

Classroom Based Themes

THEME	KNOWLEDGE	ATTITUDE
<u>Introduction and Welcome</u>	TBD	TBD
<p><u>Trauma-Related Behaviors:</u> Understand how the brain develops and the impact of trauma on brain development; recognize the underlying cause of behaviors; recognize avoidance and triggers and reasons for rejection and testing; recognize survival skills and coping strategies that result in behaviors including:</p> <ul style="list-style-type: none"> • hoarding and food issues • lying • sexual reactivity • manipulation • stealing, rage • violent behaviors • isolation/withdrawal • regression • self-harming behaviors • dissociation 	<p>Realize how childhood trauma, including abuse and neglect, can impact the developing brain, and how this can have an on-going impact on the child’s development.</p> <p>Recognize the impact of trauma on behaviors.</p> <p>Understand how challenging behaviors can be coping or survival strategies caused by underlying trauma.</p> <p>Understand triggers and how they impact children’s behavior.</p> <p>Understand the main strategies we use when under threat.</p> <p>Understand that fear and threat change the way we think, feel and behave.</p>	<p>Belief that learning information about the potential effects of trauma on children is essential.</p> <p>Accept that they will need to learn a trauma-informed way to parent.</p>
<p><u>Trauma Informed Parenting:</u> Learn the three Rs— Regulate, Relate, Reason; be informed of practical trauma-informed parenting strategies; be aware of trauma support resources for children; recognize the importance of finding activities to have fun with children; recognize the importance of connected parenting and the relationship as the foundational cornerstone; understand how to promote healthy behaviors; recognize the importance of parent’s self-</p>	<p>Identify trauma informed strategies/parenting techniques for responding to behaviors children may exhibit.</p> <p>Explain the impact trauma can have on attachment and relationship development.</p> <p>Recognize the reasons that parents who are fostering or adopting need to manage their own</p>	<p>Willing to take the time and effort needed to develop new parenting skills to successfully parent children with a history of trauma/loss.</p> <p>Committed to the idea of putting relationship-building first and willing to self-reflect and address what could be in the way of that.</p> <p>Accepts the idea that parenting is an opportunity for learning, teaching and connecting.</p>

<p>regulation; know how to be proactive versus reactive; recognize the difference between discipline and punishment</p>	<p>anger, avoid reactive behavior and increase their empathy.</p> <p>Describe the reasons that trauma informed parenting techniques work more effectively with children who have experienced separation, loss and other forms of trauma.</p> <p>Describe the difference between discipline and punishment</p>	
<p>Reunification- the Primary Permanency Planning Goal – Understand the permanency options that exist and the role of parents who are fostering in permanency planning- especially with reunification; understand permanency from the child's perspective; recognize reunification as the primary goal for all children entering the foster care system; understand their role in caring for children while at the same time preparing them to return home; understand the role of parents who are fostering in working with birth families to achieve reunification; understand concurrent planning; identify the unique aspects of permanency planning for children who are AIAN and understand tribal sovereignty.</p>	<p>Identify strategies to support reunification efforts and help children plan for a successful reintegration into their birth family.</p> <p>Understand why reunification is the primary permanency goal for children in care.</p> <p>Define concurrent planning for children in care.</p> <p>Describe the permanency options that exist and how they are decided upon throughout the time children spend in the foster care system.</p> <p>Define the role that parents who are fostering play in permanency planning.</p> <p>Define permanency from a child perspective.</p> <p>Define the unique aspects of permanency planning for children who are AIAN and understand tribal sovereignty.</p>	<p>Willing to support efforts to return children home.</p> <p>Accepts the idea that reunification is the primary permanency planning goal.</p> <p>Willing to support children to find permanence when reunification is not viable.</p> <p>Open to the possibility of being a relational support toward children regardless of the permanency decisions.</p>
<p>Separation, Grief and Loss: Understand the impact of separation, ambiguous loss/disenfranchised grief; learn different ways children grieve; aware of life-long grieving and</p>	<p>Explain the various losses that children may experience and how these losses can impact their feelings and behaviors currently and in the future.</p>	<p>Committed to recognizing and honoring children's losses and helping them to grieve.</p>

<p>importance of providing opportunities for grieving; recognize strategies to help children deal with grief and loss; understand loss and fractured attachments with birth family members and previous placements; recognize the importance of establishing and maintaining essential relationships with and for children; understand the impact of frequent moves and the importance of managing transitions for children; understand the separation grief and loss experienced by all members of the foster/adoption network.</p>	<p>Describe the grieving process for children and behaviors that may be associated with it.</p> <p>Identify barriers to healing and helping children with unresolved grief.</p> <p>Define ways that children grieve and how it often looks different than the way adults express grief.</p> <p>Understand how ambiguous loss and disenfranchised grief impacts children.</p> <p>Understand how to support children in acknowledging their losses and grieving them over the life cycle.</p> <p>Learn how to recognize grief and loss as the possible underlying cause of behaviors.</p>	<p>Willing to reflect on how one’s own losses may impact their parenting experience.</p>
<p>Attachment: Understand the importance of attachment; recognize the role of parents who are fostering or adopting in helping to form attachments with the children; recognize the impact of fractured attachments/lack of attachments on children's ability to attach; can identify strategies to develop healthy attachment bonds, developing trust and developing children’s sense of connectedness and belonging; know how to be attuned to children; understand and honor children’s attachment to their birth families.</p>	<p>Recognize strategies to develop healthy attachments.</p> <p>Identify-caregiver behaviors that enhance and strengthen attachment.</p> <p>Understand the importance of parent’s own attachment history and style in attaching with children.</p> <p>Describe the relationship between attachment, safety, attunement and relationships.</p> <p>Define the impact of fractured attachments/lack of attachments on children’s ability to attach.</p>	<p>Willing to accept the idea that children may have difficulty attaching due to previous circumstances.</p> <p>Willing to work on the development of healthy attachments over an extended period of time.</p> <p>Willing to commit the time needed to be attuned and present for children.</p> <p>Willing to support the concept that children are expanding family versus replacing their birth families.</p>

	<p>Understand the importance of supporting children’s attachment to their primary relationships in order for them to attach to others.</p>	
<p>Foster Care- a Means to Support Families: Understand the child welfare experience from the perspective of birth parents; have compassion for birth parents and challenges they may be facing; identify strategies to nurture children's relationship with their birth parents including how to integrate and maintain on-going communication and connection; can address potential challenges in partnering with birth parents, know how to help children prepare for visits including understanding and managing reactions to visits; acknowledge the imbalances of power and privilege affecting decisions.</p>	<p>Understand challenges birth families may be facing.</p> <p>Understand how challenges facing birth parents can impact the consistency and quality of visits with children.</p> <p>Describe strategies to nurture children’s on-going relationship so that they can maintain strong connections with birth families.</p> <p>Identify specific examples of how parents who are fostering can support birth parents.</p> <p>Describe the importance of co-parenting and strategies parents who are fostering can employ to do this.</p>	<p>Willing to work with and support birth parents in obtaining reunification</p> <p>Develop and exercise compassion for birth parents who are separated from their children.</p>
<p><u>Maintaining Children/Youth’s Connections with Siblings, Extended Family Members and their Community:</u> Understand the importance of integrating and maintaining on-going communication and connection between siblings; understand sibling dynamics and the importance of sibling bonds; know how to navigate and support visits with siblings; recognize the importance of maintaining connections with extended family members and the community at large (i.e. schools, church, friends, sporting teams); identify strategies to keep children</p>	<p>Explain how parents who are fostering or adopting can help children maintain connections with extended family members and community of origin.</p> <p>Identify effective strategies to maintain communication between separated siblings.</p> <p>Identify issues that may arise when promoting communication with extended family members and potential solutions to these issues.</p>	<p>Belief that is important to actively maintain children’s connections to siblings (including those born later), extended family members and community is important when possible.</p> <p>Willing to blend family traditions to honor and/or include siblings and extended family.</p>

<p>connected to their community; understand the role of parents who are fostering in maintaining these connections.</p>	<p>Know the complexity of sibling dynamics and the importance of maintaining these relationships</p>	
<p>Cultural Humility/Cultural Responsivity: Obtain an overview of cultural humility; recognize the importance of honoring and incorporating children’s cultural identity and respecting families from varying races, religions, ethnicities, and economic statuses; openness to a child’s sexual orientation and gender identity and expression; able to view these differences from a strengths based perspective; strategies for parents who are fostering or adopting to respect as well as navigate differences in values from the children and birth families; acknowledge the imbalances of power and inequities.</p>	<p>Know strategies that can be used to demonstrate respect, inclusion, and support of children and birth parents’ intersecting identities (including cultural /racial/religious/spiritual backgrounds as well as SOGIE.)</p> <p>Understand the meaning and importance of cultural humility and cultural responsiveness when fostering/adopting children when interacting with or talking about birth families.</p> <p>Identify ways in which the family who is fostering or adopting may be culturally responsive when parenting children whose culture and identity is different than their own.</p> <p>Understand the protective factors and strengths that come from varying races, cultures, families and communities.</p>	<p>Believe showing respect for differences in race, religion, ethnicity, economic status, sexual orientation and gender is critical to healthy child development.</p> <p>Open to making changes in order to honor and respect children and birth families from a varying backgrounds.</p> <p>Believe children should be allowed to maintain areas of difference from mine, now and as they develop.</p>
<p>Transracial/Transcultural Parenting- Understand the impact of parenting children from different race/ethnicity/cultural background; know how to honor and incorporate child’s race/ethnicity/culture into existing family system; identify strategies to help children develop positive and proud identities; help children and families prepare for and handle racism, including microaggressions; caregiver implicit biases</p>	<p>Know strategies that help children develop positive identities.</p> <p>Understand the impact fostering/adopting children of a different racial/ ethnic/cultural background will have on both the family and the child.</p> <p>Describe strategies to help children prepare for and handle racism and microaggressions.</p>	<p>Believe it is important to support the integration of the child’s cultural identity into the family that is fostering or adopting.</p> <p>Believe learning about different races, cultures and ethnicities and valuing the differences requires a commitment to lifelong learning.</p> <p>Feel it is important to connect and help children connect with people/communities of similar backgrounds to their children.</p>

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	<p>Understand that additional knowledge, skills and attitudes are needed when parenting children from a different race/culture from their own.</p> <p>Understand the importance of supporting children’s exploration of race/culture.</p>	<p>Believe it is important to support children’s exploration of race/culture.</p>
<p>Effective Communication: Understand the definition of effective communication including both verbal and non-verbal language; understand how to use open communication with children; recognize the importance of active listening skills; aware of strategies to convey compassion and attunement; recognize how to talk to children about difficult and/or sensitive issues with openness; know how to develop and maintain open communication</p>	<p>Aware of strategies to discuss difficult/sensitive issues with children in a supportive manner.</p> <p>Aware of the components of effective communication, including both verbal and non-verbal language.</p> <p>Identify empowering and inclusive language.</p> <p>Able to describe what effective listening skills are for parents.</p>	<p>Believe it is important to communicate with children about sensitive topics even when I am uncomfortable.</p> <p>Feel it is important to be open to learning about ways to be a better communicator with children.</p>
<p>Child Development: Understand typical child development as well as disrupted child development; understand developmental delays and how to meet children’s developmental needs; recognize the unique challenges associated with parenting children from each developmental stage; aware of identity formation.</p>	<p>Understand typical child development as well as disrupted child development.</p> <p>Understand developmental delays and how to meet children’s developmental needs.</p> <p>Recognize the unique challenges associated with parenting children from each developmental stage.</p> <p>Understand the process of identity formation and the ways in which developmental experience shape this process.</p>	<p>Believe it is important to support children in reaching their unique and full developmental potential.</p> <p>Commit to parenting children based upon their developmental level and not their chronological age.</p> <p>Willing to adapt expectations based upon the unique developmental needs of children.</p>
<p>Mental Health Considerations: Have a basic understanding of mental health disorders and conditions that commonly occur in childhood; recognize that not all ‘survival’ behaviors’ or symptoms of grief are connected</p>	<p>Understand common childhood mental health conditions.</p> <p>Understand the complexity of appropriately diagnosing children with mental health</p>	<p>Committed to implementing recommendations related to children’s mental health.</p>

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<p>with mental health disorders; know about commonly administered psychotropic medications; know how to obtain consistent, adequate and appropriate access to mental health services</p>	<p>conditions when they have experienced separation, loss and trauma.</p> <p>Know where and how to access information on psychotropic medications.</p> <p>Learn accurate and sensitive language to describe behavioral symptoms and diagnoses.</p>	<p>Willing to recognize one’s own possible bias, attitudes and assumptions about the need for mental health services.</p> <p>Willing to parent children who may have mental health challenges and willing to continue to seek resources and services for such needs.</p> <p>Believe that the experiences children have had will significantly impact their behavior.</p>
<p>Impact of Substance Use: Understand the short and long-term impact on children exposed to substances prenatally including FASD; recognize issues that may be present if birth parents use(d) substances; aware of medical issues that can arise due to substance exposure including higher risk of later addiction; understand the genetic component of addiction and addiction as a chronic disease; aware of parenting strategies for children exposed to substances prenatally.</p>	<p>Understand what FASD is and the potential lifelong impact upon children’s social, emotional and cognitive functioning that are associated with this and other and other parental substance use conditions.</p> <p>Understand the impact substance use has on the developing brain- both in utero and throughout the lifetime.</p> <p>Can identify strategies to effectively parent children who have been exposed to substances prenatally.</p> <p>Understand the genetic component of addiction and addiction as a chronic disease.</p> <p>Recognize issues that may be present if birth parents use(d) substances.</p>	<p>Committed to learning new techniques and adjusting parenting style when caring for children who have been exposed to substances prenatally.</p> <p>Committed to model a healthy lifestyle for children.</p> <p>Embraces the concept that children who have been exposed to substances prenatally will likely have special needs.</p> <p>Willing to have compassion for birth parents who are seeking treatment for an addiction, and understands that relapse is a part of recovery.</p>
<p>Creating a Stable, Nurturing and Safe Home Environment: Aware of strategies to make children impacted by trauma and loss feel psychologically and physically safe; understand how to set up a home to be safe for all household</p>	<p>Understand how to develop and maintain daily routines to provide a sense of security for children.</p>	<p>Willing to change family routines and rituals to meet the needs of children instead of making the children change to meet the family routines and rituals.</p>

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<p>members; understand how the sense of safety ties to behaviors; aware of how to set boundaries, show consistency and predictability, and adapt routines and rituals; know how to be attuned to children; understand safety from children's perspective.</p>	<p>Understand how to balance setting consistent and predictable limits with the unique needs of children.</p> <p>Learn strategies to help children impacted by trauma and loss feel psychologically and physically safe in the home.</p> <p>Can identify strategies to communicate in a manner that is reflective of children's ability to process knowledge.</p> <p>Understand how the sense of safety ties to behaviors.</p>	<p>Willing to set boundaries while flexibly adjusting to the child's emotional and developmental needs.</p>
<p>Preparing for and Managing Intrusive Questions: Aware of how to prepare family and friends for a child to join the family; understand how to honor the child's privacy; familiar with strengths-based language to introduce the child into the community; understand strategies to manage intrusive questions and support children in responding to questions while preserving their privacy.</p>	<p>Can identify strategies to appropriately answer questions and/or diffuse probing from others regarding the child.</p> <p>Describe the strengths-based language that can be used when sharing information about the child and how they are with the family who is fostering or adopting them.</p> <p>Can identify strategies to prepare family and friends on how best to welcome a child joining the family.</p>	<p>Willing to prioritize a child's feelings over adults' curiosity, even if the adult is well intended and/or a family member.</p> <p>Committed to the idea of protecting the child's background information on a need to know basis.</p> <p>Willing to accept the responsibility for modeling appropriate responses to probing questions for the child.</p> <p>Believe it is important to follow-up privately with the child following an intrusive encounter with others.</p>
<p>Accessing Services and Support: Normalize the need to ask for services and the importance of being a life-long learner, recognize the need to become an advocate for children to ensure they get the services they need; recognize the importance of developing a support network (school, community supports, friends, medical),</p>	<p>Describe key strategies to become an effective advocate for children.</p> <p>Define a therapeutic network and how it can be helpful to both children and foster/adoptive parents.</p>	<p>Embrace the idea to proactively seek services and supports.</p> <p>Committed to advocating for the needs of the children.</p>

<p>understand the types of services available including counseling for trauma and loss; understands the importance of medical/developmental screening and counseling; understand the value of support groups and peer-to-peer programs.</p> <p>Will include Right Time Component</p>	<p>Understand types of services and supports for children and their families.</p>	<p>Willing to seek out resources and assistance for any member of the family, including counseling, support groups, OT, PT, etc.</p>
<p><u>Kinship Families:</u> Understand the complexities associated with caring for children who are related including:</p> <ul style="list-style-type: none"> • divided loyalties • redefining roles and relationships • setting boundaries with birth parents • range of emotions including anger, resentment, guilt and/or embarrassment <p>Understand how to manage family dynamics and conflicts; identify triggers that effectively manage stress. Understand how kinship care can be a protective factor that reduces risk for children in care.</p> <p>Theme Specific to Kinship Caregivers</p>	<p>Understand how kinship care can change family roles, causing tensions with extended family members, birth families and children.</p> <p>Know strategies to handle relations with extended family.</p> <p>The kinship caregiver is aware of their own feelings and triggers associated with redefining their family role.</p> <p>Understand how kinship care can be a protective factor that reduces risk for children in care.</p>	<p>Believe it is the kinship caregivers responsibility to protect children from the circumstances that brought them into protective care, even if it creates family strife.</p> <p>Believe it is a sign of strength to accept help managing complex family relationships.</p> <p>Believe it is important to support the child’s relationship with their paternal and maternal family members.</p> <p>Willing to process the emotional impact of raising a family member’s child.</p> <p>Willing to understand the responses and feelings that children experience in kinship care.</p>
<p><u>Connections with Birth Families After Adoption:</u> Recognize the benefits for children being aware of their adoption story and maintaining connection with their birth families; aware of strategies for maintaining and promoting connections; understand the continuum that exists for connection; know how to negotiate relationships with birth families; recognize the impact on children’s loyalty and identity toward birth parents and parents who are adopting.</p>	<p>Understand the benefits of maintaining connections with birth families after adoption for all members of the adoption network.</p> <p>Aware of the challenges that may be encountered in maintaining connections with birth families after adoption.</p> <p>Aware of practical ways to maintain connections with birth families.</p>	<p>Believe connections with the birth families after adoption are evolving relationships rather than a static agreement.</p> <p>Believe it is important to support children seeking information, communication and potentially a relationship with birth family members.</p> <p>View the birth family as important members of the children’s family.</p>

<p>Theme specific to families who adopt via intercountry or private domestic process.</p>	<p>Understand the loyalty and identity issues children may encounter.</p>	
<p>Review of Hague Policies:</p> <p>Theme specific to families who adopt via intercountry</p>	<p>TBD</p>	<p>TBD</p>

Classroom Themes Delivered On Line

THEME	KNOWLEDGE	ATTITUDE
<p><u>Developing a New Parenting Paradigm:</u> Understand why traditional parenting is not effective for children who have experienced separation, loss, and other traumatic experiences; ability to identify parental strengths as well as the need to change parenting techniques to support these children; aware of changes needed to be made to parenting values and belief; understand the importance of adapting parental expectations; willing to change parenting paradigm; understand the need to not take things personally; value cultural humility; aware of characteristics for successfully parenting children who have experienced separation, loss and other forms of trauma including:</p> <ul style="list-style-type: none"> • Flexibility • Patience • Nurturing • Compassion • Adaptability 	<p>Identify the characteristics of parents that are more effective when parenting children who have experienced separation, loss and other forms of trauma.</p> <p>Understand the parenting techniques that may need to be adjusted to meet the emotional, developmental, social and physical needs of children.</p> <p>Understand why traditional parenting techniques are not effective for children who have experienced separation, loss and other traumatic experiences.</p>	<p>Willing to learn and use a new set of parenting skills and strategies to support children who have experienced separation, loss and other forms of trauma.</p> <p>Embraces the role of healer of children’s past hurts.</p> <p>Willing to understand and validate the intersecting identities and lived experience of the child.</p> <p>Willing to see discipline as an opportunity to support children in learning and growing rather than punishment for behavior.</p>

<ul style="list-style-type: none"> • Sense of humor 		
<p>Overview of the Child Welfare System: Understand the child welfare system and how it operates; know the key players and their roles; aware of critical child welfare laws that impact practice; understand the role of the court system and how decisions get made; aware of reasons children enter the child welfare system and the types of maltreatment.</p>	<p>Understand common aspects of child welfare court procedures including the roles of parents who are fostering/adopting</p> <p>Understand the rights and responsibilities of parents who are fostering/adopting Understand the reasons children come into care.</p> <p>Understand the life of a case from investigation to permanency.</p> <p>Can identify key players in child welfare and their roles in the process.</p> <p>Knowledge of key laws that impact how child welfare is conducted in the United States.</p>	<p>Values the role of daily caregiving for children as a fundamental role for-parents who are fostering.</p> <p>Willing to work with a system that is highly complex and can often feel chaotic.</p> <p>Willing to accept the fact that although parents who are fostering are critical in the care and healing of children , there are other stakeholders in the child welfare system who ultimately will make critical decisions for the children.</p>

Right Time Based Themes

THEME	KNOWLEDGE	ATTITUDE
<p>Family Dynamics: Understand the impact fostering/adopting has on primary relationships (marriage, children already in the home and extended family) and on work and social life; can anticipate and plan for potential challenges; understand the family's current functioning; know how to make informed decisions</p>	<p>Define how fostering/adopting can impact all people in their family including their existing relationships, overall functioning, and work and social lives.</p> <p>Understand the importance of birth order and how changes to this can cause challenges for children.</p>	<p>Willing to change family environment to incorporate the needs of children.</p> <p>Willing to assess their family in order to make an informed decision about the ages of children and the behaviors they bring that they would effectively be able to parent.</p>

<p>regarding the age of children and types of behaviors that the family could effectively handle; recognize challenges that can arise due to changes related to birth order; understand the impact a child used to caring for others can have on the household.</p>	<p>Understand techniques for responding to unaccepting extended family members.</p> <p>Understand how to prepare children already in the home with information and support regarding the families' decision to foster/adopt.</p>	<p>Willing to assess the impact of fostering/adopting on all members of their current family.</p>
<p>Sexual Trauma: Aware of the indicators of sexual abuse; recognize the impact of interrupted sexual development; aware of the unique challenges associated with parenting children who have been sexually abused; recognize the potential risk factors for children who have been sexually abused including revictimization, sexual trafficking and re-enactment behaviors.</p>	<p>Identify indicators of sexual abuse.</p> <p>Describe the risk factors for children who have been sexually abused and how to respond appropriately.</p> <p>Know how to draw safe boundaries with and for children around sexualized knowledge and/or behaviors.</p> <p>Can identify parenting techniques and strategies that are effective in parenting children who have been sexually abused.</p> <p>Can identify how to minimize the risk of re-abuse for children who have been sexually abused.</p> <p>Understand how sexual abuse and inappropriate exposure to sexual activity can impact sexual development.</p>	<p>Willing to examine personal feelings about sexuality and how this might impact parenting children who have been sexually abused.</p> <p>Embrace the concept that children are not at fault for the sexual abuse/assault they have experienced.</p> <p>Willing to parent children with the understanding that sexual abuse/exposure is often undetected.</p>
<p>Increasing Children's Resilience: Aware of strategies to help children learn coping, modeling, problem solving, and peer-interaction skills; recognize how to provide an</p>	<p>Identify the characteristics and protective factors that promote resiliency in children.</p>	<p>Committed to modeling good coping skills for handling stress and being attuned to their own needs.</p>

<p>environment to help children heal; aware of strategies to support children in managing stress; know how to increase children's sense of self-worth</p>	<p>Identify factors that need to be put in place to provide a healing environment</p> <p>Define healthy coping skills and how children can use these skills in difficult situations.</p> <p>Describe ways to help children who have experienced trauma and loss develop positive skill-building abilities.</p> <p>Define how children can increase their ability to identify and regulate their own thoughts, emotions and survival behaviors.</p> <p>Identify ways to intervene and redirect behaviors without increasing children's sense of shame.</p>	<p>Committed to continue promoting resiliency, recognizing that it is a dynamic process that ebbs and flows over time, and best supported through relationships.</p>
<p>Education: Understand educational considerations that may need to be put in place for children who have experienced loss, separation or other traumatic experiences; know how to advocate for children in the school settings; aware of challenges children may encounter in school; understand IEP and 504 plans; aware of strategies to partner with teachers and schools for academic success; know how to plan for higher education and/or vocations</p>	<p>Describe the general process to follow to get educational services and supports in place through a 504 plan or IEP.</p> <p>Describe strategies to partner with teachers and schools to get educational needs of children met.</p> <p>Understand the challenges that children in foster care and children who have been adopted may face in school settings.</p> <p>Understand the potential emotional impact on children as they transition into or out of different schools.</p>	<p>Values being an active team member with schools and is willing to contribute knowledge, observations and recommendations to meet the needs of children.</p> <p>Willing to support their child's academic growth according to their children's developmental age.</p> <p>Willing to advocate to meet the child's educational needs.</p>

<p>Sensory Integration: Understand sensory integration, aware of how to be a sensory detective to identify children's needs; develop strategies to meet children's sensory integration needs; aware of techniques to help children with sensory integration needs</p>	<p>Able to identify and explain strategies to respond to children who have sensory seeking and sensory avoidance behaviors.</p> <p>Define sensory integration processing disorder and provide examples of sensory seeking and sensory avoidant-symptoms that children can experience.</p> <p>Understand how sensory integration needs can affect children at home, in school and in the community.</p>	<p>Committed to the role of sensory detective to determine children's needs and patterns.</p> <p>Open to learning proactive and new parenting techniques that ensure children's sensory needs are being met.</p> <p>Willing to adjust the environment/circumstances to adapt to children's sensory considerations.</p>
<p>Responding to Children in Crisis: Aware of strategies to help children become regulated while de-escalating crises; aware of strategies to help children return to a calm state and keep children who are dysregulated safe while also keeping family members safe; aware of strategies to help children and families feel physically and psychologically safe; understand the importance of partnering with other professionals and entities around a crisis (police, Department of Juvenile Justice, mental health professionals)</p>	<p>Define strategies that can be used to calm children who are escalated.</p> <p>Explain ways to make children feel physically and psychologically safe.</p> <p>Understand how dysregulated children are reacting from a place of fear with a fight, flight and/or freeze response.</p> <p>Understand how one's own psychological and physiological reactions impact one's ability to intervene effectively in a crisis.</p> <p>Recognize signs of a child who is moving toward dysregulation and know strategies to employ to prevent further escalation.</p>	<p>Committed to parent children who may have episodes of extreme dysregulation and/or crisis.</p> <p>Willing to learn techniques to keep oneself regulated even during crisis.</p>
<p>Sexual Development and Identity: Understand healthy sexual development; aware of definitions and language (familiar with the differences between sex and gender, gender expression and gender identity, and sexual orientation and gender); know how to help children develop strategies to handle bias and</p>	<p>Define language related to sexual orientation and gender that is culturally attuned.</p> <p>Understand how to assist children prepare for and manage bias and discrimination associated with their SOGIE.</p>	<p>Open to supporting children in positive identity development connected to their sexual orientation and gender identity and expression.</p> <p>Open to assessing their own possible bias and/or discomfort regarding children exploring their gender or sexual identity and expression.</p>

<p>discrimination; open to non-binary gender identities; aware of how to help children understand healthy sexual relationships.</p>	<p>Define strategies to effectively support and affirm children as they explore their sexual orientation and gender identity and expression.</p> <p>Define ways that bias and discrimination connected to sexual orientation and gender may impact children’s self-esteem.</p> <p>Understand healthy sexual development. Know how to talk to children about healthy sexual development and relationships.</p>	<p>Believe that sexual orientation and gender identity is not something to be treated or cured.</p>
<p>Life Story: Birth Story and Adoption Story: Understand when and how to tell children their adoption/birth story based on age and developmental level; recognize the importance of making this an on-going conversation with children in an inclusive, open fashion; willing to honor strengths while also acknowledging challenges</p>	<p>Understand the parent’s role and how to help children integrate their life story, including the periods before and after adoption.</p> <p>Aware that children need clarification and integration regarding their <i>birth</i> life story in order to support positive identity development.</p> <p>Understand the importance of introducing the birth and adoption story early and making it a natural, on-going conversation with children based on their chronological and developmental age.</p>	<p>Believe that children have a right to know their birth story.</p> <p>Believe children have the right to develop and own their birth/adoption story.</p> <p>Believe it is important to positively and honestly share the birth/adoption story with children.</p> <p>Feel it is important to protect the child’s birth story when communicating with others.</p> <p>Willing to search for additional resources needed to better understand and share the children’s birth/adoption story in ways that honors racial, cultural and ethnic origins.</p>
<p>Managing Placement Transitions: Understand how to effectively support children in both planned and unplanned placement transitions both into/and out of the foster/adoptive home;</p>	<p>Know practical techniques and strategies to ensure children joining families feel welcome and connected.</p>	<p>Believe children should experience as few losses as possible.</p> <p>Belief it is the parent’s responsibility to support children through planned and unplanned placement transitions.</p>

<p>aware of strategies to help children feel welcome.</p>	<p>Aware of practical techniques and strategies to ensure smooth transitions for children who are moving out of the home.</p> <p>Understand the impact transitions have on all aspects of children’s life including emotional, educational, relational and physical.</p> <p>Know ways to prepare for periods of transition.</p>	<p>Believe it is important to stay connected to child whenever possible.</p>
<p>Preparing for Adulthood: Are aware of a strength based approach to preparing youth to move toward independence; know how to provide youth with independent living skills to set them up for success as young adults including:</p> <ul style="list-style-type: none"> • understanding personal finances • connecting to medical providers • finding adult services • obtaining college and/or work readiness skills 	<p>Know the common skills that young adults will need to effectively navigate as an adult.</p> <p>Know how to teach youth independent living skills to prepare for college, work and life.</p> <p>Understand that it is the parent who is fostering responsibility to teach independent living skills throughout all developmental stages.</p> <p>Aware of the various benefits and services that youth may be eligible to receive in their transition into adulthood.</p>	<p>Believe it is the parent who is fostering responsibility to help youth prepare for adult living.</p> <p>Believe that youth who have been in the child welfare system can lead productive, successful lives.</p> <p>Believe it is important to continue to support and stay connected with youth through the transition into adulthood and beyond.</p>
<p>Preparing for and Managing Visitation: Understand how to check in and address child’s concerns, questions and emotions before and after visits with birth families; able to name and validate the range of feelings associated with visits; understand how to prepare the child for visitations; recognize the importance of visits even if child exhibits behaviors before or after</p>	<p>Can identify strategies to help prepare children for visits with their birth families.</p> <p>Learn strategies to manage children’s behaviors that may occur before or after visits.</p>	<p>Willing to relinquish caregiving of children when birth parent is present.</p> <p>Belief that visitations are critical to arrange even if they are missed or cancelled or impact the child’s behaviors.</p>

<p>the visits; understand role of the parent who is fostering or adopting in the visit and need to keep the child free to enjoy the visits; aware of language to use with children when visits are missed or cancelled.</p>	<p>Understand the importance of visits for children even if results in their behaviors becoming disruptive.</p> <p>Can identify the role of parents who are fostering or adopting in preparing for and managing visitations.</p>	
<p><u>Common Feelings Associated with Being Adopted:</u> Understanding of common feelings that children can have that are associated with being adopted, such as believing that they were responsible for removal from their birth family, internalizing the message that they should be grateful or that they should feel lucky to have been adopted, feeling guilty regarding mixed loyalty issues, experiencing a sense of loss or being different, etc. Strategies for parents to provide support for children to help them address and make sense of these emotions.</p>	<p>Identify the common feelings that children may have that are associated with being adopted</p> <p>Know that children will process their loss and grief developmentally</p> <p>Learn strategies that help children manage their feelings connected with their adoption story</p> <p>Understands that adopted children think about their birth family who will always have a psychological presence in the child's life.</p>	<p>Willing to acknowledge and validate the child's feelings associated with adoption</p> <p>Willing to support the child in maintaining or opening connections with birth family members</p> <p>Willing to learn strategies that can help all family members deal with issues of loss, grief and other feelings associated with being an adoptive family</p>
<p><u>Accessing Services and Support:</u> Normalizing the need to ask for services, being a life-long learner, becoming an advocate for children to ensure they get the services they need; developing a therapeutic network (school, community supports, medical), information about types of services available; trauma informed counseling- different types that are available; creating a group of friends and families who understand children's needs</p>	<p>Describe key strategies to become an effective advocate for children.</p> <p>Define a therapeutic network and how it can be helpful to both children and foster/adoptive parents.</p> <p>Understand types of services and supports for children and their families.</p>	<p>Embrace the idea to proactively seek services and supports.</p> <p>Committed to attend to the children's physical and mental health needs throughout their development.</p> <p>Committed to advocating for the needs of the children.</p>

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<p>and can provide support; value of support groups and peer to peer programs</p>		<p>Willing to seek resources and assistance for any member of the family, including counseling, support groups, OT, PT etc.</p>
<p>Self-care: Know self-care practices and how they can alleviate stress; understand compassion fatigue; recognize the importance of parents who are fostering or adopting maintaining their mental, physical, emotional and spiritual well-being; recognize the importance of resiliency of parents who are fostering or adopting; understand secondary trauma; understand the impact of loss on parents who are fostering or adopting and how this may affect parenting; understand how to handle grief associated with children leaving the home</p>	<p>Understand the importance of parents who are fostering or adopting to maintain their physical, emotional and spiritual well-being.</p> <p>Know why self-care is a necessary component of good parenting.</p> <p>Know how secondary trauma may affect parenting and strategies to cope with it.</p> <p>Learn strategies for mindfulness and regulating thoughts and emotions to address grief, loss and toxic stress.</p>	<p>Committed to good self-care as an integral part of being an effective parent.</p> <p>Open to prioritizing children’s needs while balancing ways to meet their own.</p>