

Module 6: Retention and Re-licensing

Licensing Pre-Service Curriculum



Participant Guide

Office of Child Welfare

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References:	<ul style="list-style-type: none">• Fostering Perspectives Newsletter, Vol. 13, No. 2 • May 2009 http://fosteringperspectives.org/fpv13n2/transition.htm• Department of Children and Families employees must follow the Florida Code of Ethics, Operating Procedure No. 60-5, Chapter 5, October 9, 2013.
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Unit 6.1: Retention and Re-Licensing Process

Learning Objectives:

1. Summarize and explain the requirements, procedures, and documents required for re-licensing foster homes.
2. Explain the importance of and requirements for home visits.
3. Identify eligibility requirements for completing the re-licensing process with intent to issue a three-year license.
4. Explain the possible issues resulting from incomplete re-licensing assessment.

Stage IV: Retention and Re-Licensing for All Levels

During this phase a Licensing Specialist's job tasks include:

- Review and evaluate the foster parent profile to assist with the proper matching and placement of children.
 - Conduct purposeful home visits as required.
 - Provide effective and timely interventions to prevent placement disruption and retain foster parents.
 - Identify and communicate needs of the foster parent or children to appropriate parties to ensure that services are rendered in a timely manner.
 - Serve as a liaison between the foster home/children and Case Managers.
 - Assess foster parents to identify and provide for on-going training needs.
 - Inspect the home to assure continued compliance with home inspection standards in Chapter 65C-13, F.A.C.
 - Develop and implement strategies to encourage foster parent peer-to-peer support.
 - Investigate reported safety concerns in a foster home.
 - Develop and implement corrective action plans to respond to identified safety concerns in a foster home.
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Retaining Foster Parents

Adopt Us Kids, identified three things foster parents wished their agencies knew:

1. "As a new foster parent, I may have unrealistic expectations. I may be broadsided by shattered assumptions."
 2. "Although I have training, I do not have life experience living with traumatized children. I will have emotions and thoughts that catch me unaware."
 3. "My family will go through a transformation, that fostering isn't a job, but a lifestyle change for the entire family. Our family may be changing and no one supports us and guides us through those changes - ones we may not like."
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Reasons Foster Parents Leave

- Lack of Support and Responsiveness from the CBC or Subcontractors
- Lack of Clarity around Role and Inclusion of Foster Parents
- Lack of Effective Partnerships between Foster Parents and Birth Families

Foster Parent Turnover in Florida

Activity A:

Keeping Foster Parents – A Retention Campaign

Directions: Given your assigned topic, answer the following questions.

Support and Responsiveness of Child Placing Agency

- How can you provide foster parents with necessary information about the child and family?

- How can you ensure that responses to foster parents' issues and concerns are timely and supportive as well as promote use of respite and self-care?

- How can you ensure regular and frequent visitation of children in placement by the workers?

Role Clarity for and Inclusion of Foster Parents

- How can you train staff on facilitation of difficult relationships?

- How can you raise awareness about the need for birth family–foster parent connections?

- How can you increase understanding of confidentiality issues?

Foster Parent–Birth Family Relationships

- How can you connect foster parent and birth families shortly after placement?

- How can you support birth families in the relationship with foster parents?

Activity Notes:

Common Expectations

Common expectations include:

- Our love will be enough.
 - We will feel love for and connection with this child quickly.
 - This child will step into our family and easily function with our rules, goals, and ambitions.
 - Our biological children will embrace this new child as a sibling.
 - Our child will fit well into our extended family and be welcomed by them.
 - Our friends and acquaintances will validate our role as parents and support us through this fostering process.
 - We will never feel regrets or ambivalence in fostering this child with a traumatic past.
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Home Visits

Questions to Start Conversations During the Home Visit

- How do you see your family? How has that changed since the child entered the family?
- What does your support system look like? How have your social activities changed?
- How have you been impacted by the responses from family and community regarding the issues you face with the child? How have these responses made you feel?
- How are you managing strong feelings? How do you see your spouse managing strong feelings? Has that changed since the child has entered you family?
- Do you feel competent as a parent? If not, when did it change for you?

- If you have other permanent children in the household, how would you describe changes you've seen in them? Positive? Neutral? Negative?
 - Do you feel safe? Do your children feel safe?
 - Discuss any responses to trauma triggers you have noticed in yourself, the child, and others in the family.
 - How effective do you feel you are in managing behaviors of children in your home?
 - Share any changes you or others have noticed in yourself as a result of stress that may be caused by your role as a parent (numbing, hypersensitivity, or increased sleeplessness).
 - Discuss any outside resources or supports you find helpful in parenting and decision-making.
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Re-Licensing Requirements

65C-45.012, F.A.C.

Re-Licensing Procedures

The following steps are required to complete the re-licensing process for a licensed foster home:

- A notification to the foster parents that the re-licensing process will begin and their need to schedule a convenient time to meet.
- Updated Background Screenings: Ensure that all background screenings have been completed within 60 days of licensure expiration.

- Re-licensing Packet and Supporting Documentation should be uploaded separately. The naming conventions for relicensing is as follows: name of the document, re-licensure, and year of the licensure.
 - Licensing Checklist: The list should be completed and submitted to the Regional Licensing staff within 30 days of the licensure expiration date.
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Re-Licensing Process Documents

Requirements for re-licensing (always use the most current forms from the Center for Child Welfare website: <http://centerforchildwelfare.fmhi.usf.edu/>):

- Application for License to Provide Out-of-Home Care for Dependent Children
- Re-licensing Standards Checklist
- Unified Home Study (capturing information from the past licensing year including new information about new household members)
- Review of Partnership Plan.
- Documentation (in FSFN) of at least eight hours of in-service training, including Psychotherapeutic Medication
- Case Manager's Review of licensed out-of-home caregiver's performance (to be completed by the Case Manager)
- Youth exit interview forms (to be completed by the Case Manager)
- Copies of driver's license and validation of vehicle insurance
- Satisfactory environmental health inspection report from the local health Department or agency (may include radon and water sample testing, if applicable)
- Evacuation and disaster preparedness plans
- Pet vaccinations (if applicable)
- Criminal background checks (statewide FDLE and FBI are every 5-years or if there is a 90-day in service), local law checks, juvenile delinquency checks (youth ages 12-17) and abuse history checks completed annually
- Any documentation requiring review to ensure continued compliance (i.e., new income generated) if there is change in employment or information related to a "change" that occurred during the licensing year

Re-Licensing Unified Home Study

As a part of the re-licensing application file, the supervising agency shall make a thorough assessment and evaluation of each licensed out-of-home caregiver and document this evaluation using the Unified Home Study module in FSFN. The updated home study shall include all of the assessments required for an initial licensing home study as specified in rule 65C-13.025(4), F.A.C., as well as an assessment of fostering experiences over the past licensing year.

Discipline. Description of how the licensed out-of-home caregiver has managed behavior with children placed in the home.

Family life.

- Documentation of the licensed out-of-home caregiver's support and integration of children into the family, such as attendance at and involvement with children's activities, ensuring children have reliable transportation to school, social events, medical appointments, and inclusion in other family activities. The supervising agency will describe the licensed out-of-home caregiver's attentiveness to the provision of clothing and allowances to the children in their care
- Documentation of the level of cooperation of licensed out-of-home caregivers with the children's families, including visitation for any children placed in the home during the previous licensing year. Describe how the family has worked with the supervising agency and other service providers
- Documentation of the licensed out-of-home caregiver's compliance with proper administration and monitoring of medication, cooperation with medical directives and appointments
- Documentation of the maintenance of school and resource records for each child in placement

History of Placement Activity. Placement activity during the previous licensing year shall be identified and discussed. If the family requested that a child be moved, the reasons and circumstances must be addressed. The narrative must provide detail about each child who has left the home and address how the family has worked with each child.

Staff Feedback. A summary of feedback from the lead and/or supervising agency staff members as it relates to the family's continued suitability and performance as a licensed out-of-home caregiver and Investigations, Special Condition Referrals, Concerns, or Complaints. A summary assessment of investigations and special condition referrals, incident reports, accidents, and complaints during the previous licensing period must be included.

Summary. A summary of the family’s ability to continue the provision of foster care services shall be completed and should encompass the following:

- A recommendation concerning the appropriateness of continued licensure including a professional development plan.
- The UHS shall be completed, reviewed, and approved in FSFN. The home study shall also be signed and dated by the Child Welfare Professional responsible for completing the study and his/her supervisor. The licensed out-of-home caregiver shall be offered an opportunity to sign the home study and must be provided a copy. The signature pages shall be uploaded as an attachment to the UHS in FSFN.

Continuing Education

In accordance with 409.175, F.S., prior to licensure renewal, each foster parent and emergency shelter parent shall successfully complete eight hours of In-Service training.

- Licensed out-of-home caregivers shall be offered continuing education opportunities by their supervising agency. For those licensed out-of-home caregivers unable to attend, other methods shall be developed for satisfying this requirement.
 - Continuing education materials shall be approved by the supervising agency if they meet the requirements set forth in Section 409.175(14)(d), F.S., and must be approved prior to use. Completion must be documented in FSFN.
 - If the absence of the caregiver during training would leave children without approved adult supervision, the supervising agency shall make arrangements for child care or shall reimburse the caregiver for child care purchased by the caregiver.
 - The supervising agency shall require therapeutic and medical foster homes to comply with additional continuing education hours required by Children’s Medical Services and the Agency for Health Care Administration.
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License Renewed

Some of the most critical tasks for this phase of work include:

- Guiding and educating foster parents so that they can learn how to foster.
 - Attention to the assessor role: noting strengths and needs for the family that have become evident in the placement process.
 - Attention to the communication role: liaison to the agency and Case Manager/team.
 - Attention to co-parenting: assisting families with supporting reunification and other concurrent goals.
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Three-Year License

A three-year license can be granted to foster homes (including medical or therapeutic) meeting specific criteria, which includes:

- The family has been licensed for three years or longer.
 - The family has not been the subject of a report of child abuse or neglect or foster care referral with findings of maltreatment and is recommended by the assigned Child-Placing Agency and the lead agency for a three-year license.
 - The family has not been placed on a performance improvement plan/corrective action plan.
 - The family has clear background checks.
 - The home is not licensed for more than five children.
 - The family has no infractions of good moral character.
 - The number and frequency of placements that result in disruptions is considered and used in the decision as to whether or not to issue a three-year license.
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Changes During the Licensed Year

65C-45.009, F.A.C.

Subsequent Licensing

If the region does not participate in the attestation model for license, the Regional Licensing Authority shall determine if the re-licensing application file is complete and notify the lead agency in writing of the need for any additional materials or information within ten business days of receipt of the re-licensing file. The lead agency must submit the necessary materials or information to the Regional Licensing Authority within ten business days of receipt of the written notice. A license cannot be issued until all information has been received.

- If approved, a license shall be issued to the applicant no later than ten business days from receipt of the complete re-licensing file.
- If the completed file of materials was received prior to the expiration of the existing license upon approval, the renewal date of licensure shall begin on the day the existing license expires.
- If the submitted application file is not complete at the time the existing license expires, the renewal date of licensure shall be the actual date of approval by the Regional Licensing Authority. No child shall be placed or remain in an unlicensed setting.
- A copy of the license shall be provided by the Regional Licensing Authority to the lead agency for dissemination to the supervising agency or directly to the supervising agency if the agency does not contract with the lead agency. The supervising agency is responsible for sending the license to the family.
- If the supervising agency or Regional Licensing Authority determines that the out-of-home caregivers have not satisfactorily met the standards for continued licensure, the licensing authority shall consult with the regional legal counsel.
- If the Regional Licensing Authority denies the application for re-licensure, the applicant shall be notified within ten business days of the determination, identifying the reasons

for the denial, the statutory authority for the denial and the applicant's right of appeal pursuant to Chapter 120, F.S. The applicant shall be afforded the opportunity to withdraw the application. If the applicant elects to withdraw the application, this must be documented in FSFN.

Incomplete Re-Licensing Assessment

If a re-licensing assessment is incomplete, it might result in:

- Placement disruption for the children and subsequent impact
 - Funding disruption (Title IV-E) as it is tied to legal status and licensed settings
 - Licensing lapse which impacts other areas of licensure (i.e., need for background screening if it results in a break of more than 90 days)
 - Other important deadlines to keep in mind throughout the process that could result in an incomplete licensing packet include:
 - Health inspections which expire one year from the date of a satisfactory result and should be requested 60 days prior to expiration if completed by the local health Department (which include radon testing every five-years)
 - Background screenings which should be completed no more than 90 days prior to the submission of a file and then at the five year re-screening mark for FDLE and FBI unless there is a 90-day break in service as a result of a voluntary closure. Locals and civil records checks are performed annually.
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When a Foster Home Is in Violation of Legal Standards

Some examples of licensing concerns or violations include:

- Negative Case Manager review
 - Negative child exit interview
 - Other licensing concerns, such as refusal of placements or continued requests for removals after placement
 - Foster care referral or abuse reports from the Abuse Hotline
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Unit 6.2: Foster Parent Development

Learning Objectives:

Slide

1. Explain the stages of development and how to evaluate a foster parent to determine what their training needs are.
2. Identify development options available to prepare and support foster parents.
3. Explain the purpose of and steps for developing and using a Professional Development Plan with foster parents.
4. Identify strategies for effective coaching.
5. Explain strategies for best practices in training delivery and development.
6. Identify other training opportunities to which families may be referred.
7. Given a scenario, evaluate a family to determine a family's training needs and select the appropriate training for them.
8. Prepare and deliver a training presentation for foster parents.

Evaluating a Foster Parent's Development Needs

Stages of Development

The Competence Ladder highlights two factors that affect thinking during the learning process:

1. Awareness (consciousness)
2. Competence (skill level)

The stages include:

Stage 1: Unconsciously Unskilled

Stage 2: Consciously Unskilled

Stage 3: Consciously Skilled

Stage 4: Unconsciously Skilled

Unconsciously Unskilled

When people are *Unconsciously Unskilled*, they do not yet know enough about the realities of the job to have realistic expectations of themselves or the experience, and therefore they have not yet consciously begun to understand all that they do not know.

Consciously Unskilled

By this stage, people have a growing understanding of what is required and begin to understand the difficulty of the task and the skills they have to learn. People may lose confidence or even give up. Therefore, it is important to stay positive at this stage.

Consciously Skilled

At this stage, people know that they have acquired the skills and knowledge they need. They put their learning into practice regularly and gain even more confidence as they use their new skills. While they still need to concentrate on performance, these activities become increasingly automatic.

Unconsciously Skilled

At this level, people use their new skills effortlessly, and perform tasks without conscious effort. During this stage, the family functions in a way that best meets the needs of foster children and the system without even having to think about it.

Supporting Foster Parent Development

Activity B:

Licensing Specialist – Development Levels and Needs

Directions:

1. In pairs, you will interview each other and based on the interview, together decide the most appropriate level.
2. Based on the level assigned, together, create a Development Plan that will move you to the next level(s). Discuss the questions that follow.

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- What is your development level?

- What types of development opportunities would be appropriate for you?

- How can supervisors, trainers and others help you meet development needs?

Activity Notes:

Key Elements of a Professional Development Plan

The purpose of a Professional Development Plan should not be to assess performance (as we have plenty of tools for that), but rather it should be to establish long and short-term goals to assist foster parents to improve performance. It should be thought of as a partnership between the agency and the foster parent to increase our capacity to care for children in out-of-home care.

Some key elements include:

- Goals: Short-term and long-term goals with estimated completion dates
- Development Objectives: Linked to mission/goals/objectives and foster parent's development needs
- Training and Development Opportunities: Activities in which the foster parent will pursue with estimated and actual completion dates. These activities may include formal classroom training, web-based training, rotational assignments, shadowing assignments, on-the-job training, self-study programs, and professional conferences/seminars.
- Outcomes: A place to indicate if outcomes were achieved and next steps, if any

Professional Development Plan Process

- **Pre-Planning:** Licensing Specialist and foster parent prepare independently for meeting.
- **Licensing Specialist/Foster Parent Meeting:** Discuss foster parent strengths, areas for improvement, interests, goals, and agency requirements.
- **Prepare Written Plan:** Foster parent, in consultation with Licensing Specialist, completes plan for individual development.
- **Implement Plan:** Foster parent pursues training and development identified in plan while Licensing Specialist provides coaching, mentoring, teachable moments, and helps identify training opportunities.
- **Evaluate Outcomes:** Licensing Specialist and foster parent discuss usefulness of training and development experiences and determine next steps.

Activity C:

A Professional Development Plan for Foster Parents

Directions: Review the Professional Development Plan template. You may customize this for your area. Discuss how you can create a plan.

Foster Parent Development Plan

Foster Parents: Licensing Staff Name Evaluation period:	Date Completed
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This form is intended to assist in identifying the development needs of foster parents. Ideally, the Licensing Specialist will work with the foster parent and use this form as a guide to identify strengths and needs during each licensing cycle or whenever it would be helpful. Together, the Licensing Specialist and foster parent would identify ideas to develop skills, knowledge, and awareness of those areas needing development. Conclude by identifying resources and supports that would help achieve desired outcomes.

The Foster Parent as Part of the Foster Care Team				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
Understanding my role as a member of the child/youth services team and how to work with agency staff and the role of other professionals on the team				
Understanding the reasons for the placement, for maintaining a policy of permanency planning, and for promoting a team approach to family reunification				
Knowledge of policies regarding emergencies, vacation planning, respite care, and record keeping				
Signs and symptoms of neglect, physical abuse, and sexual abuse; how and when, and to whom to report this information; who is mandated to report; and how to support the child or youth in care throughout the assessment process and policies on confidentiality				
How to participate in case planning, staffings, and court proceedings with team members				
Understanding the Quality Parenting Initiative, the importance of foster parent associations and supports, the importance of mutual respect, and equal partnership among team members.				

Fostering Family Connections				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
Family interaction – mentoring and working with birth parents				
Concept of co-parenting				
The importance and maintenance of sibling connections				
Understanding and supporting cultural issues in foster parenting				
Separation and Attachment				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
The potential negative effects of separation for the child/youth and family, and how to help the child/youth handle feelings of sadness, loss, anxiety, and anger				
The importance of reunification and supports for successful permanency planning activities				
How to prepare children/youth for transitions				
How to develop and update life books including how to involve the child/youth in developing the life book				
The Effects of Fostering on the Foster Family				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
How parenting challenging children/youth who have experienced abuse separation and loss can affect both nuclear and extended family members				
How foster parenting can affect parent/child, sibling, marital, or other adult relationships within the family and how to deal with stresses that can potentially affect these relationships				
Identifying the types of children/youth that their family can most effectively				

foster and the types of children/youth who should not be placed with their family				
Foster Care Related Skills				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
Foster parent’s role and responsibility in dependency court, including how to assist in preparing children and how to testify appropriately in court hearings or submit feedback for court				
The principles of behavior modification and how to use positive parenting, time out, shaping of behavior, modeling strategies, extinction, and behavioral charts to manage the behavior of a child/youth with emotional problems				
Health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children/youth				
Basic first aid and CPR techniques for children and youth				
How to assist the child/youth with problems that result from cultural differences at school, in the neighborhood, and with social service providers, and how to advocate for equal access to services and activities for all children/youth				
The signs and symptoms of infants and children exposed to drugs and alcohol; how to advocate for appropriate treatment, strategies to stimulate development and how to deal with the accompanying physical, social, cognitive, and emotional problems				
The potential negative effects of child abuse, neglect, and sexual abuse on development, and how to work with the developmental delay or problems				
Age-appropriate and realistic expectations for children/youth with development problems				

How to access and work with community service providers, including school personnel, mental health worker, and doctors, to obtain needed services for the child				
Legal Issues				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
The legal issues that affect child welfare and foster care practice, including confidentiality, liability, reasonable efforts, reunification, and other statutory and regulatory requirements				
The roles and responsibilities of court personnel, including guardians-ad-litem, Children's Legal Services attorneys, appointed special advocates, defense attorneys, judges and the juvenile court processes				
Working with Children/Youth Who Have Emotional Behavioral Problems				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
The signs and symptoms of depression and suicide in children/youth; how to obtain emergency mental health services; and how to support the child/youth through the crisis intervention process				
Interventions to assist in treatment and management of children/youth with mental health or emotional problems, including discussion of feelings and concerns, problem solving, empathic listening, behavior management, de-escalation, and assault prevention				
Possible reasons a child/youth might lie, steal, or exhibit destructive behavior and effective strategies to deal with these problems				

Caring for Children/Youth Who Have Been Sexually Abused				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
The signs and symptoms of sexual abuse				
Strategies to decrease sexually provocative or acting out behavior in children/youth; how to assist the child/youth with anger, low self-esteem, and guilt				
Ways that a sexually abused child/youth might affect foster family members and how to appropriately intervene in instances of sexual exploration and exploitation between the sexually abused child/youth and other children or youth				
How to reduce family members' vulnerability to allegations of sexual abuse, and strategies to deal with the social and emotional trauma inherent during sexual abuse assessments				
Supporting Normalcy for Children and Youth				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
Advocating for children's participation in extracurricular activities, exploration of the arts, membership in organizations, sports involvement, etc.				
Supporting age and developmentally appropriate activities and socialization with peers				
How to assist youth in accomplishing the appropriate developmental tasks				
Specialized Focus				
Skill/Knowledge	Yes	No	Development Ideas: Training, Coaching/Mentoring	Who Can Help
The signs and symptoms of child/adolescent alcohol and substance abuse				
How to work with teachers, counselors, and other school personnel to assess				

reasons for a child's/youth's school problems or failure and develop a plan for remedial training or tutoring and strategies to help the child at home with school work				
Techniques, including teaching, modeling, coaching, and positively reinforcing to prepare the youth for independent living				
How to recognize when development is delayed or follows abnormal patterns, and the early warning signs of developmental disabilities				

Training

Effective Coaching

- **Build a Relationship:** Trust is key. While the Licensing Specialist's roles as regulator and assessor are extremely important, he/she must also build trust and partnership. Foster parents need to see that he/she truly wants to help them grow...not just assess and regulate.
- **Provide Measurable Goals:** Where are they now? Where do they need to go? Just like in any job performance plan, the Licensing Specialist wants to look at current performance and identify a desired performance. For example, if a foster is struggling with building a relationship with the birth family, identify specific tasks to complete such as sending photos or inviting the birth family to an event.
- **Involve Them in the Process:** For coaching to be successful, the Licensing Specialist needs to get buy-in from the foster parent. They need to see its value. Help them to gain self-awareness and insight into their needs.
- **Challenge Thinking and Assumptions:** Ask open-ended questions, help foster parents search for alternative solutions to problems, and encourage reasonable risk-taking.
- **Support and Encourage:** If Licensing Specialists keep in mind the ultimate reason for everything they do (the child), it is easy to remember that they are partners in learning. Listen to foster parents. Allow time for them to vent without judgment. Remember, they have a very difficult job. Encourage them to make progress, support them in that progress, and recognize their successes.
- **Drive Results:** Licensing Specialists are coaching to help achieve goals.

Effective Training - Becoming an Effective Trainer

Good trainers understand the following main tasks as their responsibility:

- **Prepare:**
 - Know the content
 - Practice
 - Preparation of the training room
- **Know your audience:**
 - **Adult Learning Characteristics:**
 - Adults have accumulated life experiences and prefer practical learning activities that draw upon prior skill knowledge. It is important to acknowledge and respect these characteristics.
 - Most adults learn best by experiencing a blend of activities that promote knowledge acquisition (cognitive), attitudes and beliefs (affective), and practical application (behavioral).
 - Adults have established opinions and belief systems that must be respected.
 - Adults learn at different rates and in different ways.
 - Adults learn best in a democratic, participatory, and collaborative environment.
 - Adults are goal/relevance oriented.
 - Adults want to know what is in it for them. Motivation to learn is key!
 - **Learning Styles:** We retain approximately ten percent of what we see; 30 to 40 percent of what we see and hear; and 90 percent of what we see, hear, and do. Training must appeal to all the learning styles which include: visual, auditory, and kinesthetic.
 - **Visual learners** tend to learn by looking, seeing, viewing, and watching.
 - **Auditory learners** tend to learn by listening, hearing, and speaking.
 - **Kinesthetic learners** tend to learn by experiencing, moving, and doing.
- **Use proven facilitation techniques:**
 - Allow participants to talk and share during a session.
 - Asking questions, in addition to the structured activities and demonstrations, can really help keep a training session interactive. It is a great way to get participants involved and gives the trainer a good barometer of what they are thinking and what questions they may have. It is one of the most powerful tools of a trainer.
 - When asking a question, state it clearly and then be quiet. In fact, wait ten-seconds. This allows people to think, come up with an answer, and the courage to share it with the group. Always offer a smile and encouragement when participants are brave enough to share in a conversation. Then follow-up what they said with affirmation and either acknowledge their statement or gently redirecting to a different point.
 - Illustrate with examples. Through experience, people learn. Trainers will probably have plenty of examples and non-examples to share through their own experience

and that of the foster parents. Remember to always keep confidentiality in mind and share the spotlight.

- Stay on point.
- Keep things moving. It can be challenging to keep the topic on track and manage tangents both when training as well as in the question and answer session at the end. Learn some helpful statements to help bring things back such as, “Let me think about that get back with you after we wrap-it-up”.
- **Be mindful of time:**
 - Beginning sessions at the stated time respects the time of those who made a point to be on time. Ending on time respects everyone’s time.
- **Professional appearance and communication:**
 - Dressing in a manner that elicits respect and leadership assists in establishing professionalism.
 - When selecting clothing, consider that all eyes are on the trainer. Training is a physical activity and there will usually be a fair amount of bending and standing.
 - Using communication that is positive, clear, concise and well-articulated will aid in facilitation of diverse audiences.

Developing Training

Keep the following in mind for all course development:

- **Outcomes and Expectations:** “What do I want them to be able to DO at the end of the day?”
- **Knowledge, Skills, and Attitudes (KSAs):** What are the KSAs that allow them to accomplish the outcomes and expectations?
- **Content:** Select content that is relevant to the audience and supports the goal of competence and confidence. Select activities that will build success.
- **Methodology:** How will participants engage? Individually, small group, team teaching, etc.
 - Types of activities to help adult learners process information include:
 - Role playing
 - Homework
 - Guided imagery
 - Group work

Activity D:
Mini-Lesson

Directions:

1. Select one of the provided articles and develop a five minute training on the article using the outline below. The article titles are:
 - a. *Quality Parenting Initiative*
 - b. *Normalcy-Don't Say No Until You Know*
 - c. *Parenting a Child Who Has Been Sexually Abused*
 - d. *Understanding Birth Parents with Trauma Histories*
 - e. *Understanding Child Welfare and the Courts*
 - f. *Helping Youth Transition to Adulthood*
 - g. *Helping Your Foster Child Transition to Your Adopted Child*
 - h. *Celebrating Holidays with Children You Foster*
 - i. *Grief and Loss for Foster Families*
 - j. *Pregnancy Prevention for Youth in Foster care*

2. Present the article as if you are presenting to a group of foster parents at an upcoming meeting.



- Identify outcomes and expectations.

- Identify knowledge, skills, and attitudes (KSAs).

- Determine content.

- Determine methodology.

- Build a mini-lesson.

Activity Notes:
