



NEW STAFF TRAINING PROGRAM ASSISTANT WEEK 3

Out-of-Home Placement

Trainer Guide – Week 3

Day 7

**Program Assistant Training – Week 3
Day 7**

Standard Room Set-Up (for each day for training)

- Class roster/Sign-in sheets (morning and afternoon)
- Name tents
- White board markers
- Flip chart set ups for small group work (easel, pad, markers)
- Participant Manuals
- PowerPoint Projector/remote
- Computer station with CPU, VCR, DVD, speakers, remotes
- Behaviors on the Path Poster

Poster Set-Up Note: Be sure the following posters are hung for Week 3. They can be found in the Trainer Resources. Use:

- Behaviors on the Path Poster
- Circles of Responsibilities

Handouts by Day of Training

Day 7	Day 8	Day 9
<p>Handout 1 – Behaviors on the Path</p> <p>Handout 2 - Visitation</p>	<p>Handout 1 – Teaching Parenting Skills to Client families</p> <p>Handout 2 – Active parenting of Children</p> <p>Handout 3 – Active Parenting of Teens</p> <p>Handout 4 – Progressive Discipline</p>	

Handout Assembly Instructions:

Days 8 and 9 are Active Parenting days. This is a purchased curriculum and as such, may have handouts specific to the curriculum in addition to the ones set out above.

Trainer Note: Throughout the four weeks training, there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks between exercises during the sessions.

Learning Log: Before beginning the day, have participants spend about three minutes recording a few points they learned from yesterday. Ask for a couple of people to share their thoughts with the class before moving on to the morning’s content.

Trainer Note: The curriculum calls for a guest speaker who is a foster parent, from 11:00-11:45. Trainers need to arrange for a local foster parent. It is recommended that DCFS staff be involved in deciding which foster parent to invite.

Section I: Welcome Back, Introduction & Review

Time: 10 minutes (9:00 –9:10)

Objectives: Participants will

- Review the agenda for the day and week.
- Review material from Week 2.

Materials:

- Sign-In Sheets
- Participant Manuals
- Name Tents – consider coding name tents with stickers or some other visual cue for quick division into small groups

A. Introduction and Review

Welcome participants back for Week 3 of training. Before reviewing what will be covered during this week of training, take a few minutes to review what was covered from the last week of class. Divide the group into three smaller groups. Give each group a day from the previous week to discuss. Ask each person from each group to come up with at least two learning points from their specific day from Week 2. Be sure that each member of each small group contributes so there are no “hogs and logs.” In other words, be sure that everyone gets a chance to speak and share their ideas. After all the groups are finished making their lists, ask each group to

share with the larger group. The trainer should record the list up on up on the flip chart or board.

B. Agenda and Objectives

Briefly go over the agenda and objectives for the week. Today we will cover out-of-home placements, including foster care. On Tuesday and Wednesday this week, we will discuss active parenting.

Before getting into the material for today, ask participants turn their attention to **page 1** in their manuals and look at the objectives for the day. As mentioned previously, today we will learn about out-of-home placements. Later today we will have a guest speaker here to talk about Foster Parenting.

Section II: Separation, Loss, and Grieving

Time: 1 hour and 30 minutes (9:10 – 10:40)

Objectives: Participants will

- Understand the child’s feelings of powerlessness and victimization from the separation experience.
- Understand the grieving process includes the stages of shock, anger, bargaining, depression, and resolution.

Materials:

- Participant Manuals
- Handout 1, Behaviors on the Path
- Markers
- Name Tents
- *Free Willy* DVD

A. Separation Experience

Begin this section of training by discussing with participants how difficult a topic separation and loss is to discuss. Include the following points:

- Separation and loss are emotions that everyone in the room has felt at some time but these feelings are rarely talked about.
- If it is a subject that is not discussed much between adults, it is certainly not discussed with children. Ask participants to take part in the following exercise about separation and loss.

Purpose

This exercise is designed to elicit participants’ feelings about separation.

Materials

The materials required to conduct this exercise are a marker and a name tent for each participant.

Methodology

Transition from the agenda to the exercise with the following explanation:

“We have talked about the difficulty adults have in discussing or talking about our separation experiences. We are going to take a few minutes to practice this skill.”

1. Pass out the name tents. (Participants may already have their name tents at their seats.) Be sure there are a variety of markers on the table. Ask participants to write their names on one side of the name tents.
2. Ask them to write down a few words on the back of the name tent that capture/represent a personal separation experience.
3. The trainer should then begin the exercise by sharing separation experiences from his/her own life, how he/she felt about the experience and why it was considered traumatic. Summarize the experience in a few words on the white board.
4. Solicit a volunteer to introduce himself or herself to the group in the same way. Proceed around the room in this manner writing all contributions on the white board.

Processing

- After every one has shared, point out how some early separation experiences have remained vivid in the minds of the participants, despite the number of years that may have passed.
- Summarize the discussion by pointing out that everyone has experienced separation and that each separation has the potential to be very painful.
- Many factors influence the degree of trauma experienced during the separation. Training will explore some of those factors as the group goes through the module.
- Finally, point out that if grief and loss is difficult for adults to deal with, just imagine how difficult it is for children. This is something PAs must keep in mind when working with children who have been removed from their homes.

B. *Free Willy* Video Presentation

Present a short video clip from the movie *Free Willy*. Find out which members of the group have seen the film. For those that have not seen it, present enough information that the participants

will be familiar with the child's situation. Ask participants to attend to the parent's behavior. Show the clip. Focus on the part where the child has broken the window. After the video, elicit participants' reactions. Use this discussion to move into the factors that influence the level of trauma associated with grief.

C. **The Grieving Process**

Refer participants to the pages 2-6 in the participant manual, "Children's Reactions to Loss: Common Behavior Patterns of the Grieving Process." Explain that there is a body of knowledge collected by people in the helping professions about the process most human beings go through in grieving a loss. The following information is taken from the CWLA information on separation and loss, Dr. Vera Fahlberg, and the Foster/Adopt Pride curriculum.

Adults and children may react differently to losses depending on varying factors that affect the level of trauma as a result of separation. There does appear to be a progression of common reactions and common behaviors that they experience.

The **five stages of the grieving process** are:

- Shock, Denial and Protest
- Bargaining
- Acting Out
- Depression
- Understanding and Coping

Progress through the grieving process means that people move through the 5 stages. But sometimes there is a step forward and a step back along the way. Some people get stuck in a stage for a long time, sometimes forever.

These stages of grief do not happen to everyone in exactly the same order. There is not always a clear beginning or a clear ending to grief work. But most people do go through each of these stages in one way or another.

Remind participants the children they are working with will be somewhere in the grieving process. The birth parents of those children will also be in the grieving process and that process will affect their behavior. While this discussion focuses mostly on the child's behavior, PAs should also be aware of how having their children removed from their home affects the birth parents.

D. The Grieving Process Activity

Purpose

The purpose of this exercise is to enable participants to understand how the theory of grieving is manifested through real behaviors of children.

Materials

The participants will need pages 2-6 in their manuals and Handout 1, “Behaviors on the Path.” The trainer may also wish to refer to the Behaviors on the Path poster.

Methodology

1. Divide the large group into 3-4 smaller groups, depending on size.
2. Assign each small group one of the stages of grieving. Or, if time permits, each group could take all of the stages of grieving.
3. Ask each small group to list behaviors children or adults in that stage of grieving might exhibit. Allow no more than 5 minutes for this assignment. For example, someone who is in the stage of shock might be denying a particular event happened.
4. After each group has finished, ask each one to share with the larger group. The trainer should record the answers on the flip chart or white board.

Processing

If the small group members do not mention the following areas, be sure they are addressed.

1. **Define and provide an example from the *first stage*.**

The *first stage* is **Shock and Denial**. The Foster Pride Curriculum also refers to this stage as Protest. In this initial stage, children and adults try to stop the loss from occurring, or deny that the loss has occurred. Point out to participants the feelings and questions that would be appropriate for this stage from the separation exercise.

Here is an example of how an adult experiencing a loss exhibited shock and denial: An older woman who was hospitalized for some tests was told of her diagnosis of both diabetes and rapidly advancing cancer. The woman was entirely focused on the diagnosis of her diabetes. All she could talk about to her physician and her family was

what diabetes would mean to her love of cooking and her love of sampling her cooking. She seemed to dismiss the issue of her cancer.

When children in family foster care or adoptive placements are in the shock and denial stage they may do a lot of crying—long and loud. Or a child who has been sexually abused may block out the experience and tell no one.

Ask participants what behaviors might be expected of a child or children separated from their parents in foster care who are in the stage of shock and denial stage. Cover the following points: Toddlers can walk around the house looking for their mother, children will deny that they have been physically abused, children will deny that they have been removed by seemingly not reacting to the separation, relating and acting as if they are carefree. This stage is also sometimes referred to as the honeymoon stage. Children may continually ask to go home, children will deny there is anything wrong in their family, or children may turn to a fantasy world where hope still flickers that parents will reclaim them, thinking any day their family will come and take them home.

2. Define and provide an example from the *second stage*.

The second stage in the grieving process is **Bargaining**. Children and adults in this stage feel that they can make a deal and make the situation go away. They feel there must be some atonement, some action they can do to forestall the threat of what is happening. There are often many feelings of guilt connected with the bargaining stage.

An example of bargaining is when someone says, “Please God, if you will get me out of this problem I’ll go to church every Sunday.” Children may bargain with themselves by saying “I’ll be good and you will let me go home” or “I’ll be bad and then you will let me go home.” The assumption on the child’s part is that he or she can control when they go home or that it is their fault they are separated from their caregiver. Generally, children tend to consider whatever issues they are dealing with in their growing up stage as the probable cause of their separation and loss. For example, they were too independent, they did not toilet train, they fought with their siblings, they were too clingy, or they did not meet an expectation of their parent. Children fear that the result of these actions is that they are now separated from the parent.

3. Define and provide an example of the *third stage*.

The third stage is **Acting Out or Anger Turned Outward**. Children and adults in this stage express angry, hostile behaviors. At this stage comes the realization that the loss has occurred, and it cannot be undone. It is very hard for most children to express their anger at separation and placement directly at their parents (although some children do). Birth parents remain the focus of both positive, as well as negative feelings. If children find it hard to express angry feelings towards their birth parents, to whom do they express these feelings? It is much easier to be angry with Family Service Workers, foster parents or adoptive parents than it is the birth parents. The key phrase for you to learn is “It is not personal!” While a child’s anger may be directed at you it is not about you. It is about their situation and their family. Don’t take it personally.

Ask participants if they can provide examples of how children in foster care or adoptive placements might exhibit their anger? Cover the following points:

- Some children can express anger directly and verbally. “I would hit them or kill them if I could. They didn’t want me, I hate them, and I don’t care.”
- Some children express their angry feelings at their foster parents and adoptive parents. “My mother didn’t have enough money and that’s why you have me. It’s not fair. I hate you. You’re just a lousy foster mother (or adoptive mother).”
- Some children express and act out their angry feelings at themselves or other children. They can be hurtful to themselves and other children. Many times children will also seek to do damage to property or animals. **When you see anger, look for the hurt.**

4. Define and provide an example of the *fourth stage*.

The fourth stage is **Depression**. Just as the third stage is based on anger, so is the fourth stage. But the focus of the anger in the fourth stage is turned inward. Anger turned inward is usually referred to as Depression. There is some moving back and forth between these opposite behaviors because they have the same feeling basis.

Children’s depression can be less visible to foster families, teachers, and PAs than is angry behavior. But these feelings are equally important to manage. Many times the signs of depression in children is different from the signs of depression in adults. The symptoms often look like ADHD when in reality, the symptoms are really pointing to depression.

Ask participants if they can identify some of the ways that children in family foster care might exhibit anger turned inward, or depression.

Cover the following points. Ways children in care might exhibit anger turned inward include:

- Excessive fear.
- Lack of interest or ability to engage in the normally expected activities of a child at that stage of development.
- Clingy behaviors.
- Lack of feelings in response to happy or sad experiences.
- Anxious behaviors and nightmares.
- Withdrawal from relating to peers and adults.
- Suicidal gestures, which in younger children may include placing themselves at risk, running into the street, or jumping from high places.
- Substance abuse and sexual promiscuity.
- Poor school performance.
- Poor hygiene and physical appearance, hyperactive behavior.

5. Define and provide an example of the *fifth stage of grieving*.

The fifth stage of grieving is **the Understanding and Coping** stage. It is the beginning of “letting go” of the powerful feelings of grief. People can understand in a more realistic way, according to their age, abilities, and their emotional development, what happened to them and why it happened. When people reach an understanding of their losses, they are able to express (again, depending on their age and abilities), why they feel ashamed, guilty, mad, sad, or glad. Children begin to let go of the “I’m to blame” or “I’m no good” feelings. Coping allows more energy to apply to the tasks of life, and there is a

sense of hope for the future. Children may begin to express more easily both positive and negative things about their parents.

Ask participants if they can identify other indicators that children have an understanding of their losses and are able to cope with them. Cover the following points:

- Children start to express more hope for the future.
- They have more successes in their tasks of learning and managing behavior and feelings.
- Children learn how to cope with painful feelings. They learn that it is okay to have mad, bad, and sad feelings, but there are “okay” and “not okay” ways to express the feelings.

Helping children cope with losses is probably one of the most challenging and most rewarding experiences of being a PA. Participants need to be aware of all of the stages of grief in order to help children with the grieving process.

Section III: Rights of Foster Parents, Foster Children, and Biological Parents

Time: 45 minutes (11:00 – 11:45)

Objectives: Participants will

- Be familiar with the rights of foster children, biological parents, and foster parents.

Materials:

- Participant Manuals
- Flip Chart
- *White Oleander* Video Clip

A. Rights and Responsibilities of Foster Parents – Presentation by Foster Parent Guest Speaker

Ideally there will be a foster parent guest speaker who can address how Pas and foster parents can work well together. There is also material on **pages 7-8** in the participant manual, related to rights and responsibilities of foster parents.

LUNCH

Learning Log:

Before beginning the afternoon, have participants spend about three minutes recording a few points they learned from the morning's content. Ask for a couple of people to share with the class before moving on to the afternoon's content.

Section III: Rights of Foster Parents, Foster Children, and Biological Parents (Continued)

Time: 1 hour (1:00 – 2:00)

B. Rights of Children in Foster Care

Begin this section of training by asking the participants the following question: “Do kids in foster care have rights? If so, what are they?” The trainer should write the list of answers on the flip chart or white board in the front of the room.

Conduct the following exercise, which will use an approximately 10 minute clip from the **movie, *White Oleander***. Select scene 4, where the mother is being arrested and taken away by authorities. Stop the clip after Uncle Ray leaves the daughter alone while she is sitting outside of her new foster home thinking.

Purpose

The purpose of this exercise is to help participants understand the rights and feelings of children in foster care.

Materials

This exercise requires the *White Oleander* DVD and the participant manual.

Methodology

1. Tell participants that they are going to watch a short clip. As they watch the video, they should think about how the child's rights are violated.
2. Start the movie.
3. At the end, ask participants to share what they thought/felt as they watched. Make notes on the white board of issues, feelings and thoughts.

Processing:

The following is summary of the clip: This clip shows the daughter waiting for her mother to return after being arrested. DCFS and police come to take her away – to put her in a safe place. She tells them she is waiting for her mother to return and they tell her that her mother will not be returning for a while. She has 15 minutes to collect her things. The girl is driven to the foster home. There has been no pre-visit. She has been given a quick introduction to the foster family, a quick tour of the home, and been asked if she has accepted Jesus. She is sitting outside thinking when “Uncle Ray” comes home. She is shocked to find out that this man that she just met knows her mother is serving time for killing her boyfriend. He comments, “Well those things happen.”

After viewing the clip, ask the participants the following questions:

1. Do abused and neglected and/or dependent children usually want to leave their homes?
2. Ask participants what they thought about the way the worker told the child that she was coming into care?
3. Where is this child in the process of grieving? Shock.
4. What life style changes, value conflicts or differences, and rules changes are likely? There may be possible class differences. What about this child’s religious orientation and or training? She has been an only child. How might she feel about sharing a room?
5. Ask participants to reflect back to the scene where they are driving out to the foster home? Ask: [“What might you have done to prepare this child for the new home? What could you do to make this situation less traumatic for the child?”](#)
 - As a trainer, emphasize the total lack of preparation this child receives – there is no plan, there is no pre-placement, there is minimal explanation of what is going on.
 - Ask the group to **list** things they could have done to help this child get ready for the placement – tell her the names of the foster parent and the children there; tell her about the community; tell her about the school (all of which assumes the worker is familiar with the foster family, the community and the school).

Conclude this section of the training by asking participants to turn to **page 9** in their manuals. Discuss the rights of children in foster care.

C. Rights of Birth/Legal Parents

Now that we have discussed the rights of the child who goes into foster care, we must also look at the rights of the birth and legal parents. They also have rights, and they should be involved as much as possible. Ask participants to turn to **page 10** in their manuals. Discuss the points listed on page 14 and encourage participants to include birth and legal parents as much as they can. A large part of parents being included in their child's life is through visitation, which leads to the next section of training.

Section IV: Visitation

Time: 50 minutes (2:10 – 3:00)

Objectives: Participants will

- Understand how to structure parent/child visitation to promote reunification.

Materials:

- Participant Manuals
- Handout 2, Visitation in a Box

A. Visit in a Box

Ask participants to consider how they would prepare the parent for visitation. Conduct a brainstorming exercise with participants generating suggestions. Do not edit the suggestions at this time; just write them on the board. Then, discuss the suggestions and get feedback from group members.

Ask participants if they have had an opportunity to observe a visit. Ask them to comment on their experiences. Make note of positive things mentioned and of concerning issues. If the participants have not had this experience, share from your personal background with parent/child visitation. Remind participants that many parents may not know how to play with their children or may feel very shy interacting with their children while being supervised. PAs may want to have a "Visit in a Box." The box may contain items such as the ones below. Give participants the Handout 2, which contains ideas and samples of items that may be used. **NOTE:** These are items that are appropriate for a wide range of developmental ages. Parents may want to narrow the range in the box to fit their own child.

Plastic Box (clear)	Crayons	Markers
Paper	Misc. art supplies	Cotton balls
Lotion	Powder	Chutes and Ladder
Candy Land	Checkers	Nerf Ball
Bubbles	Playing Cards	Go Fish
Dice	Tape Measure	Music
Fingernail polish	Hand Mirror	Life Books
Fun Pads		

It is important for PAs to realize they may have to model the behavior for parents.

B. Roles during Visitation

During visitation, visit supervisors will have certain tasks they will have to perform, as will parents, during visitation. Ask participants to turn to **page 11** in their manuals to review the role of Visit Supervisors and Parent Education concerning visitation. Visit supervisors will in a sense set the tone for a visit by ensuring child safety and monitoring parent-child interaction. They must also help parents understand their role during visitation. For example, visit supervisors will need to inform parents what things they can and cannot bring to visits, discuss safety measures, and help to create a safe environment for the visit, both emotionally and physically. Even though there is much preparation that goes into making a visit go smoothly, there may be times when it does not. This could cause both the child and parent to go through the stages of grief and loss all over again.

C. Stages of Grief and Loss Related to Foster Care and Visitation

Ask participants to turn to **page 12** in their participant manuals. As mentioned previously, visitation can cause both the parent and the child to experience the stages of grief all over again. A visit may go perfectly well, but having to end a visit might cause feelings anger or depression that should be dealt with in order to move forward. There may be other times when the feelings of grief are manifested during the visit at the parent, child, or PA. Again, it is important to encourage everyone to deal with their feelings so that the focus can be placed on working toward case goals and family reunification.

Section V: Transitional Youth Services

Time: 50 minutes (3:10 – 4:00)

Objectives: Participants will

- Understand basic policy about Transitional Youth Services.

Materials:

- Participant Manuals

A. Preparing Children for Independence

Ask participants to turn to **page 13** in their manuals to learn about the Transitional Youth Services. If a child is 14 years or older, and the goal is not reunification, they must be prepared for living independently when they get out of foster care. Review the areas listed on page 17. Ask participants to turn to their **Supplemental Resources** in the back of their binders. Ask them to review pages **53-57**. There they will find resources they can use to help teach housecleaning and budgeting. Although these are not requirements, they are helpful tools.

B. Home Care Skills Activity

Ask participants to take part in the activity on **page 14** in their manuals.

Purpose

The purpose of this activity is to help participants learn how to teach home care skills to clients.

Materials

Participants will need page 18 in their manuals. They may also want to refer to pages 53-57 in their Supplemental Resources.

Methodology

1. Following the instructions on page 18, divide the group into 3-4 smaller groups, depending on class size.

2. Ask each group to take one of the three topics listed at the top of page 18 (budgeting, safety/house cleaning, shopping/food preparation).
3. Ask each group to discuss the skills used in teaching their particular topic to clients.
4. Next, ask each group to plan a role play to demonstrate these skills to other groups in the class.

Processing

During the discussion, the trainer should bring attention back to pages 53-57 in the Supplemental Resources section of the binder. Remind participants that the tools found there can be very helpful when teaching clients new skills for independence.

If time permits, ask each participant to write down 1-2 learning points from the day's content. When everyone has finished writing down their learning points, ask everyone to share at least one thing they learned from the day with the larger group. If there are no questions after everyone has shared, dismiss for the day.



Training Academy

NEW STAFF TRAINING PROGRAM ASSISTANT WEEK 3

Active Parenting

Trainer Guide

Day 8

Program Assistant Training – Week 3

Day 8

Standard Room Set-Up (for each day for training)

Class roster/Sign-in sheets (morning and afternoon)
Name tents
White board markers
Flip chart set ups for small group work (easel, pad, markers)
Participant Manuals
PowerPoint Projector/remote
Computer station with CPU, VCR, DVD, speakers, remotes

Trainer Note: Throughout the four weeks training, there will need to be breaks. The times have not been specifically designated. Trainers should take naturally occurring breaks between exercises during the sessions.

TRAINING CAVEAT AND INSTRUCTIONS: Active Parenting is a purchased curriculum. It may only be taught by trainers who have been certified by the Active Parenting program. MidSOUTH has purchased the Instructor materials (Instructor Manuals, DVDs, overheads, etc) from Active parenting. Participant materials must be purchased for each class. Trainers or site support staff need to order the materials from Cindy Taylor. Her number is: 501-682-8549 and her e-mail address is cindy.l.taylor@arkansas.gov

MidSOUTH has developed some bridging materials to supplement the Active Parenting Curriculum. So, materials participants receive are a combination of Active Parenting materials and other resource materials. An assembly guide for the participant materials is included on the following pages. MidSOUTH will only maintain materials developed by MidSOUTH on its website. **Other materials for this day are maintained at the Little Rock site.** If any other site besides Little Rock runs this curriculum, please contact Little Rock support staff to get a copy of the most current version of materials.

All Active Parenting materials go into the Pocket Folder (see materials below).

Materials:

- Active Parenting Curriculum & DVDs (purchased)
- Handouts
- Pocket folder (to put materials in)
- Sign-In Sheets
- Participant Manuals (Should be copied on pink paper)
- Name Tents – consider coding name tents with stickers or some other visual cue for quick division into small groups
- Poster-Circles of Responsibility
- Parenting Resources Binder

To assemble the Participant Manuals:

1. Copy the Participant Manuals on pink paper (materials can be copied front and back sides). Materials that are designated as MidSOUTH documents are in the Participant Manual-Day 8.
2. Assemble the Participant Manual in this order:
 - Active Parenting of Children Agenda (developed by MidSOUTH)
 - When You Thought I Wasn't Looking (Active Parenting material _ LR site folder)
 - Learning Styles: Understanding & Identifying Auditory, Visual and Kinesthetic Style (Active Parenting material _ LR site folder)
 - Children Need Encouragement Like Plants Need Water (Active Parenting material _ LR site folder)
 - Raising Children (Active Parenting material _ LR site folder) – Two pages covering infant through school age children
 - Active Parenting Practice Teaching: Homework Day 1 – two pages with second page titled Active Parenting Lesson Plan (MidSOUTH material)

To assemble the Handouts:

- Copy on yellow paper and placed in the pocket folder.
- Handout 1-Teaching Parenting Skills to Client Families (Note-taking) – MidSOUTH
- Handout 2-What's Your Learning Style (University of South Dakota _ LR site folder)
- Handout 3-Active Parenting of Children (Note-taking) form - MidSOUTH
- Handout 4-Acting Parenting of Teens (Note-taking) - MidSOUTH
- Handout 5-What's Your Parenting Style (Active Parenting material _ LR site folder)
- Handout 6-Progressive Discipline (Active Parenting material _ LR site folder)

- Handout 7-Circles of Responsibilities (Outward Bound, Inc. _ LR site folder)
- Handout 8-General Parenting Guidelines, Teaching Children to Follow Directions, Time-Out as a Discipline Technique, Time-In (Center for Effective Parenting _ LR site folder):
(Combined as one Handout)
- Handout 9_Web Links for Parents and Parent Educators

Note: Trainers may elect to provide additional handouts on this say. Since these are not part of the formal curriculum, they are not included in this material nor are they maintained as part of the curriculum.

Learning Log: Before beginning the day, have participants spend about three minutes recording a few points they learned from yesterday. Ask for a couple of people to share their thoughts or what they wrote with the class before moving on to the trainer guide for the Active Parenting Curriculum.

Trainer Notes:

The class composition for Days 8 and 9 may be different from the rest of the PA training since there may be people who come only for this section. There is optional icebreaker material in the Trainer Resource titled **People Bingo**. This game can be used for the purposes of introducing new people into the group and a “Getting to Know You” exercise.

There is a homework assignment at the end of Day 8 which is designed to reinforce the day’s learning objectives and to give participants the opportunity to practice teaching a skill. The instructions for the exercise are on last 2 pages in the participant manual.

There is also a packet of materials for participants that contains resource information from a variety of sources. Unless this material was developed by MidSOUTH, it is in the Little Rock Site folder. If it was developed by MidSOUTH, it is on the MidSOUTH web under the tab Participant Materials.

At some point during the training, the trainer should pass around the Parenting Resources Binder. This is a collection of information from a variety of sources. Participants should make a list of the copies (if any) of any materials they would like to receive. The Administrative Assistant should make these copies for participants to have before the end of the day. Because the materials in this binder change frequently, they are not on the MidSOUTH webpage. If this training is offered at a site other than Little Rock, the trainer will need to get the most current material from the Little Rock site.



Training Academy

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Active Parenting

Trainer Guide

Day 9

Program Assistant Training – Week 3

Day 9

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Materials:

- Active Parenting Curriculum & DVDs:
 - Teen Development and Brain Issues (DVD 1, Session 2)
 - Styles of Parenting (DVD 1, Sessions 4-6)
 - Polite Requests (DVD 3, Session 3)
 - “I” Messages (DVD 3, Session 3)
 - Firm Reminders (DVD 3, Session 3)
 - Logical Consequences (DVD 3, Sessions 4-6)
- Sign-In Sheets
- Participant Manuals (Should be copied on blue paper)
- Name Tents – consider coding name tents with stickers or some other visual cue for quick division into small groups
- Poster – Circles of Responsibility

To assemble the Participant Manuals:

1. Copy the Participant Manuals on blue paper (materials can be copied front and back sides). Materials that are designated as MidSOUTH documents are in the Participant Manual-Day 9 folder.
2. Assemble the Participant Manual in this order:
 - Active Parenting of Teens Agenda (MidSOUTH)
 - The Purpose of Parenting (Active Parenting material _LR site folder)
 - Why Discipline and Punishment Are Not the Same (Foster/Adopt Pride _LR site folder)
 - Five Goals of Teen Behavior (Active Parenting material _LR site folder)
 - Responsibility and Discipline (Active Parenting material _LR site folder)
 - Guidelines for Logical Consequences (Active Parenting material _LR site folder)
 - Active Parenting: Categories of Logical Consequences (Active Parenting material _LR site folder)
 - To Teach is To Learn Twice (Active Parenting material _LR site folder)

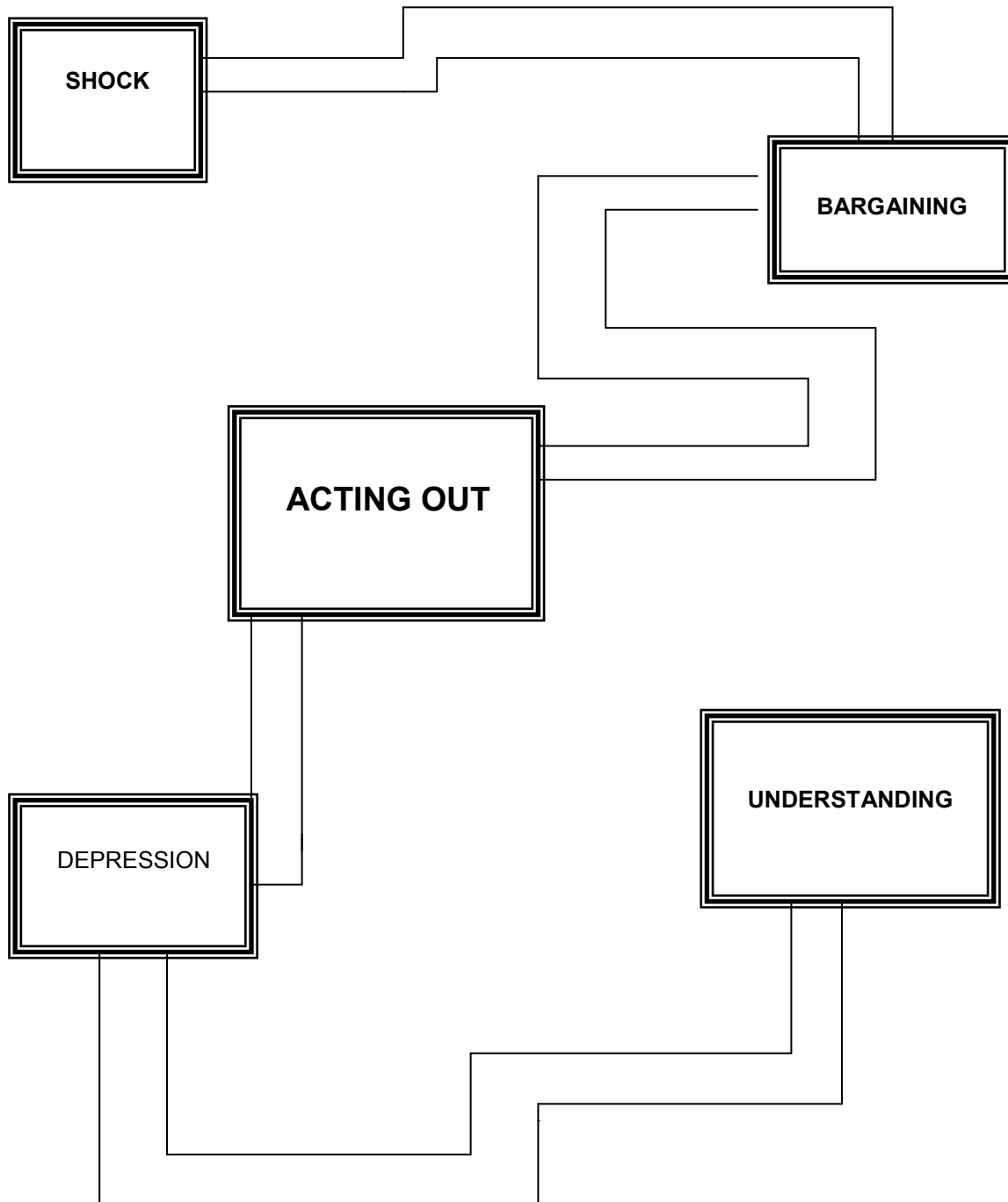
Note: Trainers may elect to provide additional handouts on this say. Since these are not part of the formal curriculum, they are not included in this material nor are they maintained as part of the curriculum.

All of the materials should be placed in a pocket folder inside the PA binder, rather than in the PA binder itself.

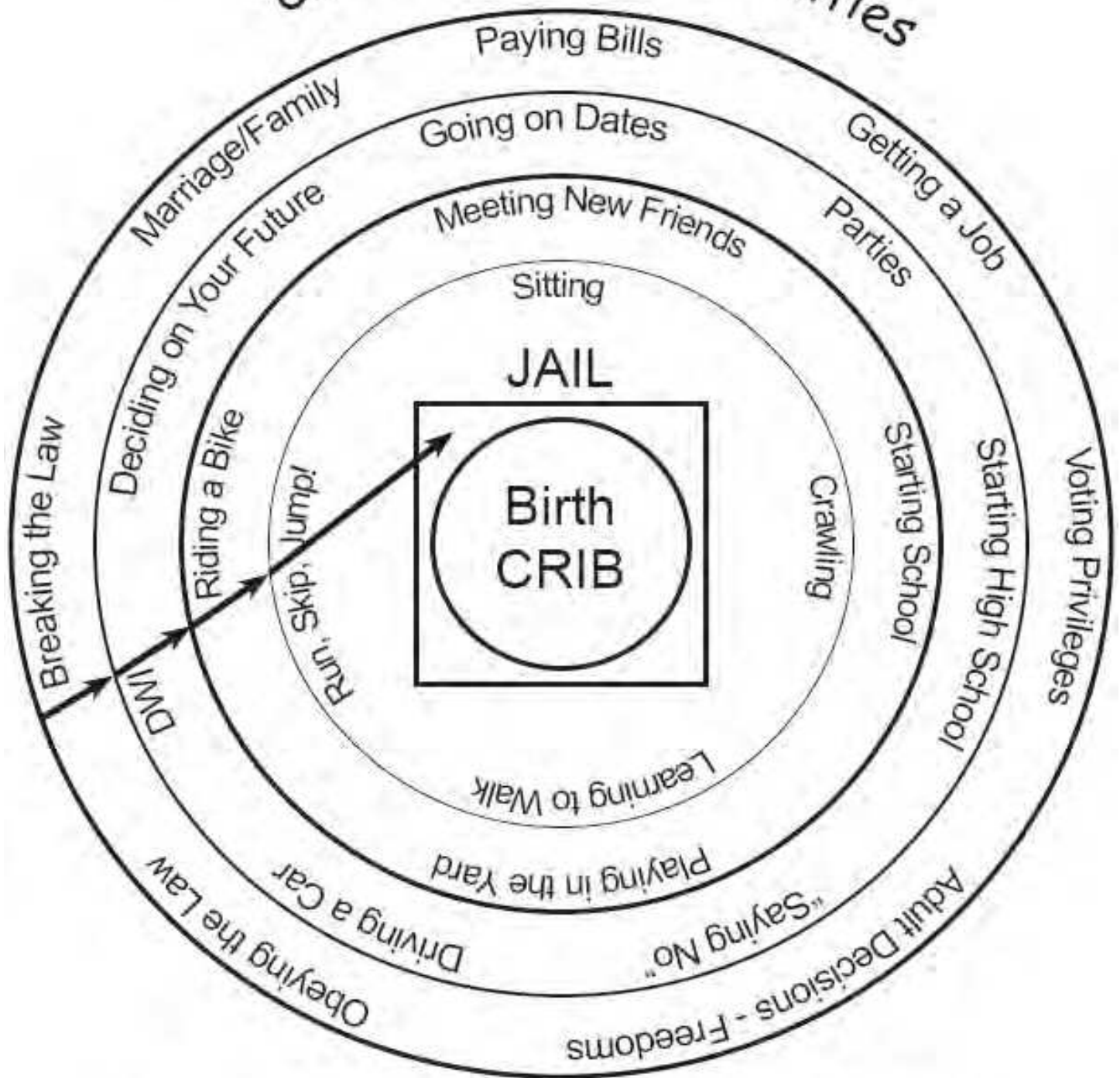
Learning Log: Before beginning the day, have participants spend about three minutes recording a few points they learned from yesterday. Ask for a couple of people to share their thoughts or what they wrote with the class before moving on to the trainer guide for the Active Parenting Curriculum.

BEHAVIORS ON THE "PATH"

Make a list of behaviors that a child who has been separated from his or her parents might engage in at each stage on the "path."

















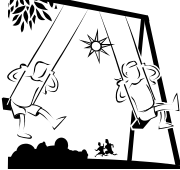



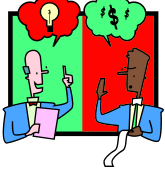






Circles of Responsibilities



"There is no freedom without responsibility"

PEOPLE BINGO

(Find someone who...)

<p>HAS A SENSE OF HUMOR</p> 	<p>LIKES TO FISH</p> 	<p>LISTENS TO CLASSICAL MUSIC</p> 	<p>LIKES TO EAT SUSHI</p> 	<p>HAS TRAVELED OVERSEAS</p> 
<p>HAS A DEGREE IN SOMETHING BESIDES SOCIAL WORK</p> 	<p>LIKES TO READ NOVELS</p> 	<p>HAS A "GREEN" THUMB</p> 	<p>COMES FROM A "BLENDED" FAMILY</p> 	<p>HAS ATTENDED A PRIVATE SCHOOL</p> 
<p>SPEAKS A FOREIGN LANGUAGE</p> 	<p>IS A 1ST BORN CHILD</p> 	<p>BELIEVES THAT NO FAMILY IS HOPELESS</p> 	<p>HAS A COLLECTION OF SOME KIND</p> 	<p>ENJOYS CHILDREN</p> 
<p>IS AN ATHLETE</p> 	<p>LIKES TO EAT CHITLINS</p> 	<p>HAS AT LEAST <u>3</u> SIBLINGS</p> 	<p>IS ASSERTIVE</p> 	<p>WRITES IN A JOURNAL</p> 
<p>PLAYS A STRINGED INSTRUMENT</p> 	<p>IS A GOOD COOK</p> 	<p>ENJOYS CAMPING</p> 	<p>BELONGS TO A WORTHWHILE ORGANIZATION</p> 	<p>IS ARTISTIC</p> 

NEW STAFF TRAINING PROGRAM ASSISTANT

Participant Manual

Days 7-9

**(Days 8 and 9 are Active Parenting
Curriculum)**

SEPARATION, PLACEMENT, AND PERMANENCY ISSUES FOR CHILDREN IN FOSTER CARE AGENDA

- I. Welcome
- II. Separation, Loss, and Grieving
- III. Types of Placement
- IV. Rights of Foster Parents, Foster Children, and Biological Parents
- V. Visitation
- VI. Transitional Youth Services
- VII. Home-Care Skills
 - A. Budgeting
 - B. Environmental Safety
 - C. Housecleaning / Shopping / Food Preparation

OBJECTIVES

At the completion of the training, Program Assistants will:

- Understand the child's feelings of powerlessness and victimization from the separation experience.
- Understand the grieving process includes the stages of shock, anger, bargaining, depression, and resolution.
- Be familiar with the various types of placements for foster children.
- Be familiar with the rights of foster children, biological parents, and foster parents.
- Understand how to structure parent/child visitation to promote reunification.
- Understand basic policy regarding Transitional Youth Services.
- Develop skill in teaching home-care skills to client families.

CHILDREN'S REACTIONS TO LOSS: Common Behavior Patterns of the Grieving Process

SHOCK/DENIAL

General Description of Stage

- The person appears **compliant and disconnected** from the event, as if the loss were of little significance. The person may be stunned, robot-like, "shell shocked."
- The person may **deny the event** and/or **the feelings accompanying the event**. There is little emotional expression.

Behavioral Expressions in Separated Children

- The child often seems **indifferent** in affect and behavior.
- The child may **not show an emotional reaction** to the move.
- The child may appear to make a **good adjustment** for a period of time, often referred to as the "honeymoon period."
- The child may go through the motions of normal daily activity but shows **little commitment or conviction**.
- The child may be unusually quiet, compliant, or eager to please. In retrospect, the child's behavior may appear passive and emotionally detached or numbed.
- The child may **deny the loss**, and make statements such as "I'm not staying here. Mommy will get me soon."

Diagnostic Implications

- Caseworkers, foster parents, and parents may **misinterpret** the child's compliant and unemotional behavior, believing the child "did fine...it was an easy move." When a child is thought to have handled a move without distress, later behavioral signs are often not recognized as separation trauma and part of the grieving process.
- Children who have not developed strong attachments to their parents or caregivers may not display an emotional reaction to the move at all.
- The absence of an emotional response by children in placement, beyond the short time period of the "shock" phase, should be **of considerable concern** to the caseworker and foster parent, as it may indicate underlying emotional disturbance.

ANGER OR PROTEST

General Description of Stage

- The loss can no longer be denied. The **first emotional response is anger**.
- Anger may be **directionless or directed** at a person, or object, thought to be responsible for the loss.
- **Guilt, blaming others, and recriminations** are common.

Behavioral Expressions in Separated Children

The child may:

- Be **oppositional** and hypersensitive.
- Display **tantrum** behaviors and **emotional, angry outbursts**.
- **Withdraw, sulk, or pout**, and refuse to participate in social activities.
- Be **crabby and grouchy, hard to satisfy**.
- Exhibit **aggressive, rough behavior** with other children.
- **Break toys** or objects, **lie, steal, and exhibit other antisocial behaviors**.
- **Refuse to comply** with request
- Make comparisons between his/her own home and the foster home, and his/her own home is preferred.
- Display **sleeping or eating disturbances**; may not talk.

Diagnostic Implications

- The child's oppositional behavior may be **disruptive** to the foster caregivers.
- Confrontations between the caregivers and the child may lead to a **struggle for control**.
- The child may be inappropriately diagnosed as "severely behaviorally handicapped," or "emotionally disturbed," and may be punished for misbehavior.
- Caregivers can be more supportive, and helpful, in redirecting the child's feelings if the behavior can be **properly identified as part of the grief process**.

BARGAINING

General Description of Stage

- Behavior during this stage is often an **attempt to regain control**, and to prevent the finality of the loss.
- The person may **resolve to do better** from now on.
- The person may try to “bargain” with whomever is thought to have the power to change the situation.
- The child may believe that a certain way of behaving or thinking will serve to prevent the finality of the loss.

Behavioral Expressions in Separated Children

- The child may be eager to please and will make **promises to be good**.
- The child may try to **undo what he/she feels he/she has done** to precipitate the placement.
- The child may believe that **behaving or thinking in a certain way will bring about reconciliation**. These behaviors may become **ritualized**, which may be the child’s attempt to formalize his/her “good behavior” and assure its consistency.
- The child may try to **negotiate agreements** with the foster caregiver or the caseworker, and may offer to do certain things, in exchange for a promise that he/she will be allowed to return home.
- The child may appear **moralistic** in his/her beliefs and behavior; these behaviors often are a defense against failure in upholding his/her end of the “bargain.”

Diagnostic Implications

- The child’s behaviors represent a **desperate attempt to control the environment** and to **defend against feelings of emotional turmoil**.
- In reality, there is little chance of the child’s behaviors producing the desired results or reunification.
- The worker who understands this stage can **provide needed support** when the child realizes the ineffectiveness of the bargaining strategy and begins to experience the full emotional impact of the loss.

DEPRESSION

General Description of Stage

- This stage is characterized by **expressions of despair and futility**, listlessness, with or without extraordinary episodes of fear and panic, withdrawal, and a generalized lack of interest in people, surroundings, or activities. The individual often cannot be comforted.

Behavioral Expressions in Separated Children

- The child appears to have **lost hope** and experiences the full impact of the loss.
- **Social and emotional withdrawal** and failure to respond to other people are common.
- The child may be **touchy**, “out of sorts,” may **cry with little provocation**.
- The child may display signs of **anxiety** and be easily frightened.
- **Activities are mechanical**, without direction, investment, or apparent interest.
- The child may be **distractible**, have a **short attention span**, and be **unable to concentrate**.
- **Regressive behaviors** are common, such as thumb sucking, toilet accidents, and baby talk.
- **Generalized emotional distress** may be exhibited in both emotional and **physical symptoms**, particularly in young children. These include whimpering, crying, rocking, head banging, refusal to eat, excessive sleeping, digestive disorders, and susceptibility to colds, flu, and other illnesses.
- This is a **critical period** in the child’s relationship with the parent. Once the child has completed the grieving, it will be extremely difficult to reestablish the parent/child relationship.
- There may be a **lapse of time** between the separation and the onset of depression.
- Foster caregivers may feel **frustrated and helpless** by their inability to comfort, or help the child.
- The worker who recognizes the child’s depression as part of the grief process will be **more able to provide support**, or to increase visitation to prevent the child from emotionally detaching from the parent.

RESOLUTION

General Description of the Stage

- Symptoms of **depression and distress abate**. The person begins to respond to people around him/her in a more normal manner.
- The person begins to **invest emotional energy** in the present, or in planning the future, and less in thinking about the past.
- The final stage of grieving ends when the person returns to an active life in the present.

Behavioral Expression in Separated Children

- The child begins to develop **stronger attachments in the new home**, and tries to establish a place for himself/herself in the family structure.
- The child may begin to **identify himself/herself as part of the new family**, and will demonstrate stronger emotional attachments to family members.
- The intensity of **emotional distress decreases**, and the child can once again experience pleasure in the normal childhood play and activities.
- **Goal-directed** activities reoccur. The child's play and activities become more focused and playful. The child is better able to concentrate.
- **Emotional reactions** to stressful situations **diminish** as the child becomes more secure in the new environment.

Diagnostic Implications

- Behaviors suggesting resolution are **generally positive** signs, if the case plan includes permanent separation of the child from his/her family.
- It is **inappropriate and harmful** for the child to resolve the loss of his/her family, however, **if the case plan includes reunification**.

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RIGHTS OF FOSTER PARENTS

- To have at least 30 hours pre-service training and at least 15 hours continuing education a year;
- To be provided sufficient information about the child and his/her family situation to make an informed decision about their ability to care for him/her;
- To be involved as a team member in placement activities, treatment planning, staffings, and court proceedings;
- To have a clear understanding of their role and roles of other team members in achieving the case goals;
- To be provided appropriate reimbursement or other financial benefits for services provided to foster children;
- To continue their own family patterns and routines;
- To family privacy;
- To request the removal of the child from their home, with notice;
- To contest the removal of a child from their home if the removal is without cause;
- To be promptly informed by the Division of any complaint against their home or any problem that affects their approved status;
- To have access to a grievance procedure;
- To be kept informed by the Division of programs, services, and policies that relate to foster care.

RESPONSIBILITIES OF FOSTER PARENTS

- Cooperating with the Division in arranging for routine medical and dental care, as well as ensuring the child receives appropriate care during any illness; accompanying the child on all medical appointments and monitoring the child's intake of medication;
- Maintaining a record of health and health care, especially immunization records, via Medical passport;
- Keeping a scrapbook for the foster child to record developmental progress as well as regular and special events in the child's life;
- Speaking positively of the child's natural family;
- Maintaining absolute confidentiality of the private information about the child or his/her birth/legal parents;
- Supporting the case plan, including the visitation, and helping the child feel comfortable with the plan;
- Providing reasonable opportunity for mail/phone contact and visits with parents, guardians, and siblings;
- Maintaining open communication with all team members;
- Notifying the Division through contact with the Family Service Worker of any pertinent conditions, problems, or major family changes;
- Providing the child with opportunities for recreational activities, and for participation in family, school, and community activities;
- Providing information to the Family Service Worker that will be useful in treatment planning and participating in staffings and court hearings;
- Assisting in preparing the child and showing support for any move that must be made.

RIGHTS OF CHILDREN IN FOSTER CARE

- To be placed in a foster home or other substitute care facility that can best serve his/her needs and is the least restrictive alternative;
- To be placed in the closest practical proximity to his or her birth/legal parent(s);
- To not be denied or delayed placement solely on the basis of race, color, or national origin;
- To have regular visits with his or her birth/legal parent(s), siblings, and others with whom he/she has a significant relationship (unless restricted by court order);
- To receive honest information regarding all decisions affecting him/her. How these decisions are explained would be determined by the age and other pertinent factors;
- To receive the basic rights inherent to all children as outlined above;
- To participate in his/her treatment planning, conferences, and staffings, etc. when appropriate to the child's age and ability;
- To return home at the earliest possible time, or to be legally freed to form new family ties with relatives or adoptive parents;
- The current Medical Passport and all other essential medical information shall be provided to any youth in foster care who are residing independently. The youth shall be assisted in maintaining access to health care.

RIGHTS OF BIRTH/LEGAL PARENTS

- To services to prevent placement;
- To be informed of the reasons for removal;
- To legal representation;
- To non-judgmental, non-critical understanding;
- To be acknowledged as the parent and to share in the child's life;
- To help select the child's placement;
- To regular visitation;
- To know what rights they retain while the child is in care;
- To know what must happen to have the child returned;
- To reunification services;
- To have cooperation from all team members toward achievement of the case plan;
- To have the child returned when court and agency conditions have been met;
- To assist in developing the case plan.

ROLES OF VISIT SUPERVISORS

- Assist parents with visit planning
- Ensure child safety and limit setting
- Make sure rules of visitation are followed
- Monitor parent-child interaction
- Model appropriate interaction with child & educate parents on parenting techniques
- Learn more about the family
- Assess levels of attachment and bonding
- Point out family strengths and give positive feedback
- Develop relationships and build trust with parents
- Facilitate age-appropriate activities
- Process visit with parents, child, and foster parents, deal with emotional fallout after the visit
- Document interaction or the lack of during the visit
- Clean up service after the visit, or sometimes before

PARENT EDUCATION

- Don't assume parents have already received important visit information.
- Clearly explain importance and purpose of visits. Parents need to plan for and fully participate in the visits. Let them know what is expected.
- Explain your role as visit supervisor.
- Develop rules and guidelines **specifically for each family** with parent participation.
- Rules may include: advance notification of visit cancellation, timeliness, who will be allowed to attend visits.
- Specify for all visitors the subjects which shall not be discussed when children are present (such as sexual abuse allegations, negative comments about foster parents, pressing child for location information, or any other information that may be upsetting or harmful for the child).
- Discuss child safety measures such as remaining in sight of visit supervisor.
- Provide schedule information: time, frequency, length, location and transportation options. Provide a monthly calendar for all parties.
- Provide visit information in written form so that parents are able to refer to it as needed. May add other helpful information such as parenting tips.
- Let parents know what they may bring to visits such as food, clothing, favorite toys, games, a camera, etc. & discuss appropriate visit activities.
- Discuss emotional aspects of visits for parents and children.
- Ask parents to refrain from discussing case specifics or compliance during visits.

STAGES OF GRIEF AND LOSS RELATED TO FOSTER CARE AND VISITATION

Shock:

Parent: reluctance to accept situation, may not be interested in visiting.

Child: reluctance to talk about parents or past.

Denial:

Parent: deny any problems, blame the agency and others, and refuse to take responsibility for situation "it's not my fault."

Child: act as if nothing has happened, appear happy and unaffected.

Anger:

Parent: may say angry things about foster parents, hostile to staff during visits, unable to focus on child during visit.

Child: may become aggressive toward foster parents, siblings and others, may say things about parents they do not mean.

Depression:

Parent: not show up for visits, may show up under the influence of drugs or alcohol, may lose hope.

Child: disturbance in eating or sleeping patterns, isolating and not interacting with others.

Acceptance:

Parent: willing to work with agency and foster parents, ready to deal with problems and work toward case goals.

Child: more involved with family of origin during visits, may become more interactive with foster family.

Each person needs to move through these stages to begin to progress and heal. Often, people move back and forth through the stages until reaching acceptance and resolution. The time it takes to move through these stages is different for each person. If a person becomes stuck in a stage, development and progress toward case goals and family reunification can be delayed indefinitely.

Adapted from: 1988 Center for Development of Human Services; New York State Child Welfare Training Institute; Buffalo State College.

PREPARING CHILDREN FOR INDEPENDENCE

Each child in DHS custody, age 14 or older, for whom the **goal is not reunification** shall be provided the opportunity to develop skills that will enable them to live independently and to have the opportunity to be actively involved in planning for his/her future. These skills include:

- ✓ Health care;
- ✓ Securing and maintaining housing;
- ✓ Purchasing and preparing food;
- ✓ Managing money;
- ✓ Purchasing and caring for clothes;
- ✓ Securing transportation;
- ✓ Obtaining and maintaining employment; and
- ✓ Accessing community resources.

To learn these life skills, youth ages 14 or older will be referred to the Transitional Services Coordinator (TSC).

The instruction will address not only these skills, but will also address discussions about reasons the child is in care, the child's plans for leaving care, and strategies for maintaining relationships with family and social support systems.

Each foster child, aged fourteen or older, will be assessed every six months to determine his/her progress toward acquiring independent living skills. DCFS shall provide any service identified as necessary to help the child achieve the goal of independence.

Each foster parent caring for a child fourteen or older and each family service worker responsible for a child fourteen or older shall receive training in helping children achieve independence.

Food for Thought

*How might **you** help facilitate a youth's journey to independence?*

HOME CARE SKILLS

- Budgeting
- Safety/House Cleaning
- Shopping/Food Preparation

- 1) Each group takes one topic.
- 2) Discuss skills used in teaching topic to clients.
- 3) Plan a role play to demonstrate these techniques to the other groups.

ACTIVE PARENTING OF CHILDREN

Agenda – Day 8

- I. Introduction
- II. Teaching Parenting to Clients
- III. 1, 2, 3, 4 Parents Video Series
- IV. Ages and Stages
- V. Every Day a Little Play
- VI. Preventing Problems – “When/Then” Rule
- VII. A.C.T. for Effective Parenting
- VIII. Bedtime Rituals
- IX. Encouraging Positive Behavior
(Choices and Consequences)
- X. Teaching Self Care to Parents
- XI. Homework Assignment

OBJECTIVES

At the completion of this training the participants will:

- Learn and demonstrate basic teaching skills which include: understanding the principles of adult learning, setting the tone, engaging the audience, presenting the content, and receiving feedback on the presentation.
- Learn the following concepts from the **1, 2, 3, 4 ACTIVE PARENTING** curriculum: Ages & Stages; Every Day a Little Play; “When/Then” Rule; A.C.T. Method for Effective Parenting; Bedtime Rituals; Encouraging Positive Behavior; and Teaching Self-Care to Parents.
- Prepare a 3-5 minute lesson, incorporating the principles of teaching into this lesson, and present this material to a group of their peers. They will receive feedback on their presentations from both their peers and their instructors.

ACTIVE PARENTING PRACTICE TEACHING HOMEWORK FOR DAY 1



Think of a family you have been working with or have had some interaction with while you have been in your role as Program Assistant.

What is one area of parenting you have observed that could be improved in this family?

Some examples might be, parent's ability to speak to the child on their level, parent's ability to set limits for child's safety, parent's ability to use bedtime rituals, parent's ability to play with their child appropriately, or parent's ability to nurture their child.

These are parenting skills caregivers need for both young children and adolescents.

In this training we will ask each participant to prepare a very short lesson to share with your small group or the larger group if you wish. We will do this the morning of the second day of Active Parenting Training.

TO DO THIS ASSIGNMENT:

- 1. Identify a topic you want to teach.**
- 2. Look through all your resource materials to see if there is anything that addresses this topic.**
- 3. Prepare a 3-5 minute lesson or way of presenting/educating the family you are working with. (Consider learning styles)**
- 4. Present a lesson to a small group of your peers or to the larger group if you wish.**
- 5. Have fun!**



Active Parenting Lesson Plan

Topic: _____

Objective: _____

Time Frame: _____

Materials: _____

Presentation Steps:

- 1.
- 2.
- 3.
- 4.
- 5.

Practice Opportunity: _____

Homework: _____

Feedback: _____

***Reminders: Tailor each lesson to the needs of the participant. Remember to account for different learning styles. Build in time in the lesson for participants to practice the new skill. Be sure to include a short homework assignment so students may practice outside of class. Have fun, because if students are having fun in class, they are learning too!

ACTIVE PARENTING OF TEENS

Agenda – Day 9

- I. Welcome Back
- II. Homework: Teaching Presentations
- III. Teen Development
- IV. Parenting Styles
- V. Communication and Responsibility
- VI. Basic and Advanced Discipline Techniques
- VII. “I” Messages
- VIII. Goals of Teen Behavior
- IX. Ten Prevention Strategies
- X. Conclusion

OBJECTIVES

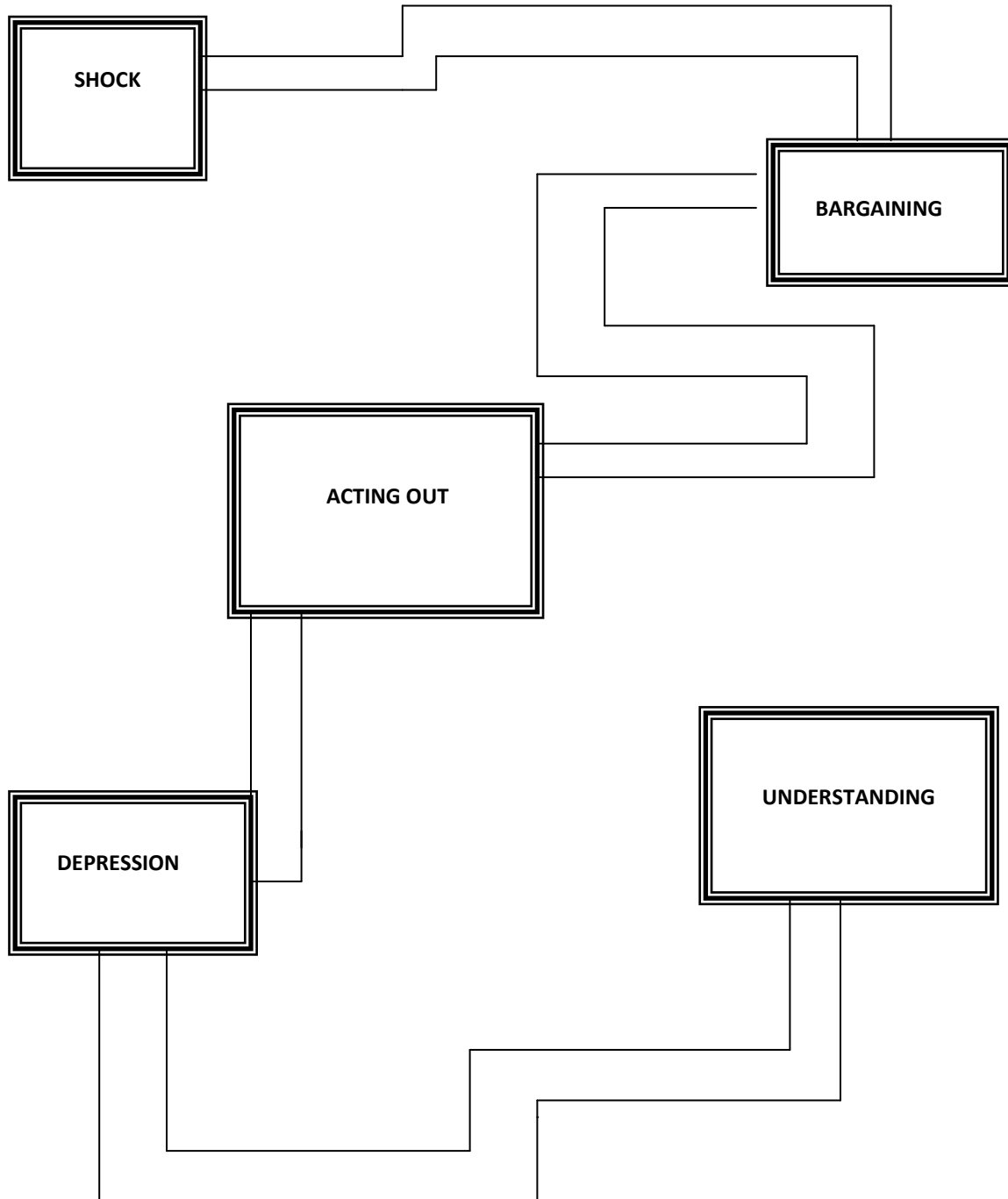
During this training the participants will:

- Complete a parenting style questionnaire to evaluate their styles of parenting.
- Review the following concepts from the *ACTIVE PARENTING OF TEENS* curriculum: Teen Development, Parenting Styles, Five Steps to Active Communication, Basic and Advanced Discipline Techniques, “I” Messages, Five Goals of Teen Behavior, and Ten Prevention Strategies.
- Apply their understanding of logical consequences to various parenting scenarios.
- Learn the steps to progressive discipline (basic and advanced discipline techniques) and discuss how these strategies may be taught to client families.

Handout 1 (Day 7)

BEHAVIORS ON THE "PATH"

Make a list of behaviors that a child who has been separated from his or her parents might engage in at each stage on the "path."



Handout 2 (Day 7)

VISIT IN A BOX



Handout 2 (Day 7)

MONTH: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Handout 2 (Day 7)

GUIDELINES FOR PARENT/CHILD VISITS

Please attend all visits or give advanced notice (24 hours) if you can't attend.

Please be on time for all visits.

Please watch your children closely so they will be safe during visits.

Please use respectful language at visits.

Please do not discuss anything with your children that may be upsetting or harmful.

Please do not make promises you can't keep, to your children.

Please be prepared to actively engage your children. This might include playing games, reading, rocking, or singing with your children.

Please use this time to have a positive experience with your children. Praise them for things they are doing right.

The following people are allowed to visit the children during parent/child visitation:

- 1.
- 2.
- 3.
- 4.

I agree to all of the visitation guidelines stated above:

Parent/Caregiver(s)

Visit Supervisor

Date

Handout 2 (Day 7)

FAMILY VISIT OBSERVATION FORM

Date of visit: _____ Case Name: _____

Visit location _____

Children Involved in Visit: _____

Visiting Adult: _____ Relationship: _____

Visiting Adult on Time? _____ Time Visit Started: _____ Ended: _____ Visit Cancelled? _____
Explanation: _____

Describe Child's Behavior Prior to Visit: _____

Describe Initial Greeting Between Adult and Child: _____

Activities Observed During Visit: _____

Strengths Observed During Visit: _____

Transition Activities to End Visit: _____

Reactions to End of Visit and Separation by:
Visiting Adult: _____
Children: _____

Comments regarding Visitation: _____

Concerns Noted During Visit: _____

Next Scheduled Visit: _____

Visit Supervisor Signature: _____ Visit Supervisor Signature: _____

Handout 1 (Day 8)

**TEACHING PARENTING SKILLS TO CLIENT FAMILIES
NOTES**

I. Introduction

II. Challenges/Barriers

-
-
-

III. Worst/Best Teacher Exercise – Small Groups

- Qualities of the best teachers
1. 2. 3. 4. 5.

IV. Basic Teaching Tips

- Most adults read at a __ grade level.
- Is there a history of maltreatment?
- Readiness to learn? Stress levels? Are basic needs being met?
- Learning styles (p. 2)

Auditory -

- 1.
- 2.
- 3.

Visual -

- 1.
- 2.
- 3.

Kinesthetic -

- 1.
- 2.
- 3.

- Adult learners – What’s in this for me? Reality-based and skill-based; brain-friendly concepts (color, action, emotion, connections, etc.)

KEY: Tailor lessons to meet the individual needs of each learner.

- First Session – Setting the Ground Rules
1. 2. 3. 4. 5.

V. Presentation Skills – 3 P’s

- A. Preparation – review materials thoroughly, take notes, plan agenda, develop teaching strategies, prepare visual aids.
- B. Presentation - _____ presentation, _____ practice (Skill demonstrations) and feedback; include **homework** assignments
- C. Post-Session – Ask the client for feedback; how can I do better next time?

VI. Summary – (Key Learning Points)

- 1.
- 2.
- 3.

Handout 2 (Day 8)

ACTIVE PARENTING OF CHILDREN

<u>Ages</u>	<u>Stages</u>	<u>Child's Job</u>	<u>Parent's Job</u>
1			
2			
3			
4			

List four advantages for understanding the ages and stages of development:

- 1.
- 2.
- 3.
- 4.

PARENTING STYLES

- 1.
- 2.
- 3.

EVERY DAY A LITTLE PLAY

List two benefits of playing with your child.

- 1.
- 2.

ROUTINES

- 1.
- 2.
- 3.

DISCIPLINE Prevention Tips:

- 1.
- 2.

WHEN/THEN RULE

Example: When _____, then _____

A.C.T. RULE

A: _____ the child's wishes (or feelings).

Example:

C: _____ the rule or limit.

Example:

T: _____ a positive choice.

Example:

TIPS FOR MAKING RULES

1. Set only the rules you really _____.
2. Give only _____ rule at a time.
3. Try to leave the _____ out of the rule.
4. Say the rule in a _____ way.
5. Say it like you _____ it.
6. Be _____ with enforcing rule.
7. When your child remembers the rule, _____ her!

CHOICES/CONSEQUENCES

Example: "Either _____ or _____. You decide."

TIPS FOR MAKING CONSEQUENCES

1. Consequences should make _____.
2. Tone of voice is _____ and calm.
3. Give only choices and _____ you can live with.
4. Give the choice _____ time and then act.

ENCOURAGEMENT

We build children up when we:

- 1.
- 2.
- 3.

SELF-CARE TECHNIQUES

- 1.
- 2.
- 3.
- 4.

TIME FOR REFLECTION

What are three things I have learned from this DVD series that will help me in my work with parents?

- 1.
- 2.
- 3.

Handout 3 (Day 8)

ACTIVE PARENTING OF TEENS

Four Tasks of Teen Development (p. 5)

- 1.
- 2.
- 3.
- 4.

Teenage Brain (p.6)

- 1.
- 2.
- 3.

Parenting Styles (pp.16-19)

1. (the dictator)
2. (the doormat)
3. (the active parent)

Graphic:

The Problem-Handling Model (p.43)

Five Steps of Active Communication (p.51)

- 1.
- 2.
- 3.
- 4.
- 5.

Responsibility Means: (p.74) *Responsibility= C_____+C_____*

- 1.
- 2.
- 3.

Basic Discipline Techniques (p. 80)

- 1.
- 2.
- 3.

"I" MESSAGE

Example: I have a problem with _____.
I feel _____ because _____.
I would like _____.

Advanced Discipline Methods (p. 85)

Examples:

1. Natural Consequences-
2. Logical Consequences-
 - a. Either/Or-
 - b. When/Then-

Logical Consequences Guidelines (p. 88)

Adapted from *Active Parenting of Teens*, Active Parenting Publishers, Inc. 2009

Video Practice (p. 108)

The FLAC Method (p.95)

- F-
- L-
- A
- C-

Think-Feel-Do Cycle (p.115)

Turning Discouragement into Encouragement (p.122)

Discouragers

Encouragers

1. Focus on weaknesses-----
2. Expect the worst-----
3. Expect too much-----
4. Overprotect/pamper-----

Five Goals of Teen Behavior (pp.133-149)

Positive Approach

Goal

Negative Approach

_____	1.	_____
_____	2.	_____
_____	3.	_____
_____	4.	_____
_____	5.	_____

Ten Prevention Strategies

- p. 169 1. Be a positive _____ and teacher of values.
- p. 175 2. Educate teens about the risks of _____, _____ & _____.
- p. 180 3. Filter OUT the _____ and IN the _____ influences.
- p. 186 4. Establish clear _____ for behavior.
- p. 199 5. Monitor and _____ teen behavior.
- p. 201 6. Work with other _____.
- p. 202 7. Provide _____ opportunities for _____.
- p. 203 8. Consult with _____ about how to _____ peer pressure.
- p. 210 9. Identify and _____ high-risk _____.
- p. 219 10. Calmly manage a _____, should one occur.

Adapted from *Active Parenting of Teens*, Active Parenting Publishers, Inc. 2009

Handout 4 (Day 8)

PROGRESSIVE DISCIPLINE

The goal of discipline is to teach responsibility.

Responsibility = Choices + Consequences

Prevention Tips: Avoid laying down the law, anticipate problems, and make each situation win-win for both of you.

1. **Polite Request:** *"Honey, could you please put your dishes in the sink after mealtime?"*
2. **"I" Messages:** "When you _____, I feel _____ because _____. I would like you to _____."

Example: "When you leave your dishes on the table, I get frustrated because I feel you can help clean up after mealtime. I would like you to put your dishes in the sink."

3. **Firm Directions:** *"Dishes in sink, tonight."*
4. **Natural/Logical Consequences:** *"Either you bring your dishes to the sink or you can wash them yourself." OR "When you bring your dishes to the sink, then you may go outside and play."*
5. **Problem-Solving Family Discussions:**
Ground Rules:
 1. Everyone has an equal voice.
 2. Everyone may share what (s)he thinks and feels about each issue.
 3. Decisions are made by consensus.
 4. All decisions are in effect until the next meeting.
 5. Some decisions are reserved for the parents to make.

6 Step Process:

1. Define the problem.
2. Share thoughts and feelings.
3. Generate solutions.
4. Arrive at solution through discussion.
5. Put plan into action.
6. Reevaluate decision.

Source: Active Parenting curriculum by Michael Popkin