

Classroom-Based Themes

THEME	KNOWLEDGE	ATTITUDE	SKILL
<p><u>Trauma-Related Behaviors:</u> Learn how chaos, threat, neglect and other adversity during development can alter the developing brain and that, in turn, can change the ways children think, feel and act. Understand the major stress-responses we use to cope with perceived and actual threat. Recognize the reasons and range of adaptive symptoms from inattention & distractibility to avoidance & shut-down; learn about reasons for rejection and testing; recognize survival skills and coping strategies that result in a complex range of behaviors including regression, self-harming, aggression & rage, “lying”, “manipulation”, hoarding food, enuresis/encopresis and more.</p>	<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 (arousal and dissociation).</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>Learn to recognize the range of “sensitized reactions” of children who have experienced trauma and loss.</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</p>	<p>Identify trauma informed strategies/parenting techniques for responding to behaviors children may exhibit.</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</p>	<p>Understand how to use the Three R’s when parenting.</p>

<p>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-regulation; know how to be proactive versus reactive; recognize the difference between discipline and punishment</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 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>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><u>Reunification- the Primary Permanency Planning Goal</u> – 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</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>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>NA</p>

<p>planning for children who are American Indian and Alaska Native and understand tribal sovereignty.</p>	<p>including when reunification is not possible.</p> <p>Define permanency from a child's perspective.</p> <p>Define the unique aspects of permanency planning for children who are American Indian and Alaska Native and understand tribal sovereignty.</p>		
<p><u>Separation, Grief and Loss:</u> Understand the impact of separation, ambiguous loss/disenfranchised grief; learning different ways children grieve; life-long grieving and 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>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>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>Committed to recognizing and honoring children's losses and helping them to grieve.</p> <p>Willing to reflect on how one's own losses may impact their parenting experience.</p>	<p>Demonstrate the ability to recognize behaviors that may result from grief and loss and respond effectively in a way that considers the underlying cause of behavior.</p>

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<p><u>Attachment:</u> Understand the importance of attachment in parenting both for the children and parents who are fostering or adopting; 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; recognizing and honoring children's primary attachment to their birth families.</p>	<p>Identify-caregiver behaviors that enhance and strengthen relationships.</p> <p>Understand the importance of parent's own attachment history and style in developing and maintaining relationships with children.</p> <p>Describe the relationship between attachment, safety, attunement and relationships.</p> <p>Define the impact of fractured attachments/lack of stable relationships on children's ability to connect with others.</p> <p>Understand the importance of supporting children's primary attachments to their birth families in order for them to connect to others.</p>	<p>Willing to accept the idea that children may have difficulty with relationships due to previous circumstances.</p> <p>Willing to work on the development of healthy relationships with children 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>Demonstrate how to discipline in ways that protect and/or build parent-child relationship.</p>
<p><u>Foster Care- A Means to Support Families:</u> Understanding the child welfare experience from the perspective of birth parents; finding compassion for birth parents and challenges they may be facing; strategies to nurture children's relationship with their birth parents: integrating and maintaining on-going communication and connection between birth parents and children; addressing potential challenges in partnering with birth parents, helping children</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>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>Demonstrate an ability to positively support the relationship between parents and their child(ren).</p>

<p>prepare for visits including understanding and managing reactions to visits.</p>	<p>Describe the importance of co-parenting and strategies parents who are fostering can employ to do this.</p>		
<p><u>Maintaining Children’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 connected to their community; understand the role of parents who are fostering in maintaining these connections.</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>Know the complexity of sibling dynamics and the importance of maintaining these relationships</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>Demonstrate ways to create authentic connections to siblings, extended family and community.</p>
<p><u>Cultural Humility:</u> 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</p>	<p>Know strategies that can be used to demonstrate respect, inclusion, and support of children and birth parents’ intersecting identities (including cultural and racial backgrounds as well as SOGIE.)</p> <p>Understand the meaning and importance of cultural humility and cultural responsiveness when fostering/adopting children when</p>	<p>Believe showing respect for similarities and differences in race, 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>Can demonstrate the ability to ally with children in conversations about their developing identities.</p>

<p>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>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 similar or different than their own.</p>	<p>Believe children should be allowed to maintain areas of difference from mine, now and as they develop.</p>	
<p><u>Parenting in Racially and Culturally Diverse Families</u> 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>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 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> <p>Believe it is important to support children's exploration of race/culture.</p>	<p>N/A</p>
<p><u>Effective Communication:</u> Understand the definition of effective communication including both verbal and non-verbal language; understand how to use open communication with children; recognize the</p>	<p>Aware of strategies to discuss difficult/sensitive issues with children in a supportive manner.</p> <p>Know strategies to convey empathy.</p>	<p>Believe it is important to communicate with children about sensitive topics even when I am uncomfortable.</p>	<p>Demonstrate ability to talk with children about difficult and/or sensitive issues in an empathetic and empowering manner.</p>

<p>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 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>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.</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>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>NA</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 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>Understand common childhood mental health conditions.</p> <p>Understand the complexity of appropriately diagnosing children with mental health conditions when they have experienced separation, loss and trauma.</p> <p>Know where and how to access information on psychotropic medications through the child's medical professionals.</p> <p>Learn accurate and sensitive language to describe behavioral symptoms and diagnoses.</p>	<p>Committed to implementing recommendations related to children's mental health.</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>NA</p>

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<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>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>Able to reframe challenging behaviors using positive behavioral support techniques.</p>
<p>Creating a Stable, Nurturing, 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 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 develop and maintain daily routines to provide a sense of security for children.</p> <p>Understand how to balance setting consistent and predictable limits with the unique needs of children who have experienced separations, loss and trauma.</p> <p>Learn strategies to help children impacted by trauma and loss feel psychologically and physically safe in the home.</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> <p>Willing to set boundaries while flexibly adjusting to the child’s emotional and developmental needs.</p>	<p>Practice using “STEPS” to Manage Escalated Behaviors.</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>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>Use strengths-based, person centered language when sharing information about the child and why they are with the family who is fostering or adopting them.</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), understand the types of services available including counseling for trauma and loss; understand the importance of</p>	<p>Know key strategies to become an effective advocate for children.</p> <p>Understand the benefits of a support network and strategies to develop this type of network.</p> <p>Aware of the various types of services and supports available to children and the parents who are fostering and/or adopting them.</p>	<p>Believe seeking services and supports for both the child and parent who is fostering and/or adopting is a sign of strength.</p> <p>Believe it is helpful for the children and for the parent the fostering or adopting parent(s) to have access to a therapeutic network.</p> <p>Believe in advocating for the needs of children.</p>	<p>NA</p>

<p>medical/developmental screening and counseling; understand the value of support groups and peer-to-peer programs. *Will include Right Time Component as well</p>		<p>Willing to seek out resources and assistance for any member of the family, including myself.</p>	
<p><u>Kinship Parenting:</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 and other relatives • 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. 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>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>Able to set limits with birth parents in ways that protect the safety of children while demonstrating the importance of the birth parent to the child.</p>
<p><u>Building Resilience for Kinship Caregivers:</u> Understand the importance of self-care and practical ideas how to do it; understand signs of stress and burnout; recognize the importance of parents who are providing kinship care to</p>	<p>Understand why maintaining physical, emotional and spiritual well-being contributes to successful kinship parenting.</p> <p>Know the signs of caregiver stress and burnout. .</p>	<p>Believe self-care is an integral part of being an effective parent.</p> <p>Committed to the idea of prioritizing children’s needs while balancing ways to meet their own.</p>	<p>NA</p>

<p>maintain their mental, physical, emotional and spiritual well-being; understand what parental resiliency is and why it is important;; understand how caring for children who have experienced trauma, separation or loss can impact your own well-being; understand the behaviors that foster a protective environment for parents and children.</p> <p>Theme Specific to Kinship Caregivers</p>	<p>Understands why self-care is a necessary component of good parenting and essential to strengthening resiliency.</p> <p>Understands parent resiliency is the ability to recover quickly after encountering a difficult or tough situation.</p> <p>Know how the trauma, separation and loss that the children have experienced can impact the kinship caregiver.</p> <p>Know strategies to implement self-care.</p> <p>Understand behaviors that foster a protective environment for parents and children.</p>	<p>Believe resiliency is important to the success of kinship caregivers.</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</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>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>Able to describe for others the benefits of maintaining relationships after an adoption for people who were adopted, birth families, and families who have adopted.</p>

<p>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>Theme specific to families who adopt private domestically.</p>	<p>Aware of practical ways to maintain connections with birth families.</p> <p>Understand the loyalty and identity issues children may encounter.</p>	<p>View the birth family as important members of the children's family.</p>	
<p><u>Intercountry Adoption Overview:</u></p> <p>Understand the intercountry adoption process and implications for families formed through intercountry adoption. This will include the intercountry adoption process within the United States and abroad, including introduction to possible issues that may arise; characteristics and needs of children awaiting adoption; characteristics of successful adoptive parents; and reporting requirements after the adoptive placement.</p> <p>Theme specific to families who adopt via the intercountry process.</p>	<p>Understand the role of various stakeholders, including prospective adoptive parents, adoption agencies, U.S. federal government agencies, and foreign government adoption authorities.</p> <p>Aware of the characteristics of successful adoptive placements.</p> <p>Understand characteristics and needs of children awaiting adoption.</p> <p>Understand the reasons for, and benefits of, post-placement and post-adoption reporting.</p>	<p>Realistic acceptance about possible delays or impediments to the intercountry adoption process.</p> <p>Committed to compliance with all required post-placement and/or post-adoption reporting.</p>	<p>N/A</p>

Themes Delivered Online

THEME	KNOWLEDGE	ATTITUDE
<p><u>Expanding Your Parenting Paradigm:</u> Understand why traditional parenting is not effective for children who have experienced separation, loss, or trauma; ability to identify parental strengths as well as the need to adapt 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; understand the need to not take things personally; value cultural humility; aware of characteristics for successfully parenting children who have experienced separation, loss or trauma including:</p> <ul style="list-style-type: none"> • Flexibility • Patience • Nurturing • Compassion • Sense of humor 	<p>Identify the characteristics of parents that are more effective when parenting children who have experienced separation, loss or 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 always effective for children who have experienced separation, loss or trauma.</p>	<p>Willing to learn and expand their set of parenting skills and strategies to support children who have experienced separation, loss or trauma.</p> <p>Embraces the role of creating an environment that helps children heal.</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>
<p><u>Overview of the Child Welfare System:</u> Understand the child welfare system and how it operates; know the key players and their roles; aware of critical child welfare laws that have shaped child welfare; 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; understand the permanency options that exist for children and the</p>	<p>Understand the role court plays in determining permanence for a child.</p> <p>Understand the rights and responsibilities of parents who are fostering.</p> <p>Understand the different types of maltreatment and how children come to the attention of the child welfare system.</p>	<p>Values the role of daily caregiving for children as a fundamental role for parents who are fostering.</p> <p>Willing to accept their role on the child welfare team and the roles of other team members.</p> <p>Willing to accept the fact that although parents who are fostering are critical in the care of children, there are other stakeholders in the child welfare system who ultimately will make critical decisions for the children.</p>

<p>importance of being considerate of a child's sense of time.</p>	<p>Can identify key players in child welfare and their roles in the child welfare system.</p> <p>Knowledge of how the child welfare system has developed over the years.</p>	
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Right-Time Based Themes

THEME	KNOWLEDGE	ATTITUDE
<p>Family Dynamics: Impact of fostering/adopting on primary relationships (marriage, children already in the home and extended family); impact on work and social life; anticipating and planning for challenges; changes to family environment; understanding family functioning; making informed decisions regarding the age of children and types of behaviors that the family could effectively handle, birth order and challenges that can arise due to changes related to birth order; presence of a parentified child in a family setting.</p>	<p>Define how fostering/adopting can impact all people in the family and their existing relationships.</p> <p>Understand the emotional stress that can result from fostering/adopting and how this might impact their family functioning.</p> <p>Understand the importance of birth order and how changes to this can cause challenges for children and youth.</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 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>Willing to assess the impact of fostering/adopting on all members of their current family.</p>
<p>Sexual Trauma: Aware of indicators of sexual abuse; recognize the impact in 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 re-victimization, 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 to prevent these risk factors from manifesting.</p> <p>Know how to draw safe boundaries with and for children around sexualized knowledge and/or behaviors.</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>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>Prioritizes children experiencing as few losses as possible.</p>
<p>Building Children's Resilience: Resilience can be defined as “the ability to achieve positive outcomes-mentally, emotionally, socially, spiritually- despite adversity” (Kain & Terrell, 2018). The purpose of this module is to help foster and adoptive parents understand concepts and definitions related to enhancing resiliency in children who have experienced loss, separation, or other traumatic experiences; understand the protective factors; how to build upon protective factors; become aware of strategies that support children and develop their identity, self-esteem, and skills towards self-advocacy.</p>	<p>Describe the importance of the stable and committed relationship with a supportive parent, or another caregiving adult.</p> <p>Describe the protective factors of resiliency.</p> <p>Describe the importance of determining and understanding how loss, separation, and trauma have negatively affected the physical and mental development of resiliency in a child.</p> <p>Describe strategies to incorporate into daily care, creating a holistic/wholistic environment, which focus on developing and enhancing resiliency.</p> <p>Understand how to provide support and assistance to other caregivers in the provision of a trauma-informed environment that supports resiliency in children who have had loss, separation, or trauma.</p>	<p>Values relationship over compliance.</p> <p>Willing to work with the child to explore negative belief systems about self and world to improve perspective about self and world.</p> <p>Willing to advocate to meet the child’s emotional needs in other environments.</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;</p>	<p>Describe the general process to follow to get educational services and supports in place through a 504 plan or IEP.</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>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 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>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>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</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>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>crisis (police, Department of Juvenile Justice, mental health professionals)</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><u>Sexual Development and Identity:</u> 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 and teenagers develop strategies to handle bias and discrimination; open to non-binary gender identities; aware of how to help teenagers understand healthy sexual relationships.</p>	<p>Understand healthy sexual development.</p> <p>Know how to talk to children and teenagers about healthy sexual development and relationships.</p> <p>Define strategies to effectively support and affirm children and teenagers 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 identity and expression may impact children and teen’s self-esteem.</p> <p>Define language related to sexual orientation and gender that is culturally attuned.</p> <p>Understand how to assist children and teenagers prepare for and manage bias and discrimination associated with their SOGIE.</p> <p>Know that it is developmentally appropriate for children and teenagers to</p>	<p>Open to allowing children and teenagers developmentally appropriate space to explore their sexuality.</p> <p>Open to supporting children and teenagers 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 and teenagers exploring their sexual identity and gender identity and expression.</p>

	<p>be curious about sex and sexuality.</p> <p>Understand that children and youth need a safe and accepting environment in which to explore their sexuality.</p>	
<p><u>Life Story- Birth & Adoption Story:</u> 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 birth 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><u>Managing Placement Transitions:</u> How to effectively support children in both planned and unplanned placement transitions both into/and out of the foster/adoptive home; helping children feel welcome; staying connected.</p>	<p>Can identify practical techniques and strategies to ensure children joining families feel welcome and connected.</p> <p>Can identify practical techniques and strategies to ensure smooth transitions for children who are moving out of the home.</p> <p>Can identify strategies to stay connected before, during and after a transition has occurred.</p>	<p>Prioritizes children experiencing as few losses as possible.</p> <p>Willing to be flexible to meet children’s needs during transitions.</p> <p>Believes that it is the parent’s responsibility to support children through transitions.</p>

	<p>Recognize the impact transitions have on all aspects of children’s life including emotional, educational, relational and physical.</p> <p>Can identify ways to prepare for periods of transition.</p>	
<p><u>Preparing for Adulthood:</u> Are aware of a strength-based approach to preparing teenagers for successful transition to adulthood; understand how developmental age impacts this process; recognize that preparing for adulthood does not end at 18 and that teenagers require support well after; know how to provide teenagers with skills that 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 • navigating relationships with adults, birth families and/or former foster families 	<p>Know the common skills that teenagers will need to effectively navigate as an adult.</p> <p>Understand how developmental age impacts this process and recognize that preparing for adulthood does not end at 18</p> <p>Know how to teach teenagers skills to prepare for college, work and life. Understand that it is the responsibility of the parent who is fostering to teach skills throughout all developmental stages that will help teenagers successfully transition to adulthood.</p> <p>Aware of the various benefits and services that teenagers may be eligible to receive in their transition into adulthood.</p>	<p>Believe it is the parent who is fostering responsibility to help teenagers prepare for adult living.</p> <p>Believe that teenagers 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 teenagers through the transition into adulthood and beyond.</p>
<p><u>Preparing for and Managing Visitation:</u> Understand how to check in and address children’s concerns, questions and emotions before and after visits with their families; able to name and validate the range of feelings associated with visits from children and their parents; understand how to prepare the children for visitations; recognize the</p>	<p>Can identify strategies to help prepare children for visits with their 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 their 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>importance of visits even if children exhibit behaviors before or after the visits; understand role of the parent who is fostering or adopting in the visit and need to keep the children 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>Common Feelings Associated with Being Adopted: 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 their 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>Building Parental Resilience: Understand the importance of self-care and practical ideas how to do it; understand compassion fatigue; recognize the importance of parents who are fostering or adopting maintaining their mental, physical, emotional and spiritual well-being; understand what parental resiliency is; recognize the importance of resiliency of parents who are fostering or adopting; understand how caring for children who have experienced trauma, separation or loss can impact our own well-being; understand the impact of loss on parents who are fostering or adopting and how this may affect parenting;</p>	<p>Understand why maintaining physical, emotional and spiritual well-being is important for parents who are fostering or adopting.</p> <p>Know why self-care is a necessary component of good parenting and essential to strengthening resiliency.</p> <p>Know how the trauma, separation and loss that the children have experienced can impact the parent who is fostering or adopting them.</p> <p>Learn practical tips for self-care.</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>

<p>understand how to handle grief associated with children leaving the home.</p>		
<p>Inter-country Adoption Medical Considerations: Understand the purpose of pre-placement referral medical review consultations, and common medical conditions impacting children who have experienced institutionalization, including malnutrition, exposure to environmental toxins, exposure to maternal substance usage, the required U.S. visa medical clinic assessment, and the importance of early and regular pediatric appointments with an adoption-competent medical professional.</p> <p>This theme is designed to complement other NTDC themes addressing medical, psychological, developmental, emotional, and mental health considerations for prospective adoptive parents, and is not designed to be exhaustive of all intercountry adoption medical considerations. In addition to this training, it is critical for prospective adoptive parents to get child-specific and country-specific training prior to traveling to the child’s country of origin.</p>	<p>Understand the purpose of pre-placement referral medical review consultations.</p> <p>Understand how institutionalization, malnutrition, maternal substance usage and environmental toxins can impact children.</p> <p>Aware of the role of U.S. visa medical clinic assessment.</p> <p>Know the importance of working with an adoption-competent pediatrician after the placement.</p>	<p>N/A</p>