

DEPARTMENT OF SOCIAL SERVICES

744 P Street, Sacramento, CA 95814



June 15, 2005

ALL COUNTY LETTER NO. 05-06

TO: ALL COUNTY WELFARE DIRECTORS
 ALL COUNTY PROBATION OFFICERS
 ALL COMMUNITY COLLEGE FOSTER AND
 KINSHIP CARE EDUCATION DIRECTORS

SUBJECT: LEARNING OBJECTIVES FOR THE TRAINING OF RESOURCE
 FAMILIES IN CALIFORNIA

REASON FOR THIS TRANSMITTAL

- State Law Change
 Federal Law or Regulation
 Change
 Court Order
 Clarification Requested by
 One or More Counties
 Initiated by CDSS

The purpose of this All County Letter (ACL) is to provide county agencies, local service providers and resource family training programs with the 41 learning outcomes/objectives that should be included in the various resource family training curricula when training resource families. These learning outcomes/objectives are consistent with the training requirements provided in Welfare and Institutions Code Section 16003 and Health and Safety Code Section 1529.1et seq. For purposes of this letter, resource families include foster parents, adoptive parents, kinship caregivers, and non-relative extended family members. Although kinship caregivers approved to care for their family members, and non-relative extended family members are not required to attend caregiver training (they receive an orientation), they should continue to be encouraged to attend.

As a result of the 2002 federal Child and Family Services Review (CFSR) of California, the State was found not to be in substantial conformity in the area of training. Specifically, in regards to resource families, the key issue identified in the final report issued by the U.S. Department of Health and Human Services' Administration for Children and Families Services (ACF) was that, "Although the State makes training for foster and adoptive caregivers and group care staff available, there is no uniform statewide training required for all caregivers." For each area in which California was found to be in non-conformity, the development of an action plan to address the area was required. The action steps for these areas are contained in California's Program Improvement Plan (PIP), which was negotiated with the federal government and approved in June 2003. Consistent with California's PIP, the California Department of Social Services (CDSS) is issuing this letter.

Most counties are using the Child Welfare League of America's Parent Resources for Information, Development and Education curriculum, and some are using the Model Approach to Partnerships in Parenting curriculum in training foster parents.

Other curriculum, for example, Traditions of Caring, is used for training relative caregivers. In the final report for California's federal review, it stated, "At the county level, most stakeholders expressed positive opinions about their local foster parent training, and indicated that it is available in several languages..." The CDSS tried to strike a balance between mandating one standard curriculum statewide and allowing flexibility for counties to meet their local needs, including the availability of training in a number of languages.

Additionally, the U.S. Department of Health and Human Services' ACF also expressed a concern that training efforts "for relative caregivers were not sufficient to assist relatives in being effective caregivers for the children placed in their homes." While relative caregivers are not statutorily required to attend training, they are encouraged to do so. In discussions with the ACF, it was agreed that the CDSS would consider the differing needs of various caregiver groups during the process of examining the curriculum.

In California's PIP, the CDSS is committed to working with the counties, community colleges, and other stakeholders to develop learning outcomes/objectives for resource families. A workgroup to identify and assess caregiver training needs was formed, and was comprised of a group of foster and adoptive parents, a relative caregiver, a former foster youth, community college trainers, county staff, state staff and staff from the Chancellor's Office of the California Community Colleges. Staff from the Judicial Council also assisted in providing input.

The Resource Family Training Workgroup reviewed relevant statutes and regulations regarding training for caregivers. As part of the assessment done by the workgroup, through the invaluable assistance of Nory Behana, Foster Parent and Kinship Care Education Program Director, Grossmont Community College in San Diego, a series of surveys were conducted to gather 1) information regarding the training curriculum being used by counties; 2) feedback from caregivers (both foster parents and relative caregivers) regarding their recommendations for improving caregiver training; and 3) feedback from foster youth (current and former) regarding their personal/collective observations and recommendations regarding training for resource families.

The workgroup recommended that rather than develop a standard curriculum to be used by the State, a set of learning outcomes/objectives would best serve the need for standardization. The curricula now in use in the counties are nationally known curricula developed and tested by experts and it did not seem beneficial to discontinue their use. The workgroup concluded that the 41 learning outcomes/objectives would help the State achieve a more standardized county training without mandating only one curriculum to be used statewide.

The workgroup established 41 learning outcomes/objectives, which they believe will give resource families the basic information they need to address the skills and knowledge base needed as caregivers. (See attachment B).

If the 41 outcomes/objectives are not currently included or adequately covered in a particular curriculum being used in a county, they may either be modified or supplemental material may be used to include any outcome/objective that is missing. In this way, these 41 outcomes/objectives with which new resource families should be familiar will be included in all initial training given statewide. The CDSS encourages counties to assist providers of resource family training programs in the development of strategies that will incorporate these learning outcomes/objectives into the current training curriculum that is in use locally. Included with this ACL is the form that was used to field test the learning outcomes/objectives so that providers of training may evaluate their own curriculum if they wish (See attachment B). For the most part, the curriculum field-test covered virtually all items. The areas that were noted as the least likely to be covered adequately in training were item (20) the Indian Child Welfare Act; item (21) the ability of caregivers to describe their own individual and family strengths and needs related to cultural competence and work with team members to develop strategies to enhance skills needing improvement; and item (34) the review of health and safety practices (both prevention and intervention) needed for growth and development as well as special concerns such as lice, Hepatitis C, Human Immunodeficiency Virus (HIV), sexually transmitted diseases, teen substance abuse, pregnancy, etc.

Training providers, foster parents, relative caregivers, non-relative caregivers and others should also be aware of the passage of Assembly Bill (AB) 458, the Foster Care Non-Discrimination Act, which was signed into law on September 6, 2003, and was effective on January 1, 2004. AB 458 prohibits discrimination in the foster care system on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status. Because training is crucial to enable service providers and caregivers to fulfill their responsibilities to provide safe and nondiscriminatory care and services to foster children, AB 458 also mandates initial and ongoing training for all group home administrators, foster parents, relative caregivers, non-relative caregivers and department licensing personnel to cover the rights of foster children to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.

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As outlined in the PIP, the CDSS has agreed that counties will incorporate these learning outcomes/objectives into their training programs for resource families by June 30, 2005. The California Community Colleges Chancellor's Office will continue to provide the CDSS with the numbers of resource families trained in their annual Foster Care Report that is submitted to the CDSS.

If you have questions regarding this letter, please contact Teresa Contreras, Chief, Child Welfare Policy and Program Development Bureau at (916) 651-6160.

Sincerely,

Original Document Signed By Barbara Eaton

BARBARA EATON
Acting Deputy Director
Children and Family Services Division

Resources

If you need further information or resources on the Indian Child Welfare Act (ICWA), you may access All County Information Notice 1-43-04, which may be found online on the California Department of Social Services (CDSS) web site at http://www.dss.cahwnet.gov/lettersnotices/2004AllCou_1698.htm . This information notice provides clarification on commonly asked questions about ICWA in a question and answer format. Any additional questions or information requests regarding ICWA may be directed to Anne Smith, ICWA Specialist, Resources Development and Training Support Bureau at (916) 651-6600.

Questions regarding the Parent Resources for Information, Development and Education (PRIDE) curriculum may be directed to the Child Welfare League of America. They may be contacted at (202) 638-2952 or you may obtain information about PRIDE from their web site at <http://www.cwla.org/programs/trieschman/pride.htm> .

Questions regarding the Model Approach to Partnerships in Parenting (MAPP) curriculum may be directed to the Child Welfare Institute at (770) 935-8484. You may also obtain information about MAPP from their web site at http://www.gocwi.org/view_867651.html .

If you would like further information, resources and/or training materials on the implementation of AB 458, you may contact the National Center for Lesbian Rights at (415) 392-6257 or at www.nclrights.org .

If you would like further information on resource family training provided through the California Community Colleges, you may call Lucy Berger, Coordinator, Foster and Kinship Care Education Program at (916) 323-5276. You may also obtain further information on foster and kinship care education through the colleges via their web site at http://www.cccco.edu/divisions/ss/fostercare/foster_child.htm . The web site includes a list of the colleges and counties served.

Resource Family Training Learning Outcomes

It should be noted that these outcomes reflect a range of competencies. Some are at the awareness level, others at the knowledge and skill level, and still others are at the skill acquisition level. The Resource Family Training Workgroup cautions that this number of learning outcomes will likely be addressed at the awareness and knowledge/understanding level of competency development. Skill acquisition for any of these outcomes would require additional training.

At the end of this Initial Training, the resource family caregiver should be able to:

1. Define what a resource family (including licensed and certified foster, adoptive, kinship and non-related extended families) caregiver is and review the roles, rights and responsibilities of the resource family caregiver in relation to the child welfare agency.
2. Describe the components of the child welfare system (including Foster Family Licensing, Family Reunification, Adoption, Concurrent Planning, Guardianship and Independent Living Skills) and explain how the child welfare agency works to protect children and youth and strengthen families.
3. Discuss how to access a wide variety of resources such as therapy, medical care, financial support, legal assistance, resources within the school system, caregiver training and education opportunities, support groups, caregiver associations, etc.; and utilize those resources to advocate for the children in their care and strengthen their own capacity to be a caregiver.
4. Review the basic components of Child Protective Services and law enforcement investigations, and describe the role, rights and responsibilities of the resource family caregiver in those processes.
5. Describe the role, rights and responsibilities of the resource family caregiver in the Juvenile Dependency Court process (including the right to participate in court proceedings as well as the responsibility to provide specific, relevant information to the court).
6. Discuss child welfare laws, including the legal definitions of child abuse and neglect, the laws related to separating children from their parents, reunification, termination of parental rights and permanency planning.
7. Explore the laws and regulations regarding the roles, rights and responsibilities of resource family caregivers, child welfare agencies and Community Care Licensing.

8. Explain how potential allegations of abuse and neglect against resource family caregivers are investigated in their county and discuss what resources and supports are and are not available to caregivers in these situations.
9. Describe the laws and regulations explaining the personal rights of children and youth in foster care.
10. Identify the ages and stages of child development in the physical, cognitive, social and emotional areas.
11. Identify contributing factors to the occurrence of child abuse and neglect; and recognize physical and behavioral indicators, as well as the effects, of physical abuse and neglect, sexual abuse and emotional maltreatment on children and youth in foster care.
12. Explain how a child's history of abuse and neglect may impact his or her developmental age and recognize that there may be arrested development in the physical, cognitive, social and/or emotional areas.
13. Explore strategies and resources for meeting the developmental needs and addressing the developmental delays of individual children and youth in foster care.
14. Describe the process of attachment using an attachment cycle concept (such as Dr. Vera Fahlberg's arousal/relaxation cycle as outlined in *A Child's Journey Through Childhood*, Perspectives Press, Inc., 1994) and recognize the importance of meeting the needs of children and youth in foster care to promote attachment.
15. Demonstrate sensitivity to the compelling losses children and youth in foster care typically experience, including loss of parents, siblings, friends, culture, pets, homes, toys, dreams, plans and a childhood free from abuse and neglect.
16. Support the expected grieving process that children who have been abused and neglected will have and respond appropriately to stages of grieving which typically include denial, anger and depression.
17. Explore their own process of loss and grieving and its impact on the resource family caregiver and all members of the family.
18. Recognize the critical role of resource family caregivers in helping children and youth develop positive self-esteem, which includes feeling lovable, capable and valued; and identify positive strategies to develop and support positive self-esteem with special attention to cultural and spiritual identity.

19. Relate how various forms of culture, including ethnicity, class, sexual orientation, gender identity and spiritual identity are important to the well-being of children and youth.
20. Discuss the main elements of the Indian Child Welfare Act, the Multiethnic Placement Act with its amendment of 1996 Individual Education Plan and how they can affect the safety, well-being and permanency of children and youth in foster care.
21. Describe their own individual and family strengths and needs related to cultural competence and work with team members to develop strategies to enhance skills needing improvement.
22. Review the role, rights and responsibilities of the resource family caregiver which are outlined in the Mandated Child Abuse Reporting Law.
23. Differentiate punishment from discipline; explain the detrimental impact of physical punishment and other techniques that violate the personal rights of children and youth; and recognize that discipline should promote attachment and positive self-esteem.
24. Discuss the reasons and feelings that precipitate problematic behaviors in children and youth in foster care and explore a variety of age-appropriate strategies to help them manage their behavior.
25. Recognize that the resource family caregiver's own emotional reactions to problematic behaviors exhibited by children and youth in foster care may create challenges for selecting effective parenting interventions.
26. Review the roles, rights, responsibilities and confidentiality issues regarding all team members involved with children and youth in foster care, such as their family members, social workers, licensing staff, judges, lawyers, teachers, doctors, therapists, Court Appointed Special Advocates, etc.
27. Discuss the need for open communication in building positive partnerships with members of the team (recognizing that each comes to the team with diverse mandates and motivations, life experiences and backgrounds including age, ethnicity, income, education, values, etc.).
28. Recognize the importance of being respectful in caring for children and youth and working with their families.
29. Explain the components of "permanency" which include providing children and youth with parental consistency and commitment and helping them obtain the legal and social status that come from having a family of one's own.

30. Recognize their essential role, rights and responsibilities in connecting children and youth in foster care to safe and nurturing relationships intended to last a lifetime.
31. Relate the reasons for respecting children's and youth's connections with their family members including parents, grandparents, aunts, uncles, siblings and sometimes with previous foster and adoptive families or other significant people in their lives; and recognize the importance of regular relationship-building activities during planned contacts (including visitations) with their families.
32. Describe how to prepare children and youth for family relationship-building activities during both planned and unplanned contacts and how to respond appropriately to time with family members.
33. Define "independent living skills" for foster youth; recognize the importance of beginning development of independent living skills at an early age; and explore the resources available to support the adolescent's transition from the resource family to life on their own.
34. Review health and safety practices (both prevention and intervention) needed for growth and development, as well as special concerns such as lice, Hepatitis C, Human Immunodeficiency Virus, sexually transmitted diseases, teen substance abuse, pregnancy, etc.
35. Describe agency policies and procedures regarding the provision of health care for children and youth in foster care (including check ups, medications, immunizations, etc.) and identify resources such as the public health nurse, Women, Infants and Children, medical and dental providers, etc.
36. Describe agency policies and procedures regarding the provision of mental health services for children and youth in foster care (including psychotropic medications) and identify resources such as therapists, mental health clinics, etc.
37. Recognize the importance of supporting and advocating for the education of children and youth in the resource family (especially those children and youth with special needs) and review the regular and special education systems.
38. Recognize that multiple placements and disruptions place children and youth at risk for both learning disabilities and failure to graduate from high school; and identify strategies to help them succeed academically.
39. Recognize the potential impact caregiving will have on all family members including time, financial and other resource commitments; as well as the emotional impact on the family when children arrive, leave and/or present challenging behaviors while in the family.

40. Assess the resource family caregiver's individual and family strengths and needs in working with the team to help match their abilities to a child's or youth's needs to achieve the service goals of safety, well-being and permanency.
41. Recognize the need for ongoing education to expand their basic knowledge of resource family caregiving within the child welfare system and develop strategies to support the safety, well-being and permanency of individual children and youth placed in their care.

Resource Family Caregiver Initial Service Training Instructions for Completing Curriculum Analysis

The following Curriculum Analysis form has been designed to assist you in analyzing your Resource Family Caregiver Initial Service Training. The 41 DRAFT Learning Outcomes have been identified by the Resource Family Training Workgroup (RFTW) as crucial information for caregivers to learn before, or in the case of relatives, shortly after having children placed in their homes.

It should be noted that these outcomes reflect a range of competencies. Some are at the awareness level, others at the knowledge and skill level, and still others are at the skill acquisition level. The RFTW cautions that this number of learning outcomes will likely be addressed at the awareness and knowledge/understanding level of competency development. Skill acquisition for any of these outcomes would require additional training.

You may review your curriculum manual and/or training class to assess the level at which the information in the Learning Outcome is covered.

The four levels are:

- Thoroughly covered
- Covered to a moderate degree
- Covered to a minimum degree
- Not covered at all

After checking one of these statements, please indicate the area or areas of the curriculum manual where that Learning Outcome is addressed by listing the chapters and/or pages where that topic is addressed. If it is covered in many places, list a few and then write “etc.”

You can make notes clarifying things such as part of the Learning Outcome being covered thoroughly and part being covered minimally when a certain Learning Outcome includes several items. You may use the “OTHER NOTES” space to record additional information as you wish.

If the 41 outcomes/objectives are not currently included or adequately covered in a particular curriculum being used in a county, the curriculum may either be modified or supplemental material may be used to include any outcome/objective that is not completely covered or that is missing.

INITIAL LEARNING OUTCOMES
FOR RESOURCE FAMILY CAREGIVER TRAINING

At the end of this Initial Training, the resource family caregiver should be able to:

1. Define what a resource family (including licensed and certified foster, adoptive, kinship and non-related extended families) caregiver is and review the roles, rights and responsibilities of the resource family caregiver in relation to the child welfare agency.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

2. Describe the components of the child welfare system (including Foster Family Licensing, Family Reunification, Adoption, Concurrent Planning, Guardianship and Independent Living Skills) and explain how the child welfare agency works to protect children and youth and strengthen families.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

3. Discuss how to access a wide variety of resources such as therapy, medical care, financial support, legal assistance, resources within the school system, caregiver training and education opportunities, support groups, caregiver associations, etc.; and utilize those resources to advocate for the children in their care and strengthen their own capacity to be a caregiver.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

4. Review the basic components of Child Protective Services and law enforcement investigations, and describe the role, rights and responsibilities of the resource family caregiver in those processes.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

5. Describe the role, rights and responsibilities of the resource family caregiver in the Juvenile Dependency Court process (including the right to participate in court proceedings as well as the responsibility to provide specific, relevant information to the court).

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

6. Discuss child welfare laws, including the legal definitions of child abuse and neglect, the laws related to separating children from their parents, reunification, termination of parental rights and permanency planning.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

7. Explore the laws and regulations regarding the roles, rights and responsibilities of resource family caregivers, child welfare agencies and Community Care Licensing.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

8. Explain how potential allegations of abuse and neglect against resource family caregivers are investigated in their county and discuss what resources and supports are and are not available to caregivers in these situations.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

9. Describe the laws and regulations explaining the personal rights of children and youth in foster care.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

10. Identify the ages and stages of child development in the physical, cognitive, social and emotional areas.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

11. Identify contributing factors to the occurrence of child abuse and neglect; and recognize physical and behavioral indicators, as well as the effects, of physical abuse and neglect, sexual abuse and emotional maltreatment on children and youth in foster care.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

12. Explain how a child's history of abuse and neglect may impact his or her developmental age and recognize that there may be arrested development in the physical, cognitive, social and/or emotional areas.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

13. Explore strategies and resources for meeting the developmental needs and addressing the developmental delays of individual children and youth in foster care.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

14. Describe the process of attachment using an attachment cycle concept (such as Dr. Vera Fahlberg's arousal/relaxation cycle as outlined in *A Child's Journey Through Childhood*, Perspectives Press, Inc., 1994) and recognize the importance of meeting the needs of children and youth in foster care to promote attachment.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

15. Demonstrate sensitivity to the compelling losses children and youth in foster care typically experience, including loss of parents, siblings, friends, culture, pets, homes, toys, dreams, plans and a childhood free from abuse and neglect.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

16. Support the expected grieving process that children who have been abused and neglected will have and respond appropriately to stages of grieving which typically include denial, anger and depression.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

17. Explore their own process of loss and grieving and its impact on the resource family caregiver and all members of the family.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

18. Recognize the critical role of resource family caregivers in helping children and youth develop positive self-esteem, which includes feeling lovable, capable and valued; and identify positive strategies to develop and support positive self-esteem with special attention to cultural and spiritual identity.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

19. Relate how various forms of culture, including ethnicity, class, sexual orientation, gender identity and spiritual identity are important to the well-being of children and youth.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

20. Discuss the main elements of the Indian Child Welfare Act (ICWA), the Multiethnic Placement Act (MEPA) with its amendment of 1996 Individual Education Plan and how they can affect the safety, well-being and permanency of children and youth in foster care.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

21. Describe their own individual and family strengths and needs related to cultural competence and work with team members to develop strategies to enhance skills needing improvement.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

21. Review the role, rights and responsibilities of the resource family caregiver which are outlined in the Mandated Child Abuse Reporting Law.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

22. Differentiate punishment from discipline; explain the detrimental impact of physical punishment and other techniques that violate the personal rights of children and youth; and recognize that discipline should promote attachment and positive self-esteem.

___ Thoroughly covered _____

___ Covered to a moderate degree _____

___ Covered to a minimum degree _____

___ Not covered at all _____

OTHER NOTES _____

23. Discuss the reasons and feelings that precipitate problematic behaviors in children and youth in foster care and explore a variety of age-appropriate strategies to help them manage their behavior.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

25. Recognize that the resource family caregiver's own emotional reactions to problematic behaviors exhibited by children and youth in foster care may create challenges for selecting effective parenting interventions.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

26. Review the roles, rights, responsibilities and confidentiality issues regarding all team members involved with children and youth in foster care, such as their family members, social workers, licensing staff, judges, lawyers, teachers, doctors, therapists, Court Appointed Special Advocates, etc.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

27. Discuss the need for open communication in building positive partnerships with members of the team (recognizing that each comes to the team with diverse mandates and motivations, life experiences and backgrounds including age, ethnicity, income, education, values, etc.).

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

28. The importance of being respectful in caring for children and youth and working with their families.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

29. Explain the components of “permanency” which include providing children and youth with parental consistency and commitment and helping them obtain the legal and social status that come from having a family of one’s own.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

30. Recognize their essential role, rights and responsibilities in connecting children and youth in foster care to safe and nurturing relationships intended to last a lifetime.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

31. Relate the reasons for respecting children's and youth's connections with their family members including parents, grandparents, aunts, uncles, siblings and sometimes with previous foster and adoptive families or other significant people in their lives; and recognize the importance of regular relationship-building activities during planned contacts (including visitations) with their families.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

32. Describe how to prepare children and youth for family relationship-building activities during both planned and unplanned contacts and how to respond appropriately to time with family members.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

33. Define "independent living skills" for foster youth; recognize the importance of beginning development of independent living skills at an early age; and explore the resources available to support the adolescent's transition from the resource family to life on their own.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

34. Review health and safety practices (both prevention and intervention) needed for growth and development as well as special concerns such as lice, Hepatitis C, Human Immunodeficiency Virus, sexually transmitted diseases, teen substance abuse, pregnancy, etc.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

35. Describe agency policies and procedures regarding the provision of health care for children and youth in foster care (including check ups, medications, immunizations, etc.) and identify resources such as the public health nurse, Women, Infants and Children, medical and dental providers, etc.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

36. Describe agency policies and procedures regarding the provision of health care services for children and youth in foster care (including psychotropic medications) and identify resources such as therapists, mental health clinics, etc.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

37. Recognize the importance of supporting and advocating for the education of children and youth in the resource family (especially those children and youth with special needs) and review the regular and special education systems.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

38. Recognize that multiple placements and disruptions place children and youth at risk for both learning disabilities and failure to graduate from high school; and identify strategies to help them succeed academically.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

39. Recognize the potential impact caregiving will have on all family members including time, financial and other resource commitments; as well as the emotional impact on the family when children arrive, leave and/or present challenging behaviors while in the family.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

40. Assess the resource family caregiver's individual and family strengths and needs in working with the team to help match their abilities to a child's or youth's needs to achieve the service goals of safety, well-being and permanency.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____

41. Recognize the need for ongoing education to expand their basic knowledge of resource family care giving within the child welfare system and develop strategies to support the safety, well-being and permanency of individual children and youth placed in their care.

____ Thoroughly covered _____

____ Covered to a moderate degree _____

____ Covered to a minimum degree _____

____ Not covered at all _____

OTHER NOTES _____