



# **A8 Therapeutic Foster Care (TFC) Training Resource Toolkit**

Wednesday, June 13, 2018 10:30 a.m. - 12:00 p.m.

*Kimberly Mayer, Karen Kurasaki*

## **Garden 3**

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# Therapeutic Foster Care (TFC) Training Resource Toolkit

Karen Kurasaki, PhD, CIBHS Consultant

Kim Mayer, MSSW, CIBHS Director of Workforce Development

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# Welcome & About CIBHS



Advancing  
Recovery

Evaluation

Evidence-  
Based Practice

Health Equity

Housing and  
Benefits  
Assistance

SUD Services

Workforce  
Development

# Session Overview



## Background & Development

- California's TFC Service Model
- Pre-Service Training Topics for TFC Parents
- TFC Parent Training Areas & Learning Objectives
- TFC Training Resource Toolkit

## Walk through the TFC Training Resource Toolkit

- Intended Purpose and Use
- Learning Objectives
- Training Resources

# Development of California's TFC Service Model

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Katie A. Settlement Agreement

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Integrated Core Practice Model

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Continuum of Care Reform

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Stakeholder Input via TFC Implementation Committee and Community Team

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Information Notices

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Medi-Cal Manual for TFC Services

# Development of Pre-Service Training Topics for TFC Parents

- Gathered Stakeholder Input through Focus Groups and Key Informant Interviews
- Subject Matter Experts included: Foster Youth Advocates, Foster Family Advocates, Legal Experts, County Child Welfare Agencies, County Behavioral Health Providers, County Probation, CDSS, DHCS, CPOC
- Final Vetting by DHCS
- Findings directly informed the development of the Pre-Service Training Topics for TFC Parents
- Information Notice



# Development of TFC Parent Training Areas & Learning Objectives



- Convened Expert Workgroup
- SMEs included: Foster Youth Advocates, Foster Family Advocates, County Child Welfare Agencies, Foster Family Agencies, Legal Experts, County Behavioral Health Agencies, County Probation, CDSS, DHCS, CPOC
- Workgroup with Support from CIBHS:
  - Organized Pre-Service Training Topics Under 8 Training Areas
  - Wrote Learning Objectives
- Final Vetting by DHCS



# Development of TFC Training Resource Toolkit



- Convened same Expert Workgroup
- SMEs included: Foster Youth Advocates, Foster Family Advocates, County Child Welfare Agencies, Foster Family Agencies, Legal Experts, County Behavioral Health Agencies, County Probation, CDSS, DHCS, CPOC
- Workgroup with Support from CIBHS:
  - Developed and Vetted Resource List
  - Organized Resources Into Broad Categories
- Final Vetting by DHCS

# California's TFC Service Model

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Target population

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TFC as part of a continuum of care

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Key Service Components

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Key differences in scope between TFC parents and non-TFC parents

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Roles of TFC Agencies and Mental Health Plans (MHPs)

# Target Population

Children and youth who are:

- up to age 21
- eligible for the full scope of Medi-Cal services
- Meet Specialty Mental Health Services (SMHS) medical necessity criteria

Children/youth need not have an open child welfare or juvenile probation case

# TFC as part of a continuum of care

One of many service options in the continuum of care

May be eligible to receive certain other SMHS services simultaneously

Designed to maintain child/youth in family-based home setting while promoting permanency

# Key Service Components

Short-term, intensive, highly coordinated, trauma-informed and individualized SMHS

Intended for children/youth who require intensive and frequent mental health support in a one-on-one environment

Home-based alternative to high-level care in institutional settings

May serve as a transitional placement from Short-Term Residential Therapeutic Programs (STRTPs) to other care levels

Key differences in **REQUIREMENTS** between TFC parents and non-TFC parents

Minimum age is  
21

40-hours pre-  
service training

Minimum 24  
hours of annual  
in-service training

Key differences in **SCOPE** between TFC parents and non-TFC parents

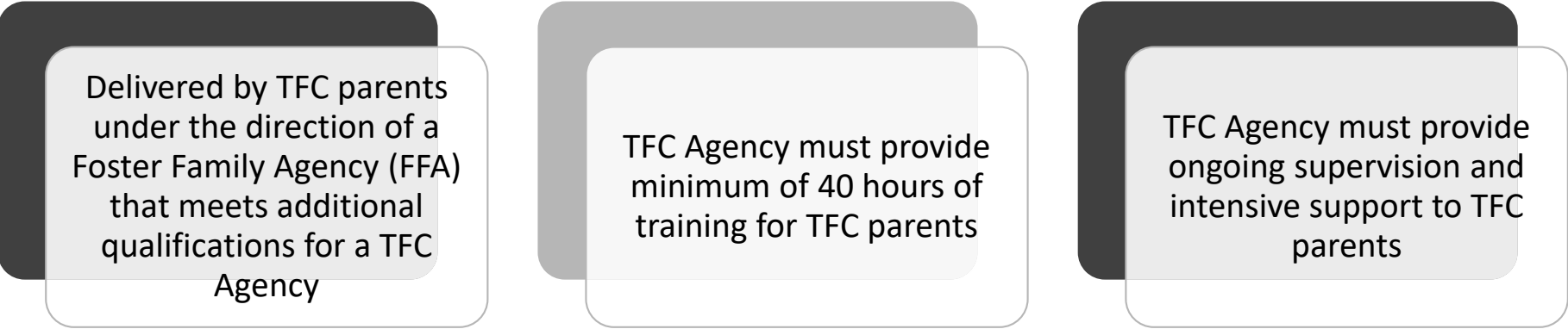


Deliver  
therapeutic  
intervention

Perform Medi-  
Cal/EPSTD  
documentation

Intensely  
supervised and  
supported

# Roles of TFC Agencies and Mental Health Plans (MHPs)



Delivered by TFC parents under the direction of a Foster Family Agency (FFA) that meets additional qualifications for a TFC Agency

TFC Agency must provide minimum of 40 hours of training for TFC parents

TFC Agency must provide ongoing supervision and intensive support to TFC parents



## Roles of TFC Agencies and Mental Health Plans (MHPs)

The FFA must meet licensure and accreditation requirements as established by CDSS,

Must also have a contract with an MHP to provide SMHS services and be certified by the county MHP as a Medi-Cal Provider

For more information about the TFC Service Model

See ***Mental Health and Substance Use Disorder Services Information Notice No. 17-009*** on DHCS website

See also ***Medi-Cal Manual for ICC, IHBS and TFC for Medi-Cal Beneficiaries, Third Edition*** on DHCS website

# TFC Training Resource Toolkit

How to Use the Toolkit

18 Pre-Service Training Topics

8 Training Areas

TFC Learning Objectives

Training Resources –

# How to Use the Training Resource Toolkit

- Intended to serve as a resource for TFC agencies developing their TFC parent training programs
- TFC Agencies should conduct their own review and vetting of all resources
- TFC Agencies will need to consider effectiveness of various learning methods
- Clinical expertise and consideration of client values should be incorporated into training curricula decisions, including for Evidence-Based Practices

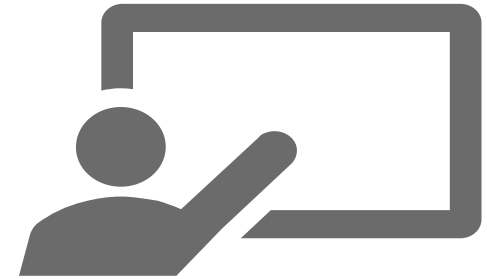
# How to Use the Training Resource Toolkit

- TFC Agencies should consult with the county Mental Health Plan (MHP) with whom they are contracted, or are in the process of obtaining a contract, as they develop their training program
- Toolkit is not an endorsement by DHCS or CDSS of any particular training resource, or a directive that these must be used



# 18 Pre-Service Training Topics

# 8 Training Areas



1.0 Introduction to TFC and the Service System

2.0 Understanding Child and Adolescent Development and Appropriate Interventions

3.0 Working with Children/Youth Using a Trauma-Informed Approach

4.0 Preventing and Managing a Crisis

# 8 Training Areas



5.0 Communication with Children/Youth and Families

6.0 Cultural Competency

7.0 Client Sensitivity

8.0 Training around Stress and Well-Being/Self-Care



# TFC Learning Objectives

- Address a combination of knowledge, skills and attitudes
- Written to be trauma-informed and person-centered
- Pages 7 through 17 of Toolkit (see handout provided)



# Clearinghouse Resources

California Evidence-Based  
Clearinghouse on Child Welfare  
(CEBC)

National Adoption Competency  
Mental Health Training Initiative  
(NTI)

National Child Traumatic Stress  
Network (NCTSC)

Quality Parenting Initiative (QPI)

Substance Abuse Mental Health Services  
Administration (SAMHSA) National Registry of  
Evidence-Based and Promising Practices (NREPP)

Education  
Centers for  
Foster  
Parents and  
Child Welfare  
Workers

California Social Work  
Education Center  
(CalSWEC)

Foster and Kinship Care  
Education (FKCE)

Foster Parent College

Practice  
Models  
Developed  
Outside of CA

Program Standards for Treatment Foster Care

Pressley-Ridge Treatment Foster Care Program

Together Facing the Challenge (TFTC)

Treatment Foster Care – Oregon (TFC-O)

Select  
Resources  
Listed by  
Training  
Topics

- Short abstracts that cover key information, such as:
  - Name/title of the training
  - Developer's name and URL
  - Area of focus
  - Target audiences
  - Aims
  - Theoretical base
  - Supporting evidence
  - Teaching format
  - Length
  - Cost
  - Teaching materials included
  - Copyright information

# TFC Training Resource Toolkit

Available at CIBHS's Website

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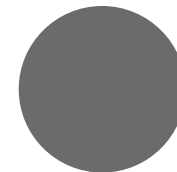
<https://www.cibhs.org/toolkits>



California Alliance of Child and Family Services  
California Alliance of Caregivers  
Chief Probation Officers of California  
County Behavioral Health Directors Association  
County Mental Health Plans  
County Welfare Directors Association  
National Health Law Program  
Parent and Youth Representatives  
Redwood Community Services, Inc.  
Uplift Family Services

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# Acknowledgements





Questions?



# Thank you!

HOW TO REACH US:

Karen Kurasaki    [kkurasaki@yahoo.com](mailto:kkurasaki@yahoo.com)

Kim Mayer        [kmayer@cibhs.org](mailto:kmayer@cibhs.org)



# Therapeutic Foster Care Training Resource Toolkit

Available at: <https://www.cibhs.org/toolkits>



A resource guide for  
providers of Therapeutic  
Foster Care in California

- The TFC Training Resource Toolkit provides information and resources to assist TFC Agencies (Foster Family Agency or approved TFC provider) in their development of a TFC parent training program.
- This toolkit includes learning objectives for each of the identified TFC training topics.

**For more information please contact:**

Karen Kurasaki, PhD, [kkurasaki@yahoo.com](mailto:kkurasaki@yahoo.com), or Kim Mayer [kmayer@cibhs.org](mailto:kmayer@cibhs.org)



# Therapeutic Foster Care Training Resource Toolkit

A Resource Guide for Providers of Therapeutic Foster Care in California



## About the TFC Training Resource Toolkit

- Purpose of the TFC Training Resource Toolkit
- About TFC in California
- Toolkit Contents
- Using an Evidence-Based or Best Practice Approach to Training



## TFC Pre-service Training Topics and Learning Objectives

- 18 TFC Pre-service Training Topics
- Development of the Learning Objectives
- Learning Objectives for the Required Training Topics



## TFC Training Resources

- Clearinghouses and Training Initiatives
- California Education Centers for Foster Parents and Child Welfare Workers
- Other Resources
- Resources Listed by Training Topics

## Learning Objectives for the Required Training Topics

These learning objectives are intended to be used as a guide for the knowledge and skills that are important for TFC parents to acquire prior to delivering TFC, and as part of their ongoing, annual training. TFC Agencies are responsible for determining how to organize their trainings to meet these learning objectives.

### 1.0 Introduction to TFC and the Service System

#### 1.1 Introduction to TFC and the TFC parent role in mental health treatment planning

*This training topic is an introduction to the TFC in California, and the role of the TFC parent as a provider of Medi-Cal SMHS. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Describe TFC in California, including the target population, short-term and intensive nature of the service, and role of the TFC parent as a key participant in the therapeutic treatment process of the child or youth.

**Learning Objective 2:** Describe TFC activities, including plan development, rehabilitation and collateral, and articulate key differences in scope between a TFC parent and a Resource Parent that is not a TFC parent.

**Learning Objective 3:** Describe the role of the MHP in authorizing and reimbursement for medically necessary TFC to Medi-Cal beneficiaries, and the responsibilities of the TFC parent related to documentation and meeting with the TFC agency's licensed or waived mental health professional.

#### 1.2 Involvement and role in Child and Family Team (CFT)

*This training topic is an overview of the TFC parent's role in the CFT. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Describe how TFC must be delivered using a CFT to develop and guide the planning and service delivery process.

**Learning Objective 2:** Describe the TFC parent's responsibility to participate as a member in the CFT in care planning, monitoring and review processes.

**Learning Objective 3:** Demonstrate the ability to observe, monitor and appropriately communicate with the TFC agency and members of the CFT, including in the presence of the birth parent, about changes in the child's/youth's needs.

**Learning Objective 4:** Demonstrate an understanding of the dual role of the TFC parent to create a safe, family environment for the child/youth, while also delivering a clinical service and serving in a professional role on the CFT to help the child/youth achieve identified treatment goals.

### **1.3 Introduction to individualized mental health treatment of children**

*This training topic is an introduction to child and adolescent mental health conditions and treatment options. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Recognize behaviors and other symptoms that could indicate a mental health concern.

**Learning Objective 2:** Explain types of mental health treatments and their benefits for children and youth.

**Learning Objective 3:** Describe factors that may come into play when deciding on the best treatment approach, including whether an intervention is an evidence-based or best practice, and cultural considerations of the child/youth and family.

**Learning Objective 4:** Demonstrate an understanding of terms and concepts for communicating, using strength-based language about mental health concerns of the child or youth within the CFT.

### **1.4 Access to other medically necessary SMHS**

*This training topic is an overview of SMHS, and how the mental health service delivery system works. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Demonstrate an understanding that TFC is part of a continuum of care for children and youth.

**Learning Objective 2:** Demonstrate an understanding that TFC is available under the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) benefit, and that children and youth must meet medical necessity criteria for the service.

**Learning Objective 3:** Demonstrate an understanding of the basic service activities involved in the delivery of SMHS, including intake, assessment, diagnosis, client plan, and progress notes.

**Learning Objective 4:** Demonstrate an understanding of the role of the MHP in authorizing and reviewing services, and performing compliance and quality assurance/quality improvement functions.

**Learning Objective 5:** Describe beneficiary rights, and the grievance and appeals process.

## **1.5 Health Insurance Portability and Accountability Act (HIPAA)**

*This training topic covers Part I of TFC parent responsibilities as a Medi-Cal service provider: Federal, state, and local county regulations, policies and procedures related to protection of privacy, sharing of information, and patient rights. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Demonstrate an understanding of the TFC parent's responsibility to ensure and protect the privacy and confidentiality of all sources of client information in accordance with all applicable county, state and federal laws, policies, and procedures.

**Learning Objective 2:** Demonstrate an understanding of strategies and best practices for proper handling of client information, and for maintaining confidentiality of client information in all formats.

**Learning Objective 3:** Demonstrate an understanding of how protected health information may be used and disclosed, between qualified professionals (such as with a valid and current, written authorization for use and disclosure), or with an interagency confidentiality policy or other mechanism for allowing collaboration across service delivery systems.

**Learning Objective 4:** Demonstrate an understanding of situations mandating release of information, with or without consent.

**Learning Objective 5:** Demonstrate an understanding of the basic rights of children and youth and family members who are receiving SMHS.

## **1.6 Progress note training/medical necessity criteria**

*This training topic covers Part II of TFC parent responsibilities as a Medi-Cal service provider related to documentation requirements. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Define medical necessity, and explain the process by which it is determined that a child/youth meets medical necessity criteria.

**Learning Objective 2:** Demonstrate an understanding of how the client plan, all service activities, and progress notes must tie directly back to the child's or youth's functional impairment.

**Learning Objective 3:** Demonstrate the ability to write a progress note that addresses; the child's or youth's presentation; target behaviors identified in the client plan; use of interventions identified in the client plan; and child's or youth's response to the intervention for each of the service activities provided through TFC.

**Learning Objective 4:** Identify non-billable activities, service limitations, and lockouts.

## 1.7 Understanding and monitoring medications

*This training topic covers Part III of TFC parent responsibilities as a Medi-Cal service provider related to understanding the use of psychotropic medications in children and youth. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Demonstrate a basic understanding of the benefits and risks of psychotropic medications for children and youth, and when it would be appropriate to request a medication evaluation.

**Learning Objective 2:** Demonstrate a basic understanding of how psychotropic medications work and the importance of complying with medication prescriptions.

**Learning Objective 3:** Demonstrate a basic understanding of common medication side effects, what to look for, and what actions should be taken.

**Learning Objective 4:** Discuss what off-label prescribing is; why this practice occurs among practitioners who treat children and youth; and the pros and cons.

**Learning Objective 5:** Demonstrate the ability to monitor and communicate the child's or youth's behaviors, progress, and response to medications, to inform ongoing planning and decision making for the child's or youth's treatment and well-being.

**Learning Objective 6:** Demonstrate a basic understanding of the psychotropic medication authorization process, forms, and timeline for a dependent child or ward of the court.

## 2.0 Understanding Child and Adolescent Development and Appropriate Interventions

### 2.1 Developmental stages and age-appropriate interventions

*This training topic covers the negative effects of abuse, neglect, trauma, and loss on healthy child and adolescent development, as well as skills for intervening appropriately with children/youth who are not meeting expected developmental milestones. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Describe normal child and adolescent development and milestones, and the negative effects of abuse, neglect, trauma, and loss on healthy development.

**Learning Objective 2:** Describe the basic concepts of attachment theory, and the negative effects of abuse, neglect, trauma, and loss on developing healthy emotional attachments.

**Learning Objective 3:** Recognize indicators for children/youth who are not meeting expected developmental milestones, and describe steps for how and where to seek assistance.

**Learning Objective 4:** Demonstrate an understanding of interventions appropriate for children/youth at various levels of development.

## **2.2 Working with children who have been abused, neglected and/or delinquent**

*This training topic covers skills for working with a child/youth who is experiencing emotional or behavioral problems, or not meeting expected developmental milestones due to abuse, neglect, trauma or loss. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Describe the relationship between trauma and emotional dysregulation, and recognize emotional and behavioral problems frequently associated with abuse, neglect, trauma and loss.

**Learning Objective 2:** Demonstrate an understanding of common types of triggers, and ways to increase safety and reduce identified environmental triggers for children and youth who have been abused, neglected, or abandoned.

**Learning Objective 3:** Demonstrate strength-based and empathic communication with children and youth who are experiencing emotional or behavioral problems, or not meeting expected developmental milestones, due to abuse, neglect, abandonment, trauma, or loss.

**Learning Objective 4:** Demonstrate ways to adjust parenting styles to meet children's and youth's identified emotional and/or developmental needs.

**Learning Objective 5:** Demonstrate strategies for helping children and youth through the grief process.

**Learning Objective 6:** Demonstrate strategies for working in partnership with teachers and school personnel to improve a child's or youth's emotional regulation and success in social relationships in school.

**Learning Objective 7:** Demonstrate ways to support the child's or youth's safe use of social media.

**Learning Objective 8:** Identify indicators of abuse or neglect, and articulate the TFC parent's responsibility as a mandated reporter.

## **3.0 Working with Children/Youth Using a Trauma-Informed Approach**

### **3.1 Trauma-Informed care**

*This training topic covers the principles of trauma-informed care; types of trauma and trauma responses; and skills for creating safety and promoting recovery. As a result of training on this topic, the TFC parent will be able to:*



**Learning Objective 1:** List the basic components of what makes an event traumatic.

**Learning Objective 2:** Define child traumatic stress, chronic trauma, and complex trauma.

**Learning Objective 3:** Describe the impact of trauma on child and adolescent brain development, and its potential consequences on school performance, problem-solving, engaging in risky behaviors, and other important areas of functioning.

**Learning Objective 4:** Describe the wide range of responses to trauma and loss in children and youth, and the influence of culture on responses to trauma.

**Learning Objective 5:** Demonstrate ways to create safety and avoid re-traumatizing children and youth who have experienced trauma or loss.

**Learning Objective 6:** Demonstrate ways to increase sense of self-control and empowerment among children and youth who have experienced trauma or loss.

### **3.2 Positive behavioral reinforcement techniques**

*This training topic covers the basic concepts of positive behavioral reinforcement, and general techniques for putting positive behavioral reinforcement into practice. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Define positive and negative reinforcement techniques, and explain the differences between the two.

**Learning Objective 2:** Describe how positive reinforcement supports children's and youth's growth and development, and provide examples of how negative reinforcement can be harmful to children who have been exposed to trauma.

**Learning Objective 3:** Demonstrate examples of positive reinforcing statements, facial expressions, and body language that are consistent with positive reinforcement techniques.

**Learning Objective 4:** Demonstrate ways to encourage good behaviors through praise, offering appropriate rewards for cooperation, and creating safety and an environment for success.

**Learning Objective 5:** Explain why rules are important for children/youth to improve self-regulation, and demonstrate how to establish a clear structure, rules, and expectations.

**Learning Objective 6:** Demonstrate how to redirect a child's or youth's behavior and give good choices.

**Learning Objective 7:** Demonstrate how to support a child or youth to develop skills for recognizing, labeling, and communicating his/her feelings.

### 3.3 Behavior management techniques

*This training topic covers behavior management techniques, to target specific behavioral problems that a TFC parent may encounter with children or youth in their care. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Explain and identify reasons why children or youth do not tell the truth, take things that do not belong to them, and engage in self-harming or other maladaptive behaviors, and demonstrate how to talk and create a safety/behavior plan for the targeted behavior.

**Learning Objective 2:** Describe types of sleep problems in children and youth, and strategies for helping a child or youth with sleep problems.

**Learning Objective 3:** Describe reasons for wetting and soiling problems in children and youth, and strategies for helping children and youth with wetting and soiling problems.

**Learning Objective 4:** Demonstrate an understanding of when and how to seek additional professional help for behavior problems.

## 4.0 Preventing and Managing a Crisis

### 4.1 Prevention of aggressive behavior and de-escalation techniques

*This training topic covers knowledge and skills for handling aggressive behaviors in a trauma-informed manner, and for preventing and de-escalating a potential crisis. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Describe what aggression and aggressive behaviors look like in children and youth, and contributing factors, including past trauma, loss, and unmet needs.

**Learning Objective 2:** Recognize that aggression and aggressive behaviors in children and youth with past trauma, loss, and unmet needs are symptoms of poor coping skills.

**Learning Objective 3:** Demonstrate self-awareness of the TFC parent's own experiences with aggression (including history, reactions, coping skills), and how these personal experiences may affect how the TFC parent responds to aggressive behaviors in children or youth in their care.

**Learning Objective 4:** Explain the basic ABC (antecedent, behavior, consequence) model for understanding behaviors, and apply the model to some common aggressive behaviors.

**Learning Objective 5:** Recognize that an individual or a place can be a trigger, and when and how to remove the child or youth from the catalyst.

**Learning Objective 6:** Develop an action plan for successfully handling serious anger or anger outbursts when they occur.

**Learning Objective 7:** Demonstrate ways to prevent and de-escalate a potential crisis, through skills practice and role plays.

## **4.2 Crisis management/de-escalation techniques**

*This training topic covers techniques for safely deescalating a crisis. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Define a crisis, and describe the crisis cycle – i.e., trigger, escalation, eruption, recovery.

**Learning Objective 2:** Identify common triggers, and articulate effective ways to prevent escalation.

**Learning Objective 3:** Demonstrate skill in using verbal de-escalation techniques to effectively deal with a child or youth in crisis.

**Learning Objective 4:** Demonstrate skill in handling a child's or youth's rage and or assaultive behavior toward other children and/or care providers.

**Learning Objective 5:** Demonstrate ways to use a crisis situation as an opportunity for the child or youth to learn healthier coping skills, once the crisis has passed.

**Learning Objective 6:** Identify when a crisis requires more urgent intervention, and how to access the necessary service.

## **5.0 Communication with Children/Youth and Families**

### **5.1 Effective communication and relationship building techniques**

*This training topic covers approaches to communicating with children and youth and families that promote safety, engagement and trust. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Demonstrate basic understanding of how the TFC parent consistently contributes to the Child Adolescent Needs and Strengths (CANS) tool, and how the use of strength-based and trauma-informed communication with children or youth and their families supports care planning.

**Learning Objective 2:** Demonstrate communication skills that encourage the participation of the child or youth and birth family in CFT discussions about the child's or youth's needs and progress.

**Learning Objective 3:** Demonstrate the use of respectful and nonjudgmental communication with the birth family, to lessen anxiety for the child/youth.

**Learning Objective 4:** Demonstrate the ability to acknowledge the child's or youth's feelings, and support the child or youth in developing the skills to recognize, label, and appropriately communicate his/her feelings.

**Learning Objective 5:** Demonstrate skills for rebuilding/repairing a rupture in the relationship between the TFC parent and child or youth.

## **6.0 Cultural Competency**

### **6.1 Cultural competence and culturally responsive services**

*This training topic covers knowledge, attitudes and skills for providing services that are culturally competent and culturally responsive. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Define culture, in a broad sense that includes socio-economic status, sexual orientation, gender identity, and disabilities, and explain what it means to be culturally competent, and culturally responsive.

**Learning Objective 2:** Recognize how a TFC parent's own background might influence how he/she views children or youth and birth family members.

**Learning Objective 3:** Demonstrate openness to and respect for learning about traditions, values, and experiences of people from other cultures.

**Learning Objective 4:** Recognize how services that are not culturally responsive can adversely impact children and youth and their families.

**Learning Objective 5:** Demonstrate the ability to incorporate knowledge of the child's or youth's culture into culturally sensitive service delivery, and to develop strategies for addressing language barriers with the child or youth and/or the birth family.

**Learning Objective 6:** Demonstrate ways to help children/youth appreciate and maintain their cultural identity, and cope with hurtful incidents at school or in the community.

**Learning Objective 7:** Demonstrate, in conjunction with expected age appropriate childhood development, ways to support a child's or youth's sexual orientation or gender expression.

## 7.0 Client Sensitivity

### 7.1 Client sensitivity training (including stories and content developed and delivered by peer roles – e.g., foster parents, former foster youth, biological parents, etc.)

*This training topic covers knowledge and skills for being sensitive to the individualized needs of children or youth and their families. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Demonstrate sensitivity to the special needs of children or youth, who have a physical or developmental disability, identify as transgender, have been commercially exploited, are homeless, and/or are youth of color.

**Learning Objective 2:** Demonstrate sensitivity to the religious or spiritual preferences and practices of children or youth and their families.

**Learning Objective 3:** Demonstrate the ability to interact empathically toward children or youth who are exhibiting emotional or behavioral problems as a result of experiencing trauma or loss.

**Learning Objective 4:** Demonstrate ways to adjust the home environment, routines, and his/her parenting style, to accommodate the special needs of children or youth in their care.

**Learning Objective 5:** Demonstrate ways to make children or youth feel welcomed, special, and important.

**Learning Objective 6:** Demonstrate skills for establishing healthy and mutually agreed upon boundaries with children or youth in his/her care, and also with the birth family.

## 8.0 Parent Self-Care

### 8.1 Training around stress and well-being/self-care

*This training topic covers signs of care provider stress and burnout, and strategies for self-care. As a result of training on this topic, the TFC parent will be able to:*

**Learning Objective 1:** Recognize signs of care provider stress, secondary trauma stress and burnout, and know when and how to seek assistance.

**Learning Objective 2:** Identify community resources for regular respite, self-care, and peer support.

**Learning Objective 3:** Identify his/her own plan for a reliable network of support to turn to in times of overwhelming fatigue, stress or crisis, and describe a plan for when and how to use the support network.

**Learning Objective 4:** Demonstrate self-awareness of how feelings of guilt may play a role in whether/when one reaches out to one's support network, and identify strategies for overcoming or minimizing those feelings.