own background might influence how he/she views children or youth and birth family members.

Learning Objective 3: Demonstrate openness to and respect for learning about traditions, values, and experiences of people from other cultures.

Learning Objective 4: Recognize how services that are not culturally responsive can adversely impact children and youth and their families.

Learning Objective 5: Demonstrate the ability to incorporate knowledge of the child's or youth's culture into culturally sensitive service delivery, and to develop strategies for addressing language barriers with the child or youth and/or the birth family.

Learning Objective 6: Demonstrate ways to help children/youth appreciate and maintain their cultural identity, and cope with hurtful incidents at school or in the community.

Learning Objective 7: Demonstrate, in conjunction with expected age appropriate childhood development, ways to support a child's or youth's sexual orientation or gender expression.

7.0 Client Sensitivity

7.1 Client sensitivity training (including stories and content developed and delivered by peer roles – e.g., foster parents, former foster youth, biological parents, etc.)

This training topic covers knowledge and skills for being sensitive to the individualized needs of children or youth and their families. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Demonstrate sensitivity to the special needs of children or youth, who have a physical or developmental disability, identify as transgender, have been commercially exploited, are homeless, and/or are youth of color.

Learning Objective 2: Demonstrate sensitivity to the religious or spiritual preferences and practices of children or youth and their families.

Learning Objective 3: Demonstrate the ability to interact empathically toward children or youth who are exhibiting emotional or behavioral problems as a result of experiencing trauma or loss.

Learning Objective 4: Demonstrate ways to adjust the home environment, routines, and his/her parenting style, to accommodate the special needs of children or youth in their care.

Learning Objective 5: Demonstrate ways to make children or youth feel welcomed, special, and important.

Learning Objective 6: Demonstrate skills for establishing healthy and mutually agreed upon boundaries with children or youth in his/her care, and also with the birth family.

8.0 Parent Self-Care

8.1 Training around stress and well-being/self-care

This training topic covers signs of care provider stress and burnout, and strategies for self-care. As a result of training on this topic, the TFC parent will be able to:

Learning Objective 1: Recognize signs of care provider stress, secondary trauma stress and burnout, and know when and how to seek assistance.

Learning Objective 2: Identify community resources for regular respite, self-care, and peer support.

Learning Objective 3: Identify his/her own plan for a reliable network of support to turn to in times of overwhelming fatigue, stress or crisis, and describe a plan for when and how to use the support network.

Learning Objective 4: Demonstrate self-awareness of how feelings of guilt may play a role in whether/when one reaches out to one's support network, and identify strategies for overcoming or minimizing those feelings.

TFC Training Resources

The training resources included here were vetted for potential relevance and utility by the TFC Expert Workgroup and the TFC Implementation Committee. The training resources in the toolkit were not necessarily vetted to ensure that the information, interventions, etc. included in these resources are Medi-Cal billable activities. It is the responsibility of the TFC Agency to understand which activities or interventions are or are not billable to Medi-Cal. The list of training resources is in no way exhaustive; the intention is to provide TFC Agencies with resources as starting point to support their efforts in developing their training program for TFC parents.

Clearinghouses and Training Initiatives

This section provides a brief description for and links to websites for the following types of resources:

- Clearinghouses for trainings relevant to child welfare and for practices and interventions that target specific behaviors and conditions, some of which may be relevant to TFC; and
- Informational websites for national or state training initiatives that are related to child trauma or to improving outcomes for foster children or youth.

The inclusion of these resources in the toolkit does not represent an endorsement by DHCS or CDSS. The resources included in this section are not the result of an exhaustive search of all available trainings. TFC Agencies should conduct their own review and vetting of all training resources. The resources are listed in alphabetical order.

California Evidence-Based Clearinghouse on Child Welfare (CEBC)

www.cebc4cw.org

CEBC was created through the joint efforts of CDSS, Chadwick Center for Children and Families – Rady Children’s Hospital – San Diego, and the Child and Adolescent Services

Research Center (CASRC). CEBC is a registry that aims to help identify and disseminate information regarding evidence-based practices relevant to child welfare. The registry covers the following topic areas:

- Anger management, domestic violence, and substance abuse;
- Behavior management including parent training;
- Core child welfare services including placement and reunification;
- Engagement and parent partnering programs;
- Mental health;
- Prevention and early intervention; and
- Support services for youth in the child welfare system.

CEBC uses a rating scale to indicate the rigor of scientific research that supports the programs listed in the registry.

National Adoption Competency Mental Health Training Initiative (NTI)

Center for Adoption Support and Education

www.adoptionssupport.org

NTI is a five-year initiative that focuses on improving system capacity to address the mental health needs of children/youth and support their achieving permanency. NTI is developing web-based curricula on therapeutic approaches for working with adoptive and guardianship families. These trainings are going to be piloted in nine states, including California, and evaluated by the University of Maryland School of Social Work. The NTI website provides information about the initiative and trainings under development.

National Child Traumatic Stress Network (NCTSC)

www.nctsn.org

Established by Congress in 2000, NCTSC is a collaboration of providers, researchers, and families that includes in its mission the advancement of a broad range of effective services and interventions that are trauma-informed, and developmentally and culturally appropriate. NCTSC's website includes a fact sheet of more than 40 interventions that describes their basic

components, target populations, research evidence, and other information that may be useful to individuals interested in understanding the intervention, and for whom it is best suited.

Quality Parenting Initiative (QPI)

www.qpicalifornia.org

QPI is an effort to strengthen foster care by refocusing on excellent parenting for all children in the child welfare system. Key elements of QPI are to clearly articulate expectations of caregivers, and ensure that caregivers receive the support and training they need to work successfully with children and families involved with the child welfare system. The QPI website has training resources, including PowerPoint presentations, handouts, and other materials developed and used by agencies and trainers in California.

Substance Abuse Mental Health Services Administration (SAMHSA) National Registry of Evidence-Based and Promising Practices (NREPP)

<https://www.samhsa.gov/landing.aspx>

SAMHSA's NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation, and to provide information to assist the public in being able to determine which interventions may best meet their needs. NREPP is a registry or database of more than 400 evidence-based programs and practices for mental health and substance abuse, and can be searched by key words.

California Education Centers for Foster Parents and Child Welfare Workers

This section includes California education hubs that are widely recognized among those in the child welfare field and provide educational resources for foster parents, child welfare workers, and social work educators. The inclusion of these resources does not represent an endorsement by DHCS or CDSS. The resources included in this section are not the result of

an exhaustive search of all available trainings. TFC Agencies should conduct their own review and vetting of all training resources. The resources are listed in alphabetical order.

California Social Work Education Center (CalSWEC)

www.calswec.berkeley.edu

The California Social Work Education Center (CalSWEC) provides a range of products related to training the social service workforce, including standards, competencies, values, and curricula. CalSWEC is hosted by the University of California, Berkeley School of Social Welfare, and is a coalition comprised of social work educators and practitioners. It works closely with its partners – CDSS, the Regional Training Academies, and other stakeholders – to develop and revise statewide curriculum products. The CalSWEC website provides access to many of these curriculum products that cover the areas of public child welfare, mental/behavioral health, and aging.

Foster and Kinship Care Education (FKCE)

<http://extranet.cccco.edu/divisions/student-services/fosterandkinshipcareeducation.aspx>

The Foster and Kinship Care Education (FKCE) program coordinates with the community colleges, to provide training and education to foster parents and relative caregivers. FKCE resides within the Chancellor's Office of the California Community Colleges, and collaborates with CDSS, a State Advisory Committee, local county departments of social services, as well as foster parent and kinship care provider associations, to assist foster parents and relative caregivers meet the needs of the foster children in their care. The FKCE website provides staff names and contact information, as well as a list of the community colleges, by county, that offer courses.

Foster Parent College

www.fosterparentcollege.com

Foster Parent College (FPC) provides online training courses for adoptive, kinship and foster parents. FPC courses are designed to help resource parents:

- Understand challenging behavior;
- Recognize the underlying causes of the behavior; and

- Discover fresh ideas to improve the behavior.

The FPC website provides individual course descriptions, syllabi and course objectives. Through an agreement between FPC and CDSS, FPC courses will be made available to resources parents in California at no cost.

Other Resources

This section includes additional resources. The inclusion of these resources does not represent an endorsement by DHCS or CDSS. The resources included in this section are not the result of an exhaustive search of all available trainings. TFC Agencies should conduct their own review and vetting of all training resources. The resources are listed in alphabetical order.

Program Standards for Treatment Foster Care

Foster Family-Based Treatment Association (FFTA)

https://ffta.imiscloud.com/New_FFTA_Content/Learn/Program_Standards.aspx

FFTA published a set of standards in 2013, to assist agencies in the development of quality Treatment Foster Care services for children, youth, and families. This resource covers a broad framework, including standards for: programs/agencies; treatment parents; and children, youth, and their families. It includes a self-assessment tool.

Pressley-Ridge Treatment Foster Care Program

www.pressleyridge.org

Pressley Ridge Treatment Foster Care Program (PR-Treatment Foster Care) is designed to provide intensive, effective, and short-term treatment to children/youth with emotional and behavior problems, in a home environment with the foster parent as the primary agent of change. The model uses treatment foster parents, who are given advanced clinical and technical training and support, to best serve the youth placed in their homes. Within the family setting, the treatment approach used by the program is behavioral, based upon measurable

treatment goals which are monitored frequently. Treatment is guided by a treatment plan implemented by the treatment parents, and consists of a set of specific goals, which are tailored to each individual child's/youth's needs and problems.

Three basic tenets of PR-Treatment Foster Care are: 1) child's/youth's troubled behavior can change; 2) foster parents can learn to change child's/youth's behavior; and 3) treatment is teaching skills for effective living. The aims of PR-Treatment Foster Care are to:

- Assist the child/youth to obtain permanency, primarily by returning the child/youth to his/her family of origin;
- Assist the child/youth in developing effective skills for living (communication, conflict resolution, coping skills, peer relationships, etc.);
- Assist the child/youth in managing his/her life in the present and future (preparing for independent living, managing daily stressors, etc.); and
- Assist the child/youth in making positive changes towards his/her targeted goals.

The model is supported by research evidence. It is designed for in-person learning. The training is four, full days, to trainers who receive trainer certification upon completion. Pressley-Ridge maintains copyright for the model and materials, and training must be purchased.

Together Facing the Challenge

<https://sites.duke.edu/tftc>

Together Facing the Challenge (TFTC) is a training/consultation approach to improving practice in treatment foster care. The intervention was built from a naturalistic study of "usual care" for treatment foster care to determine what practice components were related to improved outcomes for children/youth. It also incorporates elements from existing evidence-based treatments to fill identified gaps in usual care practice. The resulting model includes training/consultation for treatment foster care supervisors, as well as training for treatment foster parents. TFTC is designed as a train-the-trainer approach, so that treatment foster care administrative/supervisory personnel can learn the training, and model and train treatment foster parents. The aims of TFTC are to:

- Build therapeutic relationships;
- Perform and teach cooperation skills;

- Implement effective parenting techniques (communicate effectively, set expectations, reinforce positive behavior, avoid power struggles, etc.);
- Prepare child/youth for their future by teaching independence skills;
- Create a positive home environment through family fun time, taking care of self, family meetings, etc.; and
- Improve outcomes for youth served in therapeutic foster care settings.

TFTC is designed for in-person learning. The training is three, full days. Duke University maintains copyright for the model and materials, and training must be purchased.

Treatment Foster Care - Oregon (TFC-O)

www.tfcoregon.com

Treatment Foster Care – Oregon (TFC-O) is a multifaceted intervention comprised of the following components:

- Behavioral parent training and support for TFCO foster parents;
- Family therapy for biological parents (or other aftercare permanency resources);
- Skills training for children/youth;
- Supportive therapy for children/youth;
- School-based behavioral interventions and academic support; and
- Psychiatric consultation and medication management, when needed.

The aims of TFC-O are to:

- Eliminate or reduce child/youth problem behaviors;
- Increase developmentally appropriate normative and prosocial behavior in children/youth;
- Transition child/youth to a birth family or lower level aftercare resource;
- Improve child/youth peer associations;
- Improve parent-child interaction and communication;
- Improve child/youth coping and social skills; and
- Improve behavior in school and provide academic support.

The training consists of weekly consultation and video review, progress reports, site visits, and program assessments, over a three-year training implementation period. TFC-O maintains copyright for the model and materials and training must be purchased.

Resources Listed by Training Topics

In this section, the resources are listed under the most relevant pre-service training topics and each resource includes a short abstract that covers key information, such as: name/title of the training, developer's name and URL, area of focus, target audiences, aims, theoretical base, supporting evidence, teaching format, length, cost, teaching materials included, and copyright information. The inclusion of these resources does not represent an endorsement by DHCS. The resources included in this section are not an exhaustive list of all available trainings. TFC Agencies should conduct their own review and vetting of all training resources.

1.0 Introduction to TFC and the Service System

1.1 Introduction to TFC and the TFC parent role in mental health treatment planning

The Medi-Cal Manual for ICC, IHBS and TFC for Medi-Cal Beneficiaries, Third Edition
Department of Health Care Services (DHCS)

<http://www.dhcs.ca.gov/Pages/KatieImplementation.aspx>

The Manual provides MHPs, Medi-Cal providers, children/youth and families, and other stakeholders with information regarding ICC, IHBS, and TFC. The manual includes sections that may be informative to orienting or training the TFC parent related to: the role of the TFC parent, role of the TFC agency, TFC service components/activities, documentation of TFC service components/activities, TFC parent required qualifications, TFC authorization/discharge processes, TFC settings/limitations/lockouts, and TFC claiming and reimbursement. The manual also includes sample TFC progress notes.

1.2 Involvement and Role in Child and Family Team (CFT)

Child and Family Teaming

Los Angeles County Department of Mental Health

The focus and intent of this training is to enhance the resource parent's or professional staff member's knowledge of the CFT process, which will be utilized to identify each family member's strengths and needs, based on relevant life domains, to develop a child/youth and family-centered plan within the Continuum of Care Reform. It is designed for professionals from public agencies, community based partners, and TFC parents. The three-hour, in-person training is grounded in Wraparound principles and practices, but is not empirically evidence-

based, and includes vignettes and breakout learning opportunities. There is no cost associated with the training.

Family Engagement in Child Welfare Video Series

National Technical Assistance and Evaluation Center for Systems of Care

<https://www.childwelfare.gov/topics/management/reform/soc/communicate/initiative/ntaec/familyvideos/#parentsHelp>

This publicly available video series showcases the experiences of two Systems of Care communities that worked with birth parents and relative caregivers, in paraprofessional roles. The videos offer unique insight into the key elements needed to make peer-to-peer family engagement programs successful. From the perspectives of family members, caseworkers, supervisors, and administrators, the videos provide an inside look at program achievements and benefits, as well as fears and challenges related to family involvement. The content is rooted in best practice, and is available in a series of videos (of varying lengths), along with a PDF companion guide. The material is copyrighted by the National Technical Assistance and Evaluation Center for Systems of Care.

Integrated Core Practice Model

California Department of Social Services (CDSS)

The Integrated Core Practice Model (ICPM), which was formerly referred to as the Core Practice Model, is a set of practices and principles that promotes a set of values shared by all who seek to support children, youth, and families involved in child-serving agencies including, but not limited to, child welfare departments, special education departments, juvenile probation, MHPs, and other health and human services agencies, or legal systems with which the child or youth is involved. The ICPM provides a prescribed set of family-centered practice values and principles that drive a definable planning and service delivery process.

CFT Orientation Training

CDSS

This training is intended to support consistent Child and Family Teaming, authentic engagement, and effective cross system service planning and delivery. The training is for any potential members of a CFT. The content is Wraparound-based, and, therefore, grounded in effective and known processes. It is an in-person, three- to four-hour training. Please contact the CDSS, Integrated Services Unit, at CWSCoordination@dss.ca.gov for more information.

The ABCs of FGDM: Family Group Decision Making Fundamentals

Kempe Center, University of Colorado Denver

www.ucdenver.edu

This training provides a basic introduction to high fidelity Family Group Decision Making (FGDM), an approach that supports effective birth family engagement. The training explains the roles and responsibilities of service providers, throughout the engagement process, and describes the contribution of service providers and community partners to the assembled family group. It is designed for agency staff, family members, and community members. The training is rated as a “3” for “promising research evidence” and “high” for relevance to child welfare services by the California Evidence-Based Clearinghouse. It is a one-day, eight-hour, in-person training. The cost is unknown and interested parties should contact the Kempe Center for further information. The training content is copyrighted by the Kempe Center.

1.3 Introduction to individualized mental treatment of children

Resources for this training topic are still being identified and/or developed.

1.4 Access to other medically necessary Specialty Mental Health Services (SMHS)

Resources for this training topic are still being identified and/or developed.

1.5 Health Insurance Portability and Accountability Act (HIPAA)

Resources for this training topic are still being identified and/or developed.

1.6 Progress note training/medical necessity criteria

Resources for this training topic are still being identified and/or developed.

1.7 Understanding and monitoring medications

Psychotropic Medication Training

Texas Department of Family and Protective Services (DFPS)

https://www.dfps.state.tx.us/training/psychotropic_medication/

This training covers expectations for the safe and effective use of psychotropic medications by children who are in state’s care. It is intended for foster and birth parents. Course materials cover:

- Why other interventions should be considered along with psychotropic medications;
- The need for a complete psychiatric evaluation (including physical examination) before making a decision about psychotropic medications and treatments;

- The responsibility of the medical consentor to decide whether or not to give informed consent for each psychotropic medication prescribed for a child; and
- Understanding how psychotropic medications are used.

The training is not evidence-based. It is an online, two-hour training, and training materials and a completion certificate are downloadable. It is copyrighted by the Texas DFPS.

2.0 Understanding Child and Adolescent Development and Appropriate Interventions

2.1 Developmental stages and age-appropriate interventions

Child Development

Foster Parent College

<http://fosterparentcollege.com/?preview=ps4-child-development>

The purpose of this training is to provide parents with knowledge, skills, and abilities related to how child development can be altered by the effects of abuse and neglect, and how an understanding of typical child development and developmental domains and stages can help foster parents know when children in their care may be exhibiting behaviors indicative of maltreatment. It is intended for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify red flags of development that indicate problems in abused and neglected children;
- Describe the impact of abuse and neglect on child development;
- Understand risk and protective factors;
- Identify developmental domains and stages; and
- Understand temperament and goodness of fit.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The average time it takes to complete is one to two hours, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$20.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. Content is available in Spanish. The training is copyrighted by Northwest Media, Inc.

Parent-Child Attachment

Foster Parent College

<http://fosterparentcollege.com/?preview=ps5-attachment>

The focus of this training is on understanding: the difference between healthy and unhealthy attachment; how separation and loss affect attachment; and how attachment theory applies to real life. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Course content includes:

- Importance of attachment for the healthy emotional development of a child;
- Potential negative effects of maltreatment, separation and loss;
- How issues of divided loyalty, perceived abandonment or rejection, reactivation of feelings from previous separations, and ambivalence about attachment and permanence play a role in emotional conflict; and
- How insecure attachment established earlier in life impacts a child's behavior while in placement.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$20.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. This course includes supplemental handouts, and is available in Spanish. The training is copyrighted by Northwest Media, Inc.

Reactive Attachment Disorder (RAD)

Foster Parent College

<http://fosterparentcollege.com/?preview=rad>

The focus of this training is on the emotionally promiscuous and the hyper-vigilant types of this disorder. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify two caregiver qualities that lead to secure attachments;
- Briefly describe the parent/caregiver-child attachment bond;
- List four stages of attachment;
- State common functions of conduct problems in maltreated foster and adopted children and youth;
- List three key components of a healthy attachment;
- Describe behaviors commonly seen in children with RAD; and
- List seven steps caregivers can take to positively parent a child with RAD.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around

vignettes. The training takes an average time of one to two hours, to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. This course includes supplemental handouts. The training is copyrighted by Northwest Media, Inc.

Understanding Behavior in Foster Children

Foster Parent College

<http://fosterparentcollege.com/?preview=ps6-behavior>

This training examines the function or purpose of behaviors, and the underlying meaning of challenging behaviors. Also covered are the ABC's of behavior, and a look at parenting styles. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- List three steps for understanding a child's behavior;
- Understand and be able to describe surface behaviors;
- List four common reasons for behavior;
- Describe the ABCs of behavior;
- List seven behavior trackers; and
- Describe four parenting styles and state their relationship to a child's behavior.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours, to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$20.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. This course is available in Spanish. The training is copyrighted by Northwest Media, Inc.

Understanding Noncompliance (Advanced Parenting Workshop)

Foster Parent College

<http://fosterparentcollege.com/?preview=takingthings-ws>

This is an advanced level training. The training introduces the spectrum of cooperation and noncompliance, and explores how trauma can affect a child's ability to cooperate. Two family studies are presented, and participants use the Trauma-Sensitive Review Form to understand children's behavior. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Training goals include:

- Understanding the differences between cooperation and noncompliance;

- Identifying where a child's response to a request falls on the spectrum of cooperation and noncompliance;
- Recognizing the four defining signs of complex trauma;
- Describing the seven aftereffects of complex trauma;
- Using the Trauma-Sensitive Review Form to understand a child's behavior; and
- Developing ideas for helping a child deal with the aftereffects of trauma.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average time of six to eight hours, to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$30.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. It includes a discussion board and individualized assignments. The training is copyrighted by Northwest Media, Inc.

Bringing the Protective Factors Framework to Life in Your Work - A Resource for Action National Alliance of Children's Trust and Prevention Funds

<http://www.ctfalliance.org/onlinetraining.htm>

The National Alliance has various trainings available online, including at least one that has a child development focus, with information about child protective factors. The trainings are intended for parents and caregivers. The training lengths vary by topic. The cost of each training is unknown. The content is copyrighted by National Alliance, or its developers.

2.2 Working with children who have been abused, neglected and/or delinquent

Child Abuse & Neglect

Foster Parent College

<http://fosterparentcollege.com/?preview=ps3-abuse-neglect>

The purpose of this training is to develop understanding of child abuse and neglect, and empathy for birth parents. It is designed for child welfare agency staff, to train foster parents.

Training goals are to:

- Expand understanding of the causes and risk factors of child maltreatment;
- Develop empathy for birth parents;
- Distinguish between common, accidental childhood injuries and abuse;
- Identify child physical abuse and neglect; and
- Know when and how to report abuse to authorities.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average of three hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. It includes copies of teaching slides and reproducible handouts. The training is copyrighted by Northwest Media, Inc.

Caring for Children Who Have Been Sexually Abused

Foster Parent College

<http://fosterparentcollege.com/?preview=ps9-sex-abuse>

This training aims to provide insight into the world of the abused child and how foster parents can help. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Training goals are to:

- Identify a definition and types of child sexual abuse;
- Describe the dynamics of child sexual abuse;
- Know different sexual behaviors that can constitute child sexual abuse;
- Understand the characteristics of children who have been sexually abused;
- Understand the complexity of issues surrounding recovery from sexual abuse, and the challenges caregivers face; and
- Outline effective strategies parents can use with violent and assaultive children and youth.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The average course time is one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$20.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. It is available in Spanish. The training is copyrighted by Northwest Media, Inc.

Grief & Loss in the Care System

Foster Parent College

<http://fosterparentcollege.com/?preview=griefloss>

This training focuses on the stages of natural grieving, how grief is expressed, and "complex grief." Also discussed are strategies for helping children, birth parents and family members handle and appropriately express their feelings of grief and loss. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and other who take this course will be able to:

- Identify the stages of grief;
- Understand what contributes to foster children's, birth parents', and foster parents' grief;
- Describe the manifestations of grief and loss in children, birth parents, and foster parents;
- Identify strategies for helping children through the grieving process;
- Describe "complex grief"; and
- Identify strategies for helping prevent "complex grief".

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire is one to two hours. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The training is copyrighted by Northwest Media, Inc.

The Role of Mandated Child Abuse Reporters

Foster Parent College

<http://fosterparentcollege.com/?preview=mandatory>

This training covers the challenges and responsibilities mandated reporters face and provides strategies to help insure the investigation process is not compromised. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and other who take this course will be able to:

- List and describe types of child abuse;
- Know what to include in a report of suspected child abuse;
- Identify who is obligated to report suspected child abuse;
- Identify two factors to consider when reporting suspected abuse;
- Describe common elements of the abuse investigation process; and
- Identify mandated reporter skills.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire is one to two hours. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The training is copyrighted by Northwest Media, Inc.

3.0 Working with Children/Youth Using a Trauma-Informed Approach

3.1 Trauma-informed care

Safe Parenting

Foster Parent College

<http://fosterparentcollege.com/?preview=safe>

The purpose of this training is to define and explore safe parenting issues. Topics covered include safety plans; children's health, safety, and security interests; a child's actual versus developmental age; trauma history; treatment plans; and state regulations. The training provides concrete information for caregivers on strategies and regulations. It is designed for foster, adoptive, and kinship parents, as well as social workers, and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Describe how a child's trauma history impacts how a parent should discipline;
- State strategies for safe discipline;
- List three ways to promote physical and emotional security for a child;
- State four factors important in maintaining a child's health and security;
- Identify a critical incident and how to report it; and
- Identify six disciplinary actions that are prohibited by many state child welfare agencies.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. It includes supplemental handouts. The training is copyrighted by Northwest Media, Inc.

Trauma-Informed Parenting

Foster Parent College

<http://fosterparentcollege.com/?preview=trauma-informed>

This training focuses on how to care for a child while being sensitive to his or her past traumatic experiences. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Describe complex trauma;
- Understand how a child's past experiences impact his or her behavior;
- Use the Trauma-Sensitive Review Form;

- Understand how to encourage a child to develop strength and resilience;
- Describe the seven aftereffects of complex trauma; and
- Understand how to adapt parenting style to a child's needs.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The training is copyrighted by Northwest Media, Inc.

Addressing Trauma through Mental Health First Aid

The National Council on Behavioral Health

<https://www.thenationalcouncil.org/wp-content/uploads/2012/11/MHFA-Trauma-Sharp-FINAL.pdf>

The focus of this training is to provide an introduction to mental health for people who are completely unfamiliar with the topic. The training covers an overview of mental health problems, Mental Health First Aid for crisis situations, and Mental Health First Aid for non-crisis situations. The training includes best practices, but is not evidence-based. The training is self-directed and consists of 34 PowerPoint slides. The length of time it requires to complete the training is approximately one hour. There is no cost to download the slides. The training is copyrighted to The National Council for Community Behavioral Healthcare.

Child Welfare Trauma Training Toolkit

National Child Traumatic Stress Network

<https://learn.nctsn.org/enrol/index.php?id=25>

The focus of this resource is on supporting children's safety, permanency, and well-being through case analysis and corresponding interventions tailored to them, and to their biological and resource families. It is designed for service providers and others. The resource includes 14 Learning Modules:

- The Essential Elements of a Trauma-Informed Child Welfare System
- Child Trauma and Child Traumatic Stress; How Does Trauma Affect Children?
- What is the Impact of Trauma on the Brain and Body?
- What Is the Influence of Development Stage?
- What is the Influence of Culture?
- Maximize Physical and Psychological Safety for Children and Families
- Identify Trauma-Related Needs of Children and Families

- Enhance Child Well-Being and Resilience
- Enhance Family Well-Being and Resilience
- Enhance the Well-Being and Resilience of Those Working in the System
- Partner with Youth and Families
- Partner with Agencies and Systems that Interact with Children and Families
- Summary.

This is an evidence-based and best practices supported resources. It comes as a set of PDFs/PowerPoints slides and audio files/pre-recorded webinars. The toolkit also includes various resources to assist in the training, including: a trainer's guide; comprehensive guide PowerPoint slides; audio clips; video clips; and supplemental handouts. Materials are available at no cost, but the user must create an account to access/download from the NCTSN webpage. The content copyright is held by The National Child Traumatic Stress Network, or its development partners.

Assessment-Based Treatment for Traumatized Children

Chadwick Center for Children and Families, Rady Children's Hospital, San Diego

<http://www.taptraining.net/>

This training focuses on an intervention model for assessing and treating children and adolescents between two and 18 years of age who have experienced any type of trauma. The training is designed for therapists and program administrators who work with traumatized children. The training aims to provide:

- Treatment center staff with the knowledge and skills to incorporate standardized assessments into the intake and ongoing treatment process;
- A treatment model that is directed by the uniqueness of the child and his or her family; and
- Guidelines for clinicians to make decisions regarding trauma treatment strategies based upon the child's unique presentation.

The training is evidence-based. It is a web-based training, with an accompanying training manual. The time it takes to complete the training is determined by the size and needs of the organization. The training is available to the public through the Chadwick Center. The content copyright is held by the Chadwick Center for Children and Families, Rady Children's Hospital, San Diego.

The Courage to Remember Video and Curriculum Guide

National Child Traumatic Stress Network

<http://nctsnet.org/products/courage-remember-training-video-child-traumatic-grief-2005>

This training presents critical core components for providing trauma-focused, cognitive behavioral therapy to children who suffer from childhood traumatic grief. It is designed for mental health professionals and program staff. The training aims to:

- Educate care providers about childhood traumatic grief;
- Introduce others to principles of treatment that have been identified as helpful in treating the condition; and
- Offer practitioners an opportunity to enhance their treatment skills.

The training content is evidence-based. It is in video format. The video runs 40 minutes, via online access. It also includes a PDF Curriculum Guide, that presents a more in-depth description of the treatment components (for both individual and group interventions) for children and caregivers who have been impacted by traumatic grief. The training is clearly organized and labeled for ease of use. It includes main therapeutic concepts, therapeutic activities, case examples, handouts, and resources. It is available in Spanish. The training video is copyrighted to The National Child Traumatic Stress Network or its developer.

Trauma Informed Care

Los Angeles County Department of Mental Health (LAC DMH)

[Weblink unavailable](#)

This training aims to increase resource parents' understanding of trauma, and to promote resilience in Child Welfare youth and families. The intended audience is resource parents/caregivers. It is a three-hour, in-person training. The training is available to the public through LAC DMH.

Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents NCTSN

<http://www.nctsn.org/products/caring-for-children-who-have-experienced-trauma>

The focus of this training is on trauma-informed parenting. The intended audience is resource parents/caregivers. The training aims to increase resource parents' understanding of:

- What trauma is;
- How trauma may impact children; and
- How children's behaviors are often symptoms of their traumatic experiences.

The training content is based on best practices. There are eight training modules. The workshop is designed to be presented in seven, consecutive sessions of about two hours each. It is designed to be taught by a mental health professional and foster parent as co-facilitators. The training curriculum includes a facilitator's guide, participant handbook, and multi-part slide kit. Other features include: tips from experienced trainers; tips for adapting the curriculum for birth parents; a discussion forum in which NCTSN master trainers respond to implementation questions; a resource parent facilitators' directory for resource parents to share

information about how they are using the curriculum, and search for others using it in the state; and a webinar series on implementation challenges.

Trauma-Informed Care

Texas DFPS; State of Texas

https://www.dfps.state.tx.us/training/trauma_informed_care/

This training is a general orientation to trauma-informed care. It is intended for foster parents/caregivers and program staff. Foster parents and others who take this course will be able to:

- Define trauma-informed care;
- Understand child traumatic stress;
- Understand the effects trauma has on child development, behaviors, and functioning;
- Recognize, prevent, and cope with compassion fatigue; and
- Recognize that many parents that child welfare workers encounter have also experienced trauma when they were children.

It is a pre-recorded training and available online. The length is two hours. It appears to be in the public domain and free of charge.

Resource Parent Curriculum

National Child Traumatic Stress Network

<https://learn.nctsn.org>

This training focuses on what trauma is, how trauma impacts children, and how behaviors are often symptoms of those experiences. It is an eight-module curriculum that provides information on how to create a safe place; how to become and advocate for trauma-specific services; and how to recognize and help prevent compassion fatigue. It is designed for resource parents/caregivers. It is an online training. Each module takes approximately two hours to complete. Each module/course has participant and facilitator guides, and includes evaluations and post-completion certificates. The training is free to registered users.

Copyright is held by the National Center for Child Traumatic Stress on behalf of Catherine A. Grillo, Deborah A. Lott.

Sensory Motor Arousal

Trauma Center at Justice Resource Institute

http://www.traumacenter.org/training/SMART_workshop_November2017.php

This training focuses on an in-home, clinical intervention for complexly traumatized children and adolescents, for whom regulation of emotional, behavioral, and interpersonal life is a primary problem. The intervention centers around sensory-motor tools and skills. It is

designed for parents/caregivers, children/youth, and mental health professionals. Research support for this practice is not known. The training is designed to be delivered over two-days, followed by a year-long consultation module. Costs related to the training/consultation are not known. Copyright is held by the Trauma Center at Justice Resource Institute.

Parent-Child Care (PC-Care)

http://www.ucdmc.ucdavis.edu/children/clinical_services/CAARE/index.html

PC-Care is a six-week intervention designed to improve the quality of the caregiver-child relationship and to teach caregivers skills to help them manage their children's difficult behaviors. In PC-Care, therapists teach and coach caregivers to increase their positive caregiving skills and to find the behavior management strategies that are most effective for the family. PC-Care is designed to work best for children who: are between the ages of one and ten years; may display disruptive, defiant, and/or aggressive behaviors; may have experienced traumatic events that impact behaviors and/or relationships; and/or may be adjusting to a new home (e.g., foster, reunification) or situation (e.g., parental separation, new sibling). The aims of PC-Care are to:

- Improve caregiver-child relationships;
- Support children's adjustment to new homes or situations;
- Improve children's behaviors;
- Reduce children's trauma-related symptoms;
- Teach and coach parenting techniques that are most effective for each child.

PC-Care is designed for either in-person or telehealth learning. The training consists of an initial full-day training, weekly consultation, video review, and progress reports over a six-month period. UC Davis maintains copyright for the model and materials, and training must be purchased.

Parent Child Interaction Therapy (PCIT)

University of California Davis Children's Hospital

<https://pcit.ucdavis.edu>

PCIT is a treatment practice that focuses on promoting positive parent-child relationships and interactions, and teaching parents effective child management skills. The practice is most appropriate for children between the ages of two and seven years. PCIT has been adapted as an intervention for many different types of families, including those receiving child welfare services or exposed to violence, those with children on the autism spectrum, adoptive families, foster families, and those from other countries or who speak other languages. The practice is supported by research evidence. The training is skills-based. Parents learn specific skills, and practice these skills until mastery is achieved and the child's behavior has improved. Parents learn through coaching how to decrease negative aspects of the relationship with their child

and to develop consistently positive and supportive communication. Free, 10-hour, web-based course modules to gain fundamentals are available that use a combination of instruction, video examples, and interactive exercises. The web-based portion is followed by nine months of experiential training. UC Davis maintains copyright for the model and materials, and training outside of the web-based modules must be purchased.

3.2 Positive behavioral reinforcement techniques

Positive Parenting 1

Foster Parent College

<http://fosterparentcollege.com/?preview=positive1-re>

This training focuses on three, positive parenting techniques: cooperation, or making effective requests; tracking problem behaviors; and encouragement or rewarding of, desirable behaviors. The class includes ideas for dealing with children who resist positive parenting techniques. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Describe the key components of effective requests;
- Know why and how to track problem behaviors;
- Explain how to encourage good behaviors; and
- Understand when it is time to alter your strategy.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Positive Parenting 2

Foster Parent College

<http://fosterparentcollege.com/?preview=positive2-re>

This training focuses on two, positive parenting techniques: behavior contracts and setting limits. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Understand the value in allowing children to help make the rules;
- Explain why rules are important;

- Know how to write an effective behavior contract;
- Offer appropriate rewards for cooperation; and
- Know how to cope with resistance from a child.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination, with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Positive Parenting 3

Foster Parent College

<http://fosterparentcollege.com/?preview=positive3-re>

This training focuses on three techniques to use in more challenging situations: time-outs; removing privileges; and assigning extra chores. The training will explain how time-outs offer children a break from the situation, so they can calm down and regroup. The training will also cover how removing privileges can be more effective with older children, who are able to understand the connection between their behavior and what they lost. The training will also cover how assigning extra chores teaches that an unpleasant task is the reward for negative behaviors. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Use time-outs in an organized, effective way;
- Know how to be fair in removing privileges;
- Know appropriate ways to allow the privilege to be regained;
- Explain the potential pitfalls in assigning extra chores; and
- Know when to avoid one of these parenting techniques.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Positive Behavior Intervention and Supports (PBIS)

Portland State University

<https://www.pbis.org/>

This training focuses on PBIS, an early behavior intervention/method used in schools, residential settings, and in other milieus, including in the home. Certain PBIS modules are designed for parents/caregivers. PBIS is based on Bronfenbrenner's ecological theory model. Trainings are designed for individuals, or small groups of up to about seven people. Each module takes an average time of 75 to 90 minutes to complete. The time estimated to complete three basic modules is five to six hours. Training materials are available online for free. Copyright information is held by Portland State University.

Nurturing Parent

Family Development Resources, Inc.

<http://nurturingparenting.com/ecommerce/category/1:3:2/>

This training focuses on Nurturing Parent, which is a general parent training model used in many settings. The intended audience is resource parents/parents. The training is rated as a "3" for "promising research evidence" and "high" for relevance to child welfare services by the California Evidence-Based Clearinghouse. Materials are available via printed manuals and DVDs, and the format is flexible. Didactic training in groups is desirable, but the model can be self-directed. The cost is up to \$400.00, and is available from Family Development Resources, Inc. (FDR) which is headquartered in Denver, Colorado. Nurturing Parent is copyrighted by Family Development Resources, Inc.

3.3 Behavior management techniques

Children with Autism

Foster Parent College

<http://fosterparentcollege.com/?preview=autism>

This training seeks to enhance participant understanding of the behavioral, social and medical issues surrounding autism. Additional, related topics that are discussed are: developmental delay and autism; Functional Behavioral Assessment; Asperger syndrome; alternative and complementary therapies; and medication. The training is designed for child welfare agency staff, to train foster parents. Participants will be able to:

- Discuss the characteristic behaviors of children with Autism Spectrum Disorders;
- Describe the general recommendations for treatment and the professions that can support children with autism and their families;
- List the medical problems experienced by many children with autism;
- Describe the next steps to obtain further information about autism; and
- List behavioral strategies that parents can use.

The training is rated as promising by the CEBC. This is a Train the Trainer model. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Eating Disorders

Foster Parent College

<http://fosterparentcollege.com/?preview=eating>

This training focuses on common causes for eating disorders, and concrete steps a foster parent can take to promote positive food and eating habits are discussed. The training also covers caring for a child with an eating disorder, and the importance of understanding when to seek medical or professional help. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- List four types of eating disorders in children;
- Identify issues related to eating disorders in foster and adoptive children;
- Describe how eating disorders may reflect a child's need for control;
- List strategies to help children learn positive food and eating habits; and
- Understand when it is critical to seek medical and/or professional help and why.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Fire Play and Fire-Setting

Foster Parent College

<http://fosterparentcollege.com/?preview=firesetting-re>

This training covers fire play and fire-setting, the differences between the two behaviors, and levels of concern parents should have about repeat and future fire play or fire-setting. The training also provides general steps caregivers should take if their child demonstrates fire play or fire-setting behavior. It is designed for foster, adoptive, and kinship parents, as well as

social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Define the terms "fire play" and "fire-setting";
- Identify the differences between fire play and fire-setting;
- Determine what level of concern to have about future fire play or fire-setting; and
- List the caseworker's recommendations for parents who report fire behavior.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The average time it takes to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire, is one to two hours. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Lying (2nd Edition)

Foster Parent College

<http://fosterparentcollege.com/?preview=lying-re>

This training examines the underlying motivations children may have for not telling the truth, including: to get out of trouble; to boost self-esteem or get attention; and to get others in trouble. It also examines pathological lying and "good" and "bad" tattling, and gives parents strategies for teaching children in their care to learn to tell the truth and develop emotional honesty. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Identify four underlying reasons that can cause children to lie;
- List strategies for helping children learn to tell the truth;
- Outline positive strategies to help reduce the frequency of pathological lying;
- Distinguish between "good" and "bad" tattling;
- State how to focus on the emotional and psychological needs that cause a child to lie; and
- Understand how to help a child develop emotional honesty.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The average time it takes to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire, is one to two hours. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Lying (Advanced Parenting Workshop)

Foster Parent College

<http://fosterparentcollege.com/?preview=lying-aws>

The focus of this training is on the types of lying, and why children lie. Participants will review the case of a 16-year-old boy who lies constantly, and his foster parents' reaction. Participants will work together to develop an action plan for the parents, with concrete steps for coping with and curbing the boy's chronic lying. The training is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Understand the four types of lying;
- Recognize behavior clues for identifying types of lying;
- Understand six common reasons for lying;
- Learn how to emotionally support a child who lies;
- Develop and implement an action plan for coping with lying.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The course takes an average time of six to ten hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$30.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes a discussion board and individualized assignments. The course is copyrighted by Northwest Media, Inc.

Noncompliance and Defiance

Foster Parent College

<http://fosterparentcollege.com/?preview=noncomp>

This training examines the spectrum of cooperation and noncompliance, from fearful cooperation to defiance, including the zone in the middle of the spectrum called “self-assertion.” It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Understand of the differences between cooperation and noncompliance;
- List four cooperation and noncompliance myths;
- List four common reasons for cooperation problems;
- Identify where a child's response to a request falls on the spectrum of cooperation and noncompliance; and
- List general steps for helping children build their ability to self-assert.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Running Away

Foster Parent College

<http://fosterparentcollege.com/?preview=running>

This training explores the reasons children run away from caregivers. Five types of runaway behavior are examined: searching for roots; running from rules; running from love and intimacy; wanting to be wanted; and running to street crime. The training also covers warning signs of running away, and the development of a safety plan. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Identify five reasons why foster children might run away;
- List five warning signs of running away;
- Describe four ways to help children stay connected to a birth parent;
- Identify three components of a safety plan;
- Describe five strategies for promoting non-threatening belonging; and
- State three ways to replace negative attention-seeking behaviors.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Self-Injury (Advanced Parenting Workshop)

Foster Parent College

<http://fosterparentcollege.com/?preview=selfinjury-ws>

This training explores non-suicidal self-injury (NSSI) and other forms of self-harm, including high-risk behavior and hair-pulling. Several short case studies and one in-depth case study are presented, and participants use the Trauma-Sensitive Review Form to understand the children's behavior and develop an action plan. The training is designed for foster, adoptive,

and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Describe non-suicidal self-injury;
- Understand the differences between NSSI and other forms of self-harm;
- Use the Trauma-Sensitive Review Form to understand a child's behavior;
- Describe how to use validating statements;
- Describe how to mirror a child's feelings; and
- Develop an action plan to help a child who self-injures or self-harms.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. It takes an average time of six to ten hours to complete the training, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$30.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes a discussion board and individualized assignments. The course is copyrighted by Northwest Media, Inc.

Sexualized Behavior

Foster Parent College

<http://fosterparentcollege.com/?preview=sexualized>

This training covers the possible causes of sexualized behavior in children, provides strategies for protecting all family members, and offers guidelines to follow in the event a child discloses sexual abuse. The training examines this sensitive topic with understanding and compassion. The training is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Identify four types of sexualized behavior in children;
- Develop insights into possible causes for sexualized behaviors;
- State four strategies for helping the child with obsessive sexualized behaviors;
- List steps for insuring the safety of all family members when confronted with sexualized behaviors;
- Identify the roles sex can play for sexually abused children and youth;
- List guidelines to follow if a child discloses sexual abuse; and
- State simple household rules that can help protect the sexually abused child and others.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including

completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Sleep Problems (2nd Edition)

Foster Parent College

<http://fosterparentcollege.com/?preview=sleep-re>

This training examines four types of sleep problems in children: fears about sleeping alone; frequent waking and roaming; nightmares and night terrors; and sleep problems and depression. The training gives parents insights into the possible reasons for their child's problem behavior, and provides some practical and immediate steps they can take to deal with their child's particular type of problem behavior. The training is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Identify four types of sleep problems in children;
- Describe the difference between nightmares and night terrors;
- State when to seek professional/medical help for a child with sleep problems;
- Describe the warning signs of depression in children; and
- List general guidelines that can help a child with sleep problems.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Substance Exposed Infants

Foster Parent College

<http://fosterparentcollege.com/?preview=sei>

This training focuses on the issues and challenges faced by parents who care for substance-exposed infants. The course covers special needs of infants and newborns who are prenatally exposed to drugs; provides useful strategies for parenting these infants; and offers valuable tips for working with an infant's professional team. The training is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

Understand the effects of prenatal substance exposure on infants;

- Identify myths and common misinformation about the effects of substances on infants and children;
- Identify medical issues of substance-exposed infants;
- Identify strategies for parenting irritable, dysregulated infants;
- Identify strategies for parenting lethargic infants; and
- Understand how to work with professionals and the child's biological parents.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$20.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Taking Things - Stealing

Foster Parent College

<http://fosterparentcollege.com/?preview=takingthings>

This training explores several reasons for taking things, including experimentation, intellectual disability, trauma history, and social or psychiatric problems. The training also covers how to teach acceptable behaviors to children who take things. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- List four common reasons for taking things;
- Understand how a child expresses his or her needs through taking things;
- Understand how to help encourage a child who takes things verbalize his or her feelings and needs;
- List steps for teaching appropriate replacement behaviors to a child who takes things; and
- Know when to seek professional help for a child who takes things.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Taking Things without Permission (Advanced Parenting Workshop)

Foster Parent College

<http://fosterparentcollege.com/?preview=takingthings-ws>

This training explores the common reasons for taking things. Participants will: review two cases; work together to determine the reasons behind the child's taking things; discuss how the parents can teach the child more acceptable behaviors; and develop an action plan for one case family. The training is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- List four common reasons for taking things;
- Recognize the four defining signs of complex trauma;
- Describe the seven aftereffects of complex trauma;
- List five components of nurturing parenting; and
- Develop and implement an action plan.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of six to ten hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$30.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. The course includes a discussion board and individualized assignments. The course is copyrighted by Northwest Media, Inc.

Wetting and Soiling

Foster Parent College

<http://fosterparentcollege.com/?preview=wetting>

This training covers childhood problems related to wetting and soiling, including: wetting as an emotional outlet; wetting as self-defense; classic wetting; soiling and smearing; and constipation and withholding stools. Trainers will discuss medical and psychological causes for wetting and soiling. The training also provides strategies for helping children with bowel regulation. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take this course will be able to:

- Identify five types of wetting and soiling problems in children;
- State medical and psychological causes for wetting and soiling;
- List strategies for regulating a child's bowels; and
- Identify strategies to help a child use words to express feelings and emotional needs.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Non-Violent Crisis Intervention

Crisis Prevention Institute (CPI)

<https://www.crisisprevention.com>

This training focuses on understanding how behavior escalates, and how to respond appropriately during moments of chaos. The training is designed for parents/caregivers and professional staff. Foster parents and others who take this course will be able to:

- Identify behaviors that could lead to a crisis;
- Effectively respond to each behavior to prevent the situation from escalating;
- Use verbal and nonverbal techniques to defuse hostile behavior, and resolve a crisis before it can become violent;
- Cope with one's own fear and anxiety;
- Assess risk levels and consider the issues that impact decision making; and
- Use CPI's disengagement skills to avoid injury if behavior becomes physical.

The format is a one-day, in person training. The length of the training is eight hours. The cost for the full-day training is \$999.00. Online training modules are also available for less cost. The Two-Day Foundation Course builds on content from the One-Day Seminar, by reinforcing preventive techniques, and practicing a progression of non-harmful holding skills. A Four-Day Instructor Certification Program is designed for participants to gain strategies and confidence to teach the program to their colleagues. CPI has sole source rights to the training materials.

Triple P Parenting

<http://www.triplep-parenting.com/us-en/find-help/triple-p-online/pre-teens-and-teens/>

The focus of this training is on strategies to prepare parents to manage or prevent the stress, drama, and unpredictability of pre-teen and teen stages. It is designed for parents. Triple P is rated a "2" for "supported by research evidence" and "medium" for the level of relevance to the child welfare system population by the CEBC. It is currently used in more than 25 countries and has been shown to work across cultures, socio-economic groups and in many different kinds of family structures. The full-day training costs \$999.00. It is available online for less cost. The length of time it takes to complete online varies by module. The cost is \$79.95 for six modules. It is copyrighted by Triple P – Positive Parenting Program.

Early Pathways

Marquette University

<http://www.marquette.edu/education/early-pathways/index.shtml>

This training focuses on the Early Pathways intervention, which is a home-based, mental health services program to treat and prevent disruptive behaviors in young children. The training is designed for parents and children. The training is rated as promising by the CEBC. The training consists of some online courses, some in-person training, and in-home consultation sessions. Introductory Training Workshops are offered at conventions, or by invitation, and vary in cost. The 20-hour professional development course costs \$75 for one person, or \$125 for a group of two to four people, with course material access for up to one year. The one-day, direct services training presentations cost \$100. The three-hour program overview presentations cost \$50. Booster-training consultations can range between one and three hours, and the cost is \$50 per hour. The consultation time varies on the type of assistance needed, and can cost up to \$50 per hour. Copyright is held by Marquette University.

4.0 Preventing and Managing a Crisis

4.1 Prevention of aggressive behavior and de-escalation techniques

Triple P Parenting

Triple P Parenting

<http://www.triplep-parenting.com/us-en/find-help/triple-p-online/pre-teens-and-teens/>

The focus of this training is on parenting strategies to build strong and healthy relationships, and to confidently manage children's behaviors, and prevent problems from developing. It is designed for parents. Triple P is rated a "2" for "supported by research evidence" and "medium" for the level of relevance to the child welfare system population by the CEBC. It is currently used in more than 25 countries, and has been shown to work across cultures, socio-economic groups, and in many different kinds of family structures. It is an online resource. The length of time it takes to complete varies by module. The cost is \$79.95 for six modules. It is copyrighted by Triple P – Positive Parenting Program.

Crisis management/de-escalation techniques

Anger (Advanced Parenting Workshop)

Foster Parent College

<http://fosterparentcollege.com/?preview=anger-aws>

The focus of this training is on different types and components of anger. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Understand the ABCs (components) of anger;
- Learn the types of anger outbursts;
- Identify warning signs for serious anger problems;
- Distinguish between unhealthy and healthy anger;
- Know when to seek help;
- Develop and implement an action plan for coping with anger.

The training is rated as promising by the CEBC. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. Participants review a case study, and collaborate to identify the components of an outburst, and how it is influenced by the child's biases and beliefs. Participants develop an action plan for the case family. The training takes an average time of six to ten hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$30.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes a discussion board and individualized assignments. The course is copyrighted by Northwest Media, Inc.

Anger Outbursts

Foster Parent College

<http://fosterparentcollege.com/?preview=anger>

This training covers four types of anger outbursts in children: temper tantrums; assaultive behavior toward other children; rage toward the mother; and erratic or unpredictable anger. The training also provides general steps for all foster or adoptive parents who are caring for a child with an anger problem. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify possible causes for temper tantrums, assaultive behavior towards other children, rage toward the mother, and erratic or unpredictable anger in foster and adoptive children;
- Understand ways children express anger;
- List warning signs of serious anger problems;
- Identify when to seek the assistance of a qualified therapist;
- List positive, immediate steps that can be used to deal with temper tantrums; and
- Outline effective strategies parents can use with violent and assaultive children and youth.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes interactive exercises and supplemental handouts. The course is copyrighted by Northwest Media, Inc.

Anger Pie

Foster Parent College

<http://fosterparentcollege.com/?preview=angerpie>

The focus of this training is on understanding the Antecedent, Bias/Behavior, and Consequences (ABCs) of children's challenging behaviors, to help parents anticipate, successfully handle, and help change anger outbursts. Also discussed are the impacts of child maltreatment on behavior; warning signs of anger outbursts; positive and negative consequences of behavior; healthy anger; and when to seek professional help. It is designed for Foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify the ABCs of anger outbursts;
- Identify antecedents and consequences of anger outbursts;
- Understand how past experience influences bias;
- Describe how bias influences behaviors;
- Give examples of positive and negative consequences; and
- Describe healthy anger.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Therapeutic Crisis Intervention (TCI) for Families

Cornell University

http://rccp.cornell.edu/tci/tcif-2_txt.html

This training provides agency trainers with the tools to teach crisis prevention strategies and crisis intervention techniques to adults who care for children in their homes. It is designed for trainers, administrators, supervisors, foster and adoptive case workers, and providers interested in training crisis prevention and intervention techniques to caregivers. Trainers and others who take the course will be able to:

- Present strategies for dealing with upset children to prevent and de-escalate potential crises;
- Teach methods to help adults avoid power struggles and enlist a child's cooperation;
- Show how a crisis can be an opportunity for the child to learn new coping skills; and
- Effectively deliver TCIF training in their agencies.

It is a train-the-trainer model. The training is a five-day workshop, and costs \$2200 per person. There is a one-day update that costs \$525 per person, and a two-day update that costs \$850 per person. TCI for Families also offers agency on-site trainings, and an agency on-site assessment and implementation package. The training is copyrighted by the Residential Child Care Project, part of the Bronfenbrenner Center for Translational Research in the College of Human Ecology, Cornell University.

5.0 Communication with Children/Youth and Families

5.1 Effective communication and relationship building techniques

Kinship Care

Foster Parent College

<http://fosterparentcollege.com/?preview=kinship>

The focus of this training is on unique problems and stressors related to kinship care; insights and steps on kinship parenting; and general steps for parents to consider when parenting these special foster children. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify two reasons for the increase in children in kinship and relative care;
- Identify three reasons why kinship/relative care is positive for the child;
- State three challenges faced by kinship providers;
- Identify clinical issues or fears that can impact the behavior of a child in kinship care;
- List strategies for helping a child develop respect for, trust in, and loyalty to the kinship family;
- List ways to acknowledge a child's feelings and develop positive, appropriate ways to communicate; and

- Identify steps for involving all family members in developing a plan for the child.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The average time it takes to complete the training, including completion of interactive exercises, reading handouts, and completing a review questionnaire, is one to two hours. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes supplemental handouts. The course is copyrighted by Northwest Media, Inc.

6.0 Cultural Competency

6.1 Cultural competence and culturally responsive services

Cultural issues in Parenting

Foster Parent College

<http://fosterparentcollege.com/?preview=ps7-cultural>

The focus of this training is on examining how parents can support children's cultural development, at various ages, and offers suggestions for coping with insensitive or hurtful episodes at school and in the community. It is designed for child welfare agency staff to train foster parents. Foster parents and others who take the course will be able to:

- Give examples of cultural differences to expect when a child enters a home;
- Describe aspects of culture;
- Recognize stereotypes based on race, color, and ethnicity;
- Describe the cultural needs of children by age group; and
- Give examples of ways to support a child's sexual orientation, gender identity, and gender expression.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises, around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is available in Spanish. The course is copyrighted by Northwest Media, Inc.

Culturally Competent Parenting

Foster Parent College

<http://fosterparentcollege.com/?preview=cultural>

The focus of this training is on how to help children appreciate and maintain their cultural identity; build children's confidence in dealing with prejudice and racism; and how to advocate on behalf of children. Also covered are causes of cultural confusion; key points necessary for the development of a healthy cultural identity; and general steps parents can take to enhance a child's cultural identity. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be to:

- Identify causes of cultural confusion;
- Develop empathy for a minority child living in a majority culture family;
- Identify strategies to help children appreciate and maintain their cultural identity;
- Identify strategies to help children confidently deal with prejudice and racism;
- Know when and how to advocate for rights on a child's behalf;
- Identify key points necessary for the development of a healthy cultural identity; and
- Identify general steps parents can take to enhance a child's cultural identity.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

7.0 Client Sensitivity

7.1 Client sensitivity training (including stories and content developed and delivered by peer roles – e.g., foster parents, former foster youth, biological parents, etc.)

Parent's Anonymous

Parent's Anonymous

<http://parentsanonymous.org>

The focus of this training is on parent partnership. It is designed for parents and caregivers. The course aims to provide supportive information to parents. It is rated as high by the California Evidence-Based Clearinghouse. The course materials are copyrighted.

8.0 Parent Self-Care

8.1 Training around stress and well-being/self-care

The Impact of Fostering on Birth Children

Foster Parent College

<http://fosterparentcollege.com/?preview=birthchildren>

This training explores what birth children may feel through all phases of the fostering process, and offers tips for helping them cope. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify challenges for the family that chooses to foster children;
- Identify ways to ease family stress caused by fostering;
- Identify the three main phases of the placement process;
- List six ways to reduce placement problems;
- Explain how the addition of a foster child can redefine or adjust the family roles; and
- Explain how post-placement reflection can contribute to the success of subsequent placements.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course includes supplemental handouts and is available in Spanish. The course is copyrighted by Northwest Media, Inc.

It's My Marriage!

Foster Parent College

<http://fosterparentcollege.com/?preview=imm>

This training explores how resource parent couples can resolve conflict and promote intimacy in the family, through improved communication. With the help of the workshop facilitator and four couples, participants are taught to recognize both constructive and destructive patterns of communication. Other researchers provide additional information about techniques proven to enhance relationships. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- List the four types of safety needed in a marriage;

- Recognize the four communication danger signs;
- Describe the four warning clues of hidden issues;
- Use the TAB or “Take a Break” Technique;
- Define the speaker’s and listener’s roles;
- Describe the four steps of problem solving;
- Identify the four steps in the process of forgiveness; and
- Describe the five stages of changing a behavior.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The registration cost for the training is \$40.00 per person, and can be purchased as part of DVD sets, or in combination with multiple trainings for specific curriculum and courses. The course is copyrighted by Northwest Media, Inc.

Reducing Family Stress

Foster Parent College

<http://fosterparentcollege.com/?preview=ps10-preserve>

The focus of this training is on how the stressors that accompany fostering can be reduced. The training provides insight into and strategies for preserving a nurturing family environment. It is designed for foster, adoptive, and kinship parents, as well as social workers and other professionals who work with resource parents. Foster parents and others who take the course will be able to:

- Identify sources of stress in the foster family;
- Describe the impact fostering a traumatized child can have on family members;
- Describe the physical and emotional impact of stress and trauma;
- Describe how stress can be minimized during all phases of placement; and
- Describe how a support system can help reduce stress for the foster family and help preserve a nurturing family environment.

The training is rated as promising by the California Evidence-Based Clearinghouse. The training is designed for classroom-based learning, and incorporates didactic teaching methods and interactive exercises around vignettes. The training takes an average time of one to two hours to complete, including completion of interactive exercises, reading handouts, and completing a review questionnaire. The registration cost for the training is \$10.00 per person. The course can be purchased as part of DVD sets or in combination with multiple trainings for specific curriculum and courses. The course is available in Spanish. The course is copyrighted by Northwest Media, Inc.

Taking Care of Yourself

National Child Traumatic Stress Network

http://nctsn.org/sites/default/files/assets/pdfs/provider_care.pdf

This resource focuses on ways to find balance, be aware of needs, and make connections. It is designed for providers and resource parents. The resource is a one-page checklist. There is no cost. The resource is copyrighted by the National Child Traumatic Stress Network.

Acknowledgements

DHCS and CDSS would like to thank the following agencies who assisted in the development of the **Therapeutic Foster Care (TFC) Training Resource Toolkit** by contributing their valuable time, experience, knowledge and dedication to children, youth and families.

California Alliance of Child and Family Services (Alliance)

California Alliance of Caregivers

Chief Probation Officers of California (CPOC)

County Behavioral Health Directors Association (CBHDA)

County Mental Health Plans (MHPs)

County Welfare Directors Association (CWDA)

National Health Law Program (NHLP)

Parent and Youth Representatives

Redwood Community Services, Inc.

Uplift Family Services

If you have questions regarding obtaining ICC, IHBS or TFC for an eligible child or youth, please contact your MHP. A list of county MHPs toll free numbers can be located at: <http://www.dhcs.ca.gov/individuals/Pages/MHPContactList.aspx>.

For questions regarding the TFC Training Resource Toolkit or TFC, please contact the Mental Health Services Division at DHCS at (916) 322-7445, or email your questions to DHCS at: KatieA@dhcs.ca.gov.

In addition, you may email your questions to CDSS at: CWSCoordination@dss.ca.gov.