



Center for Development of Human Services Research Foundation of SUNY • Buffalo State College
...strengthening human services through training, organizational development, technology, and evaluation...

July 27, 2010

Dear Staff Development Coordinators, Homefinders, and Training Directors:

Recent surveys have shown that some 85% of foster parents access the Internet at least once a week, and more and more frequently adult learners have been turning to the Internet to enrich their personal lives, acquire new information and insights, and learn new skills. The feedback from the foster/adoptive parents who have taken advantage of CDHS Foster/Adoptive Parent Training Project offerings has been consistently excellent—they enjoy the classes, talking with each other, and the fact that they are learning new techniques and skills.

This fall term we will continue to offer training using *iLinc*, a distance-learning platform that uses the Internet to connect instructors and learners. We do not see this approach as a replacement for direct training, but instead as a supplemental method available to interested and technologically enabled participants. These workshop offerings will be “synchronous,” meaning that the instructor and learners will all be online at the same time.

Please forward the attached announcement to any foster/adoptive parents that you wish to participate in the online training. They will be able to register online at the CDHS Foster/Adoptive Parent Training Project Website address.

If you have any questions about this offering, please feel free to e-mail me at JereW@bsc-cdhs.org or call me at (518) 435-1825.

Sincerely,

Jere Wrightsman, Director
Foster/Adoptive Parent Training Institute

Training Announcement

Live on the Internet: Online Training Courses for Foster/Adoptive Parents

Fall 2010



Sponsored by the
New York State Office of Children and Family Services

Through a training and administrative services agreement with the
Research Foundation of SUNY Buffalo State College
Center for Development of Human Services



With online training, students receive instruction through their computer and participate in all classes and activities from their home or office at a time that is convenient for them. Foster/adoptive parents can now take advantage of online training offerings in which many key benefits of traditional face-to-face instruction are available to both instructor and students. In this virtual classroom made possible by *iLinc* software, students can listen to and speak with a live instructor, electronically “raise their hands,” and pose questions to the instructor or other participants. Text chat and other student feedback tools are also available.

What do I need in order to participate?

In order to participate in online training offerings, interested students must have all of the following:

- PC with *Microsoft Windows* or *Vista* installed
- For *Macintosh* computer users, *iLinc* tech support is available on a limited basis by dialing (800) 799-4510 for direct assistance from the software vendor
- High speed Internet access
- Headset with microphone (or computer speakers and a microphone)
- *iLinc* software (provided free of charge to registered participants)

What kinds of classes are offered?

Because they have been so well-received in the past years, now an array of over forty classes of interest to foster/adoptive parents is being offered online. These include the three foundation-level classes, four classes that cover developmental disabilities, a nine-part kinship foster parent support group, and about a dozen other offerings. Generally, most classes are offered at least once during the day and once during the evening. The schedule of available times and dates for each course offering are included along with the course descriptions in this catalog.

How do I register?

Registration online is quick and simple. For more information, additional resources, and/or to register for one or more courses, visit our Web site:

<http://www.bsc-cdhs.org/fosterparenttraining/>

It is important to note that when two or more persons who use the same computer are registering for a class online, each participant must use a *separate* e-mail address. (Additional e-mail addresses are usually available free or for a very nominal fee from most Internet providers.)

Once you have registered for a class, you will be provided with a New York State Office of Children and Family Services account and password, along with free installation of *LearnLinc*, the *iLinc* client software package used for the training. All students are required to join an online orientation meeting before the course begins, and if the *iLinc* software has **not** been previously installed on their computer they can download the software during this pre-class session. During the online meeting (which lasts approximately 20 minutes) you will have the opportunity to become familiar with the various software functions and have any questions about its use answered.

How will I know when I am officially registered?

Upon registration you will receive an e-mail confirmation stating the title of the training event, as well as the date(s) for which you are registered.

How will I get my training materials?

Downloadable training materials are available on the CDHS Foster/Adoptive Parent Resource Center Web link (<http://www.bsc-cdhs.org/fosterparenttraining/>) or will be sent to training participants at their home address in advance of the start date. If you are a foster parent taking a class from your home computer, please be sure to supply us with your full home address during registration. The address entered must be your full street address and *cannot* be P.O. Box #, since the carrier used for delivery (UPS) will not make deliveries to post office boxes. **The UPS carrier does not leave packages that are unsigned for and will make only three delivery attempts before returning materials to the sender.**

Is there a class cancellation policy?

Yes—and there are three important things to keep in mind with regard to cancellations:

1. If it becomes necessary to withdraw from a training offering for which you are registered, you must notify CDHS Registration Services by e-mail as soon as possible at registrationservices@bsc-cdhs.org or cancel your registration by phone at **(716) 876-7600** (8 a.m. – 4 p.m.). Except for unforeseen emergencies, cancellations should be made at least three (3) business days before the scheduled event.
2. The primary contact person/agency representative indicated on your registration application will be called if training is cancelled due to low enrollment, and the contact person is responsible for notifying participants.
3. Every effort is made to offer all training events as they appear in our training calendar; however, CDHS reserves the right to cancel any training event for which there is insufficient enrollment.

What if I have any other questions?

For further technical information or support, students may contact ilinc technical support staff at this toll-free phone number: **1 (800) 810-1349** any time before a class offering. Our technical support staff will be happy to assist you with the set-up and/or testing of headsets, microphones, and speakers and will be able to answer any other technical questions you may have.

To access the *iLinc* virtual classroom training site, go to our new website:

<http://ilinc.ocfs.state.ny.us>

If you have used the site previously you may notice that this new site has been updated, but all the established *iLinc* functions still remain basically the same.

What do I have to do in order to get credit for attending an online course?

Evidence of a working microphone is needed in order to be counted as a participant and receive credit for attendance at an online course offering. If you cannot get into the session or if your equipment is not functioning by a maximum of 30 minutes into the start of a course you will not be counted in attendance for that offering, and you will not receive credit for the course session.

Will I get a certificate after I complete an online course?

When all course requirements have been met, a *Certificate of Completion* is sent to all participants who have completed a course. If for some reason you do not receive your *Certificate of Completion* through your e-mail account after you have completed an online course, or if you lose your certificate after you receive it, you can contact CDHS Registration Services staff to request a duplicate: registrationservices@bsc-cdhs.org

The person designated as the agency primary contact person will also receive a copy of the *Certificate of Completion*. Be sure and enter the agency contact person's email address. This is usually the training coordinator for your agency. If you are unsure whose name to enter, call your agency and inquire.

***iLinc* Orientation Session**

This mandatory orientation to the *iLinc* virtual classroom must be completed by all new *iLinc* users before they can register for and attend any other online course offerings. This orientation session lasts approximately 45 minutes and provides participants with an opportunity to make sure that their equipment is functioning properly before they start a class. The demonstration of the student palette and tools is designed to enable them to make the most of their online learning experience as well as to provide them with the technical vocabulary that they will need in order to communicate with instructors and technical support staff.

Instructor: Judith Williamson

Choose one session only:

Wednesday, August 25, 2010	7:00 p.m. – 8:00 p.m.
Wednesday, September 1, 2010	7:00 p.m. – 8:00 p.m.
Wednesday, September 8, 2010	7:00 p.m. – 8:00 p.m.
Wednesday, October 13, 2010	7:00 p.m. – 8:00 p.m.
Wednesday, November 10, 2010	7:00 p.m. – 8:00 p.m.

Foster/Adoptive Parent Foundation Classes

We will offer two classes that provide certified foster parents with foundation information and skills required to work in partnership to achieve safety, well-being, and permanency for the children in their care.

FC2: The Ages and Stages of Development

Instructor: Wendy Neilson

Tuesday, September 14, 2010 7:00 p.m. – 9:00 p.m. (191182)

This class provides foster parents with a key tool, the *Child Development Guide*, and the information necessary to identify the presence or absence of significant skills and abilities at each age and stage of child development, to report important observations to the caseworker and other service providers, and to select and use activities that will support a child's optimal development.

By the end of this class, participants will be able to:

- Recognize the specific skills and abilities characteristic of each age and stage of child development.
- Recognize possible indicators of unmet developmental needs or delays that require further assessment.
- Use the *Child Development Guide* to support the healthy development of the children in their care.

FC3: Supporting Attachment

Instructor: Wendy Neilson

Thursday, October 7, 2010 7:00 p.m. – 9:00 p.m. (191183)

This class uses the Cycle of Attachment model to help foster parents understand the foundation process of children's emotional development and health. The behavioral clues that identify healthy attachments are highlighted. Foster parents learn how to select and use parenting behaviors that support emotional security and attachment in children, as well as how to identify behaviors that may signal unmet needs related to attachment.

By the end of this class, participants will be able to:

- Explain the meaning of the term *attachment*.
- Identify “red flag” behaviors that may signal unmet needs related to attachment.
- Choose to help a child build and maintain attachments to her birth family.
- Select and use parenting behaviors that will maintain and support a child's attachment to his birth family and his foster family.

Developmental Disabilities Classes

This five-part series is intended for foster/adoptive parents who are raising children with developmental disabilities and who have already taken the Internet course *Ages and Stages of Development* (or, alternatively, the *COMPASS Session 3: Promoting Child Development* module through in-person delivery) or who are already knowledgeable about child development. Since each part builds on the previous one, these offerings must be taken in sequence. Each training session lasts two hours and each session is offered once during the day and once in the evening so that participants can choose a time that is convenient for them. (**Note:** The *Glossary of Terms*, *Child Development Guide*, and *Resource Guide* will be mailed to registered participants before classes begin, and participants will be able to download additional handouts from <http://www.bsc-cdhs.org/fosterparenttraining/>

DD1: Introduction to Developmental Disabilities

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, September 23, 2010 7:00 p.m. – 9:00 p.m. (191252)

– OR –

Tuesday, November 30, 2010 10:00 a.m. – 12:00 p.m. (191253)

– OR –

Class 1 presents a general view of developmental disabilities as defined by the New York State Office of Mental Retardation and Developmental Disabilities.

By the end of this class, participants will be able to:

- Use the *Child Development Guide* to identify developmental “red flags.”

- Define the five categories of developmental disabilities: mental retardation, cerebral palsy, autism, epilepsy, and neurological impairments (including the most common neurological impairments found in children in care: attention deficit disorder, attention deficit hyperactivity disorder, and learning disabilities).
- Appreciate the importance of early detection and diagnosis, classification, and services access.

DD2: Services for Children with Developmental Disabilities

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, September 30, 2010 7:00 p.m. – 9:00 p.m. (191256)

– OR –

Tuesday, December 7, 2010 10:00 a.m. – 12:00 p.m. (191258)

Class 2 introduces the services community involved with children with developmental disabilities and addresses the importance of the advocacy role with regard to accessing needed services in a timely and effective manner.

By the end of this class, participants will be able to:

- Identify sources of national, state, and local level services provided for children with developmental disabilities.
- Demonstrate familiarity with a glossary of terms and acronyms used in the field of developmental disabilities.

DD3: Parenting a Child with Autism

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, October 14, 2010 7:00 p.m. – 9:00 p.m. (191260)

– OR –

Tuesday, December 14, 2010 10:00 a.m. – 12:00 p.m. (191259)

Class 5 introduces important information for those parenting children with autism. According to AutismSpeaks, autism occurs in one out of 110 births. For those in foster care with autism, early diagnosis and treatment is paramount. Foster parents need to be able to recognize the signs and symptoms of autism to ensure this early diagnosis of very young children. They also need to ways to manage homelife with a child who has autism.

By the end of this class, participants will be able to:

- define autism;
- discuss its possible causes;
- recognize the diagnosis;
- prepare to consult and work with professionals;
- list intervention strategies and practical ways to move forward after diagnosis.

DD4: Foster/Adoptive Parents as Effective Advocates

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, October 28, 2010 7:00 p.m. – 9:00 p.m. (191254)

– OR –

Tuesday, December 21, 2010 10:00 a.m. – 12:00 p.m. (191255)

Foster/adoptive parents may find themselves in the position of having to advocate for children with diagnosed or suspected developmental disabilities. As they confront multiple service agencies as part of their role as advocates for the children in their care, such interactions can sometimes be intimidating and frustrating. In class 3, participants will acquire a better understanding of their individual negotiating styles. They will also be exposed to a model that will allow them to explore and refine their own negotiating skills as they practice using them in scenarios involving typical interactions with service providers.

By the end of this class, participants will be able to:

- Appreciate the importance of the advocacy role with regard to accessing services in a timely and effective fashion.
- Identify the key qualities of an effective advocate.
- Differentiate between *aggressive*, *passive aggressive*, and *assertive* behaviors used during services advocacy.
- Practice using assertive responses as a way to enhance their advocacy role.

DD5: Raising Children with Developmental Disabilities: The Impact on Family Life

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, November 18, 2010 7:00 p.m. – 9:00 p.m. (191517)

– OR –

Tuesday, December 28, 2010 10:00 a.m. – 12:00 p.m. (191518)

Class 4 addresses the challenges of raising a child with developmental disabilities. Family relations, the many ways that caretakers and any other children in the family are affected, and the heightened levels of stress that the entire family often experiences are discussed in depth, and the importance of effective family stress management and networking are addressed.

By the end of the class, participants will be able to:

- Identify the additional sources of stress often associated with the care of children with developmental disabilities.
- Recognize signs of stress in themselves and in other family members.
- Utilize stress management techniques that can help lower family stress levels.
- Appreciate the importance of networking with other families raising children with developmental disabilities.

Kinship Foster Parent Support Group: Caring for Our Own

Caring for Our Own (CFOO) is a nine-meeting, educational support group for kinship foster parents. Participants learn how to help the children in their care to better manage their behaviors, receive parenting tips, and are introduced to strategies that can help them to develop effective relationships with birth parents and agency/county staff. They benefit from receiving helpful knowledge, understanding, and support from the other kinship foster parents and learn that they are not alone in taking on the responsibilities of kinship foster parenting.

This offering is intended for and available to **only** those individuals who are currently providing foster care for one or more children to whom they are related or with whom they have close family ties. In order that they will be in a position to receive the maximum benefit from this offering, **it is strongly recommended that kinship foster parents register for and attend all nine meetings.**

CFOO Meeting 1: Introduction to CFOO Kinship Foster Parent Support Group

Instructor: Wendy Neilson

Monday, September 13, 2010 7:00 p.m. – 9:00 p.m. (191185)

This meeting provides an opportunity for kinship caregivers and the trainer to get acquainted with each other and share a little about personal kinship experiences.

CFOO Meeting 2: Assessing the Impact of the Children Living in My Home

Instructor: Wendy Neilson

Monday, September 20, 2010 7:00 p.m. – 9:00 p.m. (191186)

This meeting provides the participants with an opportunity to assess the immediate impact of having children live in their homes. It will also assist kinship foster parents in assessing their ability to meet the present needs of the children in their care.

CFOO Meeting 3: Looking at My Role in Achieving Permanency

Instructor: Wendy Neilson

Monday, September 27, 2010 7:00 p.m. – 9:00 p.m. (191187)

This meeting provides kinship foster parents with an overview of reunification and adoption and identifies ways in which they can support permanency planning (children leaving foster care). It will also continue to provide participants with the opportunity to assess the strengths and needs of the members of their immediate household and of their extended family members.

CFOO Meeting 4:

Assessing the Strengths and Needs of the Children in My Care

Instructor: Wendy Neilson

Monday, October 4, 2010 7:00 p.m. – 9:00 p.m. (191188)

This meeting helps kinship foster parents begin to focus on the needs of the children living in their homes and to identify the types of services they need to access to ensure stability in the children's overall growth and development.

CFOO Meeting 5:

Building on the Strengths and Meeting the Needs of the Children in My Care

Instructor: Wendy Neilson

Monday, October 18, 2010 7:00 p.m. – 9:00 p.m. (191189)

This meeting continues to help kinship foster parents examine the behaviors of the children living in their homes, to identify methods of managing the behaviors, and to identify and access needed services.

CFOO Meeting 6:

Preparing Children and Youth for the Future

Instructor: Wendy Neilson

Monday, November 1, 2010 7:00 p.m. – 9:00 p.m. (191190)

This meeting assists kinship foster parents in understanding their role and responsibilities in the education of the children in their care and in preparing youth for independent living.

CFOO Meeting 7:

Understanding the Issues of Birth Parents

Instructor: Wendy Neilson

Monday, November 15, 2010 7:00 p.m. – 9:00 p.m. (191191)

This meeting provides an opportunity for kinship foster parents to examine the challenges birth parents face. Participants will gain a better understanding of birth parent issues and how those issues interplay with the kinship foster parent's own issues. The nature of drug addiction in birth parents and how the addiction affects their ability to provide children with permanency (help their children leave foster care) will be explained and explored.

CFOO Meeting 8:

Working with Birth Parents to Achieve Permanency for Their Children

Instructor: Wendy Neilson

Monday, November 22, 2010 7:00 p.m. – 9:00 p.m. (191192)

This meeting examines how kinship foster parents can redefine their relationship with birth parents in order to ensure children's physical safety and emotional well-being and support birth parents' efforts to achieve permanency (help their children leave foster care).

CFOO Meeting 9:

Networking and Moving Ahead

Instructor: Wendy Neilson

Monday, November 29, 2010 7:00 p.m. – 9:00 p.m. (191193)

This meeting provides kinship foster parents with the opportunity to complete their assessment of their ability to meet long-term needs of the children in their care. Participants will develop a family plan which they should later share with their caseworkers for the purpose of planning for the child (ren).

New

Caring for Children Who Have Experienced Trauma

This five-part series can help foster/adoptive parents understand the link between trauma and their children's often baffling behavior, feeling and attitudes. It gives foster/adoptive parents practical tools to help their children move forward from their traumatic pasts, to recognize and reduce the impact of their children's traumas on themselves, and to seek useful support from others.

New

Building a Safe Place

Instructor: Wendy Neilson

Tuesday, October 19, 2010 7:00 p.m. – 9:00 p.m. (191233)

This class will help participants understand the difference between physical and psychological safety in children and adolescents who have experienced trauma. Participants will also be introduced to the concept of the safety message and how to deliver it effectively as well as ways to help children cope with trauma reminders.

New

Dealing with Feelings and Behaviors

Instructor: Wendy Neilson

Tuesday, November 2, 2010 7:00 p.m. – 9:00 p.m. (191235)

This class will introduce participants to the Cognitive Triangle, and the impact of trauma on children's thoughts, feelings and behaviors. Participants will also be introduced to techniques for helping traumatized children understand and control their emotional and behavioral reactions.

New

Connections and Healing

Instructor: Wendy Neilson

Tuesday, November 16, 2010 7:00 p.m. – 9:00 p.m. (191236)

This class will explain how children form their identities through their attachments and connections taking into account the intergenerational nature of trauma. Participants will also explore why it's important for children to talk about their traumatic experiences, and how foster/adoptive parents can support children in this process.

New

Becoming an Advocate

Instructor: Wendy Neilson

Tuesday, November 23, 2010 7:00 p.m. – 9:00 p.m. (191237)

This class will enhance participants' ability to share a trauma-informed perspective with caseworkers and other adults on the child's team. Participants will be empowered in their role as advocates and recognize when trauma-related problems require the help of trauma-informed professionals. Participants will also receive information about what they can expect from a trauma-informed therapist.

New

Taking Care of Yourself

Instructor: Wendy Neilson

Tuesday, November 30, 2010 7:00 p.m. – 9:00 p.m. (191238)

This class will review the definitions and warning signs of compassion fatigue and of secondary traumatic stress. Participants will be able to identify specific self-care techniques that can help prevent secondary traumatic stress.

Foster Father Educational Support Group

You are about to embark on an adventure—one that will take you into the hearts, minds, and lives of men who want to care for children who have experienced abuse and/or neglect in a nurturing way. The adventure may lead you through hopes and fears, laughter and tears, as well as memorable relationships and experiences. You will deepen your knowledge of meeting children's needs, assuring their well-being, understanding your role in case planning, and hopefully deepen your knowledge of yourself along the way.

As a result of this journey participants will be able to:

- Clarify the relationship between their fathers and their own style of fathering.
- Share their visions of the father they choose to be.
- Explore different cultural styles of fathering.
- Explore the unique roles of fathering daughters and fathering sons.
- Clarify the role of foster fathers in case planning.
- Practice communication skills of active listening and reflecting.

This journey is designed for foster/adoptive fathers.

The Roots of Fathering

Instructor: Jack Fuentes

Wednesday, September 15, 2010 7:00 p.m. – 9:00 p.m. (191194)

Foster Fathers and Their Impact on Childrens Well-being

Instructor: Jack Fuentes

Wednesday, October 20, 2010 7:00 p.m. – 9:00 p.m. (191195)

Fathering Sons/Fathering Daughters

Instructor: Jack Fuentes

Monday, November 8, 2010 7:00 p.m. – 9:00 p.m. (191196)

Foster Fathers and Case Planning

Instructor: Jack Fuentes

Monday, December 6, 2010 7:00 p.m. – 9:00 p.m. (191197)

Core Issues in Child Sexual Abuse

These on-line classes provide foster parents with the foundation skills and information required to work in partnership to help children who've been sexually abused to achieve safety, well-being and permanence. A certificate of completion will be provided.

Prerequisites:

Completing a course in Human Sexuality

CSA Meeting 1: Understanding and Discussing Child Sexual Abuse

Instructor: Diana Shultz

Choose one date/time slot:

Tuesday, October 29, 2010 10:00 a.m. – 12:00 p.m. (191275)

– OR –

Tuesday, September 21, 2010 7:00 p.m. – 9:00 p.m. (191276)

Foster parents need to vent their feelings about child sexual abuse before they intervene in a child's life where it has occurred. They also need to know facts related to child sexual abuse. This class provides that forum.

Foster parents need to build relationships that free children from adult roles. Building these depends on recognizing needs and the behaviors that stem from them.

By the end of this class, foster parents will be able to:

- Describe the incidence and effects of child sexual abuse
- Identify their emotions toward the child, the person who abuses the child and the non-abusive partner
- Identify the emotions, needs and behaviors of children who are sexually abused
- Describe the needs and behaviors of the person who abuses and those of the non-abusing partner

CSA Meeting 2: Identifying Signs and Effects of Child Sexual Abuse

Instructor: Diana Shultz

Choose one date/time slot:

Tuesday, November 5, 2010 10:00 a.m. – 12:00 p.m. (191277)

– OR –

Tuesday, September 28, 2010 7:00 p.m. – 9:00 p.m. (191278)

Foster parents need to see children's behavior as an expression of underlying needs. They also need to know the range of behaviors that often follow child sexual abuse. This class helps foster parents recognize signs and better meet underlying needs, establishing a basis on which to help the child manage the behaviors.

This class also examines the relationships in families where sexual abuse has occurred and the role reversals which children and adults often experience.

By the end of this class, foster parents will be able to:

- Describe the relationships in families where sexual abuse occurred
- Identify sexual and non-sexual signs of child sexual abuse in younger children
- Identify sexual and non-sexual signs of child sexual abuse in older children
- Describe how sexual abuse affects the child's expression of needs

CSA Meeting 3: Understanding and Managing the Child's Behavior

Instructor: Diana Shultz

Choose one date/time slot:

Friday, November 12, 2010 10:00 a.m. – 12:00 p.m. (191285)

– OR –

Tuesday, October 12, 2010 7:00 p.m. – 9:00 p.m. (191287)

Foster parents need to highlight the special strengths of children who have been sexually abused. This class helps foster parents identify these strengths and recognize the child's needs. This class will also look how sexual abuse affects the way needs and strengths get expressed.

Foster parents need to recognize that children who've been sexually abused have experienced a double trauma: that of the abuse and that of placement. Foster parents need to intervene when the child displays challenging behaviors. This class helps foster parents plan ways to meet the child's needs, while managing behaviors related to the traumas of sexual abuse and placement.

By the end of this class, foster parents will be able to:

- Identify the double trauma children who've been sexually abused experience when placed in care
- Recognize the relationship between the child's needs, behaviors and the foster parent's response
- Identify strengths in the child's expression of need
- List strategies to meet the needs and manage the behaviors of children who've been sexually abused

Additional Classes

ADHD: A Survival Guide for Foster Parents

Instructor: Helen Shin

Choose one time slot:

Wednesday, October 6, 2010 10:00 a.m. – 12:00 p.m. (191240)

– OR –

7:00 p.m. – 9:00 p.m. (191241)

Focusing on how attention deficit hyperactivity disorder (ADHD) affects children and their foster families, the first half of this course offering will provide a basic overview of ADHD, including key symptoms, possible causes, and diagnostic procedures. The second half will describe a combination of interventions, including academic modification and medication that can possibly be used to help children successfully manage the impact of ADHD. It will conclude with an explanation of practical, easy-to-use parenting strategies that will build on the strengths of children with ADHD.

Participants will gain a better understanding of the dynamics of fear and control issues and how these issues can become barriers to working in partnership with parents of children in foster care and agency staff. This course offering also helps the participants to recognize their own fears, as well as those experienced by the parents of children in foster care, the children themselves, and the caseworker involved. Participants will also learn how to identify effective strategies for addressing issues of fear and control.

Defensive Parenting

Instructor: Diana Shultz

Choose one date/time slot:

Thursday, December 23, 2010 10:00 a.m. – 12:00 p.m. (191297)

– OR –

Wednesday, December 15, 2010 7:00 p.m. – 9:00 p.m. (191298)

Foster parents need to recognize the politics of effective fostering. Risks within their role present challenges to parenting, especially in the areas of discipline, crisis, and stress management. Their vulnerable role places them at risk of having allegations of abuse/neglect placed against them. This course offering will raise awareness of these risks, normalize the CPS investigation, and present tools that can be used to practice defensive parenting.

Fear and Control

Instructor: Diana Shultz

Choose one date/time slot:

Monday, September 27, 2010 10:00 a.m. – 12:00 p.m. (191512)

– OR –

Wednesday, November 3, 2010 7:00 p.m. – 9:00 p.m. (191513)

Participants will gain a better understanding of the dynamics of fear and control issues and learn how these issues can sometimes become barriers to working in partnership with parents of children in foster care and agency staff. This course offering helps participants to recognize their own fears, as well as those experienced by the parents of children in foster care, the children themselves, and the caseworker involved. Participants will also learn how to identify effective strategies for addressing issues of fear and control.

Human Sexuality (Two-Part Offering)

Human Sexuality Part 1:

Trainer: Diana Shultz

Choose one date/time slot:

Tuesday, September 7, 2010 7:00 p.m. – 9:00 p.m. (191310)

– OR –

Tuesday, September 14, 2010 10:00 a.m. – 12:00 p.m. (191312)

Human Sexuality Part 2:

Trainer: Diana Shultz

Choose one date/time slot:

Thursday, September 9, 2010 7:00 p.m. – 9:00 p.m. (191311)

– OR –

Thursday, September 16, 2010 10:00 a.m. – 12:00 p.m. (191313)

Foster parents need to find ways to be both comfortable and well-versed when discussing challenging topics with children and youth placed in their homes. These topics often include “the birds and the bees,” sexuality, sexual behaviors, and sexual abuse. This two-part course offering provides an introduction to these dialogues that is knowledge-based and practice-oriented. Participants should have completed an introductory course in normal child development before registering for this course offering. * **Must be registered for both parts.** *

Introduction to Chemical Dependence

Instructor: Wendy Neilson

Choose one date/time slot:

Thursday, October 14, 2010 10:00 a.m. – 12:00 p.m. (191242)

– OR –

Thursday, November 4, 2010 7:00 p.m. – 9:00 p.m. (191244)

This meeting provides information about alcohol and other drugs. Participants will be able to describe the difference between use, abuse, dependence and addiction. An overview of key concepts including different types of drugs and their effects, the two types of chemical dependence, and common treatment modalities will be discussed.

Positive Communication Skills for Foster Parents

Instructor: Helen Shin

Choose one time slot:

Wednesday, November 3, 2010 10:00 a.m. – 12:00 p.m. (191301)

– OR –

7:00 p.m. – 9:00 p.m. (191303)

Many patient and loving foster parents find themselves yell, nag, or criticize more often than they want to when dealing with the challenging behaviors of the children in their care. Based on the bestselling book *“How to Talk So Kids Will Listen & Listen So Kids Will Talk”*, this workshop will help foster parents to avoid the common communication pitfalls and to make small but powerful changes in the words they use every day to:

- help children talk about their feelings instead of acting them out
- express own anger or frustration without being hurtful
- engage cooperation

More Positive Communication Skills for Foster Parents

Instructor: Helen Shin

Choose one time slot:

Wednesday, December 1, 2010 10:00 a.m. – 12:00 p.m. (191305)

– OR –

7:00 p.m. – 9:00 p.m. (191306)

By popular demand, foster parents can explore even more techniques from the bestselling book *“How to Talk So Kids Will Listen & Listen So Kids Will Talk”*. This workshop will focus on how foster parents can:

- Encourage autonomy
- Use praise effectively
- Free children from getting stuck in “roles”

Understanding the Impact of the Adoption and Safe Families Act (ASFA) on Shared Parenting

Instructor: Wendy Neilson

Choose one date/time slot:

Wednesday, December 1, 2010 7:00 p.m. – 9:00 p.m. (191299)

This meeting helps the participants explore the impact of the 1997 Adoption and Safe Families Act (ASFA) on their ability to share the responsibility of parenting. Participants will learn about ASFA's strict time lines with regard to achievement of permanency, and they will gain a better understanding of how concurrent planning influences the work of partnership building between foster parents and the parents of children in foster care.

New

Maintaining Birth Family Connections Following Adoption

Instructor: Helen Shin

Choose one time slot:

Monday, November 22, 2010 10:00 a.m. – 12:00 p.m. (191245)

– OR –

7:00 p.m. – 9:00 p.m. (191246)

One of the factors that most foster parents have to consider when adopting the children in their care is what kind and how much contact there will be between the children and their birth family members. This workshop will help the foster parents to explore:

- The impact of openness on the children's well-being
- Talking honestly with the children about their birth family
- Choosing types of contacts
- Ways to make & maintain boundaries

New

Dealing with Quibbling Siblings

Instructor: Helen Shin

Choose one time slot:

Monday, December 20, 2010 10:00 a.m. – 12:00 p.m. (191247)

– OR –

7:00 p.m. – 9:00 p.m. (191248)

Based on the bestselling book “*Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too*”, this workshop will challenge the idea that constant, unpleasant conflict among siblings is natural and unavoidable. Parents will learn how to avoid such explosive situations as comparing, assigning roles, or taking sides and instead promote cooperation with practical and easy-to-use techniques

New Managing Personal Anger

Instructor: Diana Shultz

Choose one time slot:

Wednesday, September 15, 2010 10:00 a.m. – 12:00 p.m. (191515)

– OR –

Wednesday, September 29, 2010 7:00 p.m. – 9:00 p.m. (191307)

– OR –

Monday, November 1, 2010 10:00 a.m. – 12:00 p.m. (191516)

– OR –

Wednesday, December 8, 2010 7:00 p.m. – 9:00 p.m. (191514)

This interactive class looks at the particular behaviors of children that often stimulate the foster/adoptive parent’s anger. As a result of participating in this class, foster/adoptive parents will be able to recognize the source of their anger, identify other feelings that may underlie this anger and employ appropriate methods to express their anger.

New Lying and Stealing

Instructor: Diana Shultz

Choose one time slot:

Tuesday, November 23, 2010 7:00 p.m. – 9:00 p.m. (191309)

– OR –

Thursday, December 30, 2010 10:00 a.m. - 12:00 p.m. (191308)

As a result of attending this 2 hour iLinc training, foster parents will be able to clarify their values regarding lying and stealing and identify reasons children engage in these behaviors. Through practice simulations, participants will be able to respond appropriately to children who lie and/or steal and make plans to prevent these behaviors.