







AGENDA – DAY ONE

- ACTIVITY A: INTRODUCTION
- ACTIVITY B: SHARED PARENTING
- ACTIVITY C: SHARED PARENTING MEETINGS
- BREAKOUT ROOM ACTIVITY
- TOL

YOUR TRAINERS

HOUSEKEEPING

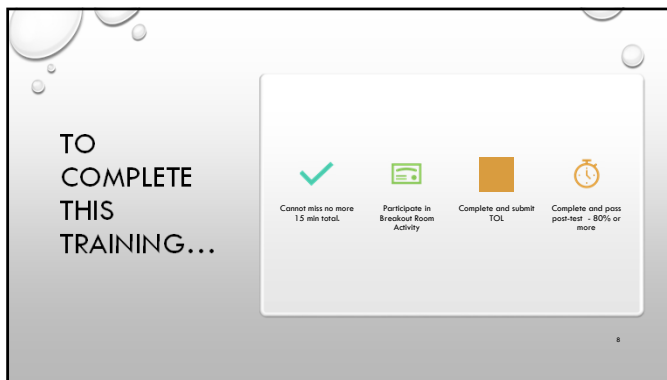
This is a two-day training.

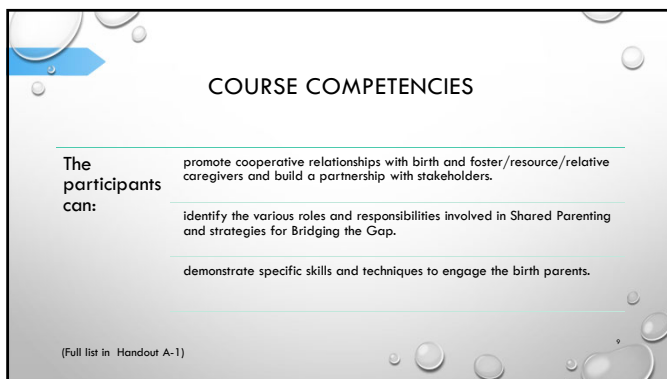
Each day's training session is approximately three hours.

You will have a break during each day of training.

Please refer to the handouts you were emailed and throughout each training session.










COURSE OBJECTIVES

Following the training, participants will be able to:

- Recognize the positives and challenges in developing partnerships in "Shared Parenting".
- Explain the roles and responsibilities of birth parents, foster parents, and workers in promoting birth and foster family relationships.
- Identify what could work in one's own agency after reviewing other agency practices to utilize Foster Parents more on the team in building relationships and preventing foster care.

Handout A-2



INTRODUCTIONS

USING YOUR CHAT BOX:


- **NAME, AGENCY, & CURRENT JOB FUNCTION**
- **IF YOUR LAST NAME STARTS WITH _____, SHARE RECENT A STATEMENT YOU HAVE HEARD OR READ IN A CASE FILE THAT MIGHT NOT HAVE TRUE OR A STEREOTYPE:**
 - **A-F:** BIRTH PARENT
 - **G - L:** FOSTER/RESOURCE PARENT
 - **M - S:** CASEWORKER
 - **T - Z:** CHILD/YOUTH IN CARE

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VIRGINIA CHILDREN'S SERVICES PRACTICE MODEL


Handout A-3




FAMILY ENGAGEMENT

FAMILY ENGAGEMENT IS **PARTNERING** WITH YOUTH AND FAMILIES IN A DELIBERATE MANNER TO MAKE WELL-INFORMED DECISIONS ABOUT SAFETY, PERMANENCY, LIFELONG CONNECTIONS, AND WELL-BEING.


SIX PRINCIPLES OF PARTNERSHIP




Everyone desires respect.




Everyone needs to be heard.




Everyone has strengths.



Judgments can wait.



Partners share power.



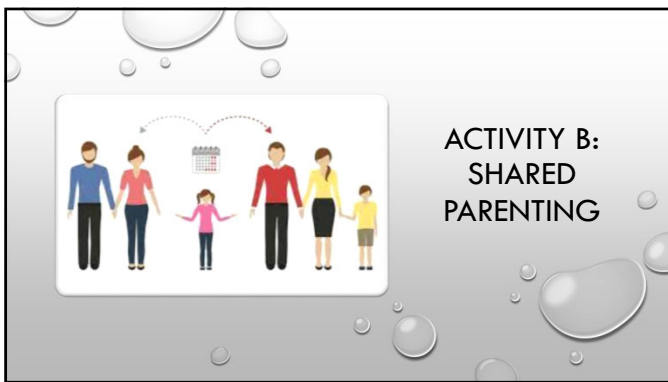
Partnership is a process

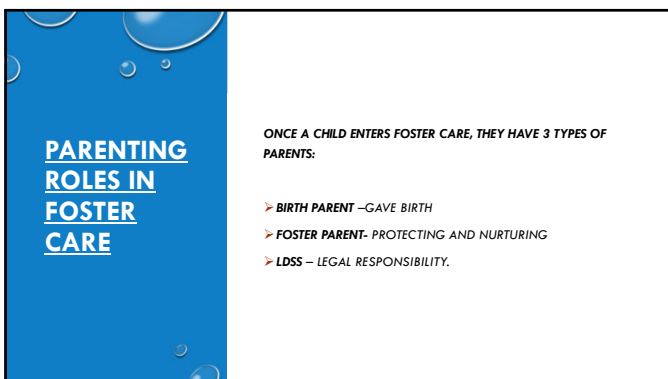
ADVANTAGES OF PROMOTING PARTNERSHIPS

- FROM THE CHILD'S PERSPECTIVE...
- FROM THE PARENT'S PERSPECTIVE...
- FROM THE FOSTER PARENT'S PERSPECTIVE...
- FROM THE WORKER'S PERSPECTIVE...












SUCCESSFUL SHARED PARENTING

SUCCESSFUL SHARED PARENTING ALL TO:

- INVOLVED IN REGULAR COMMUNICATION
- WORK TOGETHER
- UNDERSTAND AND SHARE RESPONSIBILITIES, AND
- WORK AS A TEAM

Parenting Roles		
Birth	Agency/Court	Foster/Adoptive
Gave birth	Legal custody: Temporary or Permanent	Daily protecting and nurturing
Provided genetic heritage	Make major decisions	Participate on child and family team
Shared history	Financial support of child	Support service plan
Participate in decision making	Responsible for child safety, permanence, and well-being	
Provide financial support of child		
Have right to correct issues that led to separation and reunify		
Have right to maintain relationship with child		



Framework of Shared Parenting



FOSTER PARENTS AS SUPPORT NOT SUBSTITUTES.

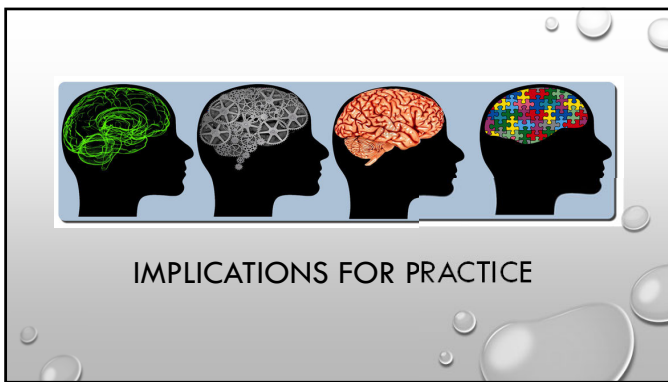


A SHARING
PARTNERSHIP
VS. A
CONTROLLING
INTERVENTION

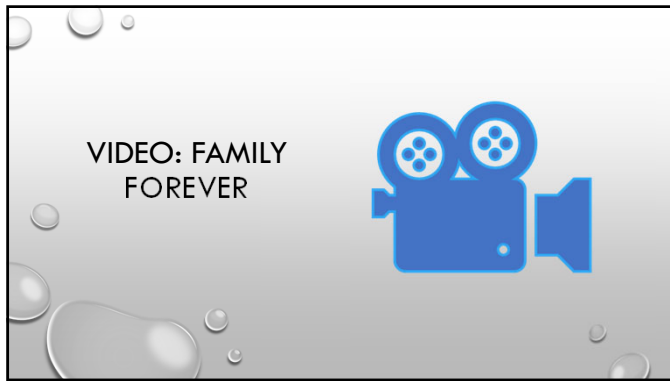
PROBLEM OF A
CONTROL-
CENTERED
INTERVENTION

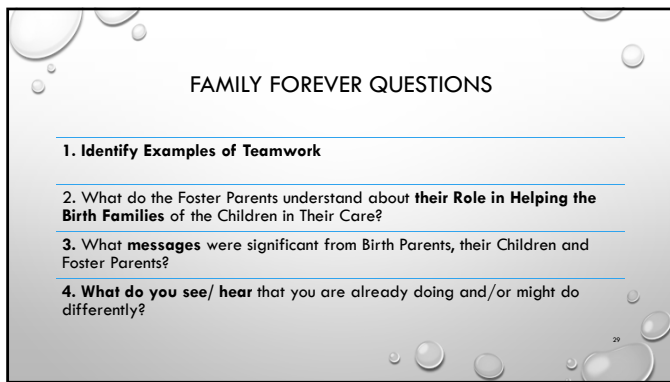


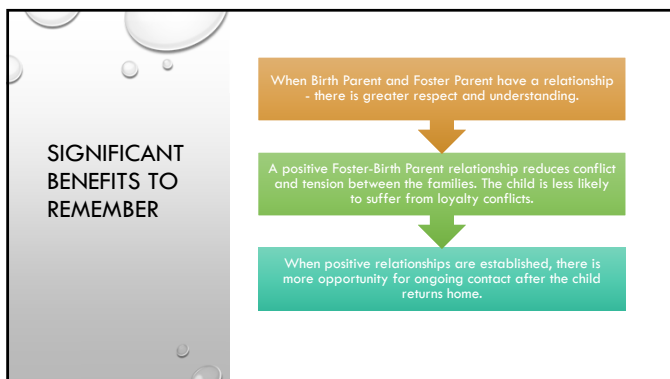






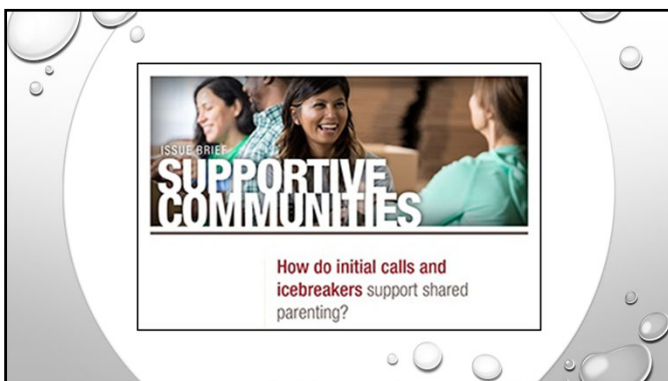













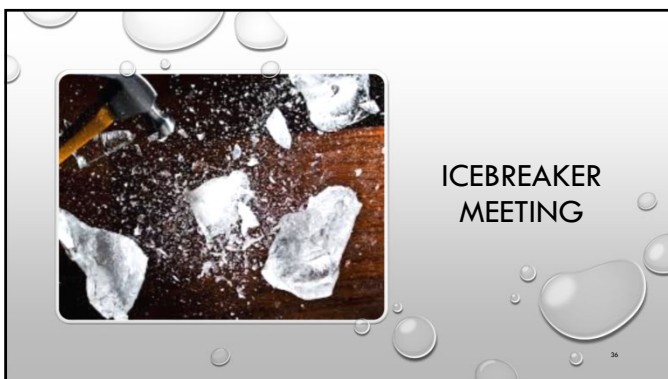


INITIAL CALL

WORKER'S RESPONSIBILITIES:

- MUST INFORM BIRTH PARENTS THAT CASEWORKER WILL CALL THEM AS SOON AS THEIR CHILD/CHILDREN ARRIVE AT THE RESOURCE HOME.
- PREPARE BIRTH FAMILY TO DISCUSS KEY TOPICS – SUCH AS THEIR CHILD'S FAVORITE FOODS AND BEDTIME RITUALS – TO HELP ENSURE HIS OR HER EMOTIONAL AND PHYSICAL NEEDS ARE MET.
- PREPARE THE RESOURCE PARENT FOR THE CALL ONCE THEY ARRIVE AT THE HOME.
- ESTABLISH A POSITIVE, SHARED PARENTING RELATIONSHIP FOR THE CHILD'S SAKE.





ICEBREAKER MEETING



WORKER'S RESPONSIBILITIES:

- PREPARE OF ALL THREE PARTIES — BIRTH PARENTS, FOSTER PARENTS, AND THE CHILD.
- REMIND ALL PARTIES OF THE PURPOSE AND VALUE OF THESE MEETINGS AND HOW IMPORTANT THEY ARE TO THE CHILD IN REDUCING THE TRAUMA OF PLACEMENT.
- HELP TO REDUCE ANXITIES BY FACILITATING DISCUSSION AND NAVIGATE ANY UNCOMFORTABLE MOMENTS.
- ENCOURAGE THE RESOURCE PARENTS TO ASK BIRTH PARENTS ABOUT RULES, ROUTINES, AND OTHER QUESTIONS ABOUT THE CHILD WHICH MAY HAVE ARISEN SINCE THE INITIAL CALL.



ICEBREAKER MEETING BROCHURE FOR FOSTER PARENTS

OTHER EXAMPLES OF SHARED PARENTING MEETINGS



IEP MEETING

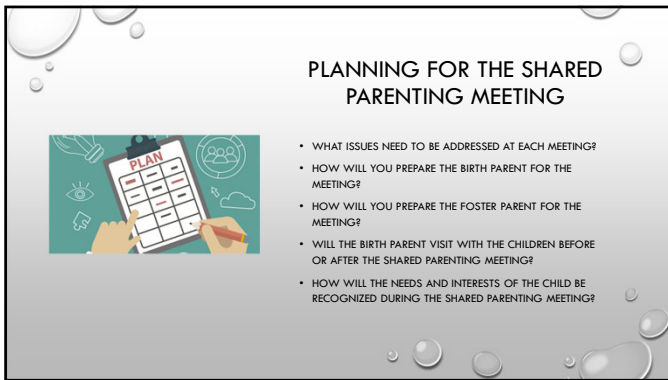


MEDICAL
APPOINTMENTS



DENTAL
APPOINTMENTS







SHARED PARENTING: FOSTER PARENT COMMUNICATION WITH BIRTH PARENTS

FOSTER PARENTS SHOULD:

- USE REFLECTIVE LISTENING WHEN SHARING WITH THE CHILD'S FAMILY.
- USE HUMILITY WHEN WORKING WITH CHILDREN'S FAMILIES. ANOTHER PHRASE FOR THIS IS TO USE THE "ONE-DOWN APPROACH." LET THE CHILD'S PARENT BE THE KNOWLEDGEABLE ONE WHEN TALKING ABOUT THEIR CHILD.
- UNDERSTAND THE ANGER OF THE CHILD'S PARENT AS A STAGE OF GRIEF.
- BE CAREFUL NOT TO THAT SELL YOURSELF AS WONDERFUL!
 - ASK THE CHILD'S FAMILY QUESTIONS ABOUT THEIR CHILD.
 - ASK WHAT QUESTIONS THEY HAVE FOR YOU.
- ENCOURAGE THE CHILD'S FAMILY TO INTERACT WITH THEIR CHILD AT VISITS.
 - ASK THEM IF THEY WOULD LIKE THE CHILD TO BRING GAMES OR A SNACK FOR THEM TO SHARE.

FACILITATION SKILLS

Facilitation skills
include, but are not
limited to:

Being prepared.

Having an idea where
the conversation is
going and knowing
the desired outcome.

Encouraging and
allowing everyone to
be heard.

Using strength-based
language and the
child's parent's
knowledge of
child/youth.

Keeping the
conversation focused
on mutual efforts to
meet child's needs.

This is not a meeting to
discuss reasons child
came into care.

Handouts C-1 & C-2

BREAKOUT ROOM GROUP ACTIVITY



Directions: Role-play a shared meeting using the scenario assigned to your group. Start by reading the scenario, then develop a plan for the meeting by answering the questions below. Each group needs a person to play the role of the facilitator, foster parent, and family member. The remaining members of the group will observe. Additional roles may be determined by the scenario. Each group needs to select a reporter. The reporter will be responsible for completing and share the Icebreaker/Shared Parenting Report to present to the larger group. Also, be prepared to share group's experience with role-playing the Shared Parenting meeting.

Planning for the Shared Parenting Meeting Questions:

- 1) What issues need to be addressed at this meeting?
- 2) How will you prepare the family member for the meeting?
- 3) How will you prepare the foster parent for the meeting?
- 4) Will the family member visit with the children before or after the shared parenting meeting?
- 5) How will the needs and interests of the child be recognized during the Shared Parenting meeting?

BREAKOUT ROOM ACTIVITY - HANDOUTS

- C-1: Meeting Process and Agenda
- C-2: Shared Parenting Meeting Report & All About Me
- C-3 Handout Tips for Making Shared Parenting Work
- C-4 Shared Parenting Topics to Consider for Discussion.
- C-5 Ice-Breaker Protocols and Procedures: A Guide for Workers and Foster Parents
- C-6 Icebreakers Meeting Guidelines



BREAKOUT ROOM GROUP PRESENTATIONS

ACTIVITY QUESTIONS:

- WHAT ISSUES NEED TO BE ADDRESSED AT THIS MEETING?
- HOW WILL YOU PREPARE THE BIRTH PARENT FOR THE MEETING?
- HOW WILL YOU PREPARE THE FOSTER PARENT FOR THE MEETING?
- WILL THE BIRTH PARENT VISIT WITH THE CHILDREN BEFORE OR AFTER THE SHARED PARENTING MEETING?
- HOW WILL THE NEEDS AND INTERESTS OF THE CHILD BE RECOGNIZED DURING THE SHARED PARENTING MEETING?

Shared Parenting Meeting Report:

- Names of Child/Children...
- Attendees (name/title/role)...
- Items Discussed...
- Follow-up Needed...
- Visitation Arrangement...
- Communication Plan...





YOU WERE EMAILED YOUR
TRANSFER OF LEARNING ACTIVITIES




PLEASE COMPLETE THESE TOL
ACTIVITIES NO LATER THAN 7:00PM,
AND EMAIL BACK TO TRAINERS



COMPLETION OF ALL TOLS ARE
REQUIRED TO RECEIVE CREDIT FOR
THIS TRAINING.

TOL ACTIVITIES

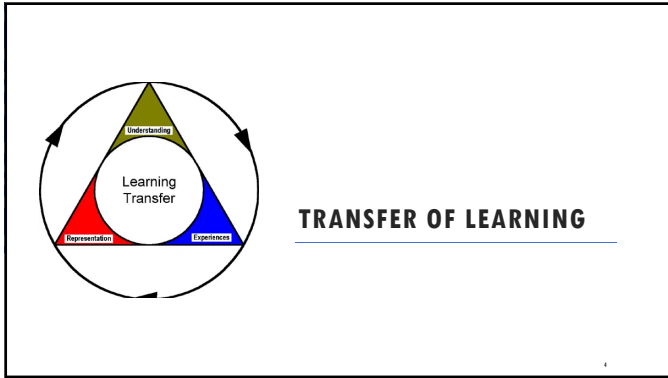
EMAIL ADDRESSES



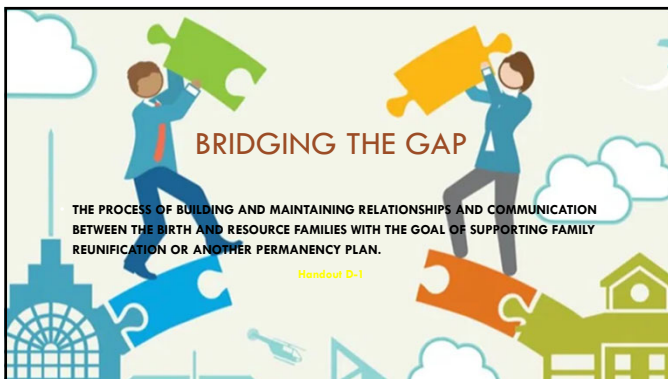









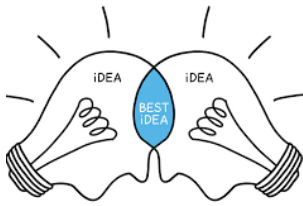




METHODS OF WORKING WITH THE CHILD'S FAMILY

- SUPPORTING THE CHILD'S FAMILY
- HELPING THE CHILD'S FAMILY
- TEACHING THE CHILD'S FAMILY
- PARTICIPATING WITH THE CHILD'S FAMILY





Collaboration

Handouts D-1 & D-2

**BRIDGING THE GAP –
A CONTINUUM OF CONTACT**

<div style="background-color: #f4a460; padding: 5px; margin-bottom: 5px;">SUPPORTING</div> <div style="border: 1px solid #ccc; padding: 5px; font-size: 0.8em;"> SUPPORTING CHILD'S FAMILY, tasks without yet meeting </div>	<div style="background-color: #76e840; padding: 5px; margin-bottom: 5px;">HELPING</div> <div style="border: 1px solid #ccc; padding: 5px; font-size: 0.8em;"> HELPING –direct contact, tasks that can improve parent's level of functioning </div>	<div style="background-color: #4dc0f5; padding: 5px; margin-bottom: 5px;">TEACHING</div> <div style="border: 1px solid #ccc; padding: 5px; font-size: 0.8em;"> TEACHING – tasks providing knowledge & skills in different ways to parent </div>	<div style="background-color: #9b59b6; padding: 5px; margin-bottom: 5px;">PARTICIPATING</div> <div style="border: 1px solid #ccc; padding: 5px; font-size: 0.8em;"> PARTICIPATING – inviting birth parent to participate in all aspects of child's life </div>
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Handouts D-1 & D-2




ACTIVITY E: STRATEGIC RECRUITMENT OF FOSTER PARENTS THAT PROMOTES POSITIVE BIRTH FAMILY/FOSTER FAMILY PARTNERSHIPS


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KEY THEMES FOR STRATEGIC RECRUITMENT OF FOSTER PARENTS

- USING A DATA-DRIVEN APPROACH TO TARGET WHAT KINDS OF FAMILIES ARE NEEDED BASED ON THE NEEDS OF THE CHILDREN IN FOSTER CARE.
- USING ACCURATE MESSAGING ABOUT FOSTER CARE AS A FAMILY SUPPORT SERVICE FOR BIRTH FAMILIES. REGARDING ADOPTION, RECRUITMENT EFFORTS INCLUDE A SHARP FOCUS ON OLDER YOUTH, CHILDREN WITH SPECIAL NEEDS, AND SIBLING SETS.



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RECRUITING FOSTER/RESOURCE PARENTS- at 1st contact, what is said about Agency's foster care program?

Does Agency's Expectations Match Needs of Potential Foster Parents Inquiring into Foster Care?

If Private Agency Recruiting, what is said?

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POTENTIAL FOSTER PARENTS NEED TO:

1

Know the Pre-Service and In-Service Training is a requirement.

2

Know the Mutual Family Assessment Process.

3

Understand the purpose of foster care.
* Foster care is a temporary Family Focused program, not an adoption program.

4

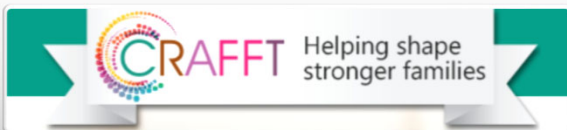
Understand concept and practice of Shared Parenting and Bridging the Gap.

ON A SCALE OF ONE TO TEN...

1 2 3 4 5 6 7 8 9 10

↑
Today is a Six!

SCALING QUESTIONS




THE CONSORTIUM FOR RESOURCE, ADOPTIVE, AND FOSTER FAMILY TRAINING (CRAFT)

Resource: Consultants Handout and CRAFT Contact Information



**ACTIVITY F:
EQUIPPING
FOSTER PARENTS
TO ACTIVELY
SUPPORT
REUNIFICATION**



**KEY QUESTIONS TO ASSESSING
YOUR AGENCY'S APPROACH**

- DOES YOUR MESSAGING EMPHASIZE REUNIFICATION AS A SYSTEM-WIDE VALUE AND PRIORITY?
- IS THE AGENCY ADEQUATELY PREPARING FOSTER PARENTS TO BE PARTNERS IN REUNIFICATION? HOW DOES THE AGENCY KNOW WHETHER THEY ARE EFFECTIVE AT THIS?
- WHAT SKILLS AND ATTITUDES DO FOSTER FAMILIES NEED TO ACTIVELY PARTNER WITH THE CHILD'S BIRTH PARENTS? HOW IS THE AGENCY DEVELOPING THESE SKILLS?
- HOW IS THE AGENCY SUPPORTING FOSTER PARENTS THROUGH THE CHALLENGES, COMPLEX DYNAMICS, AND GRIEF AND LOSS THEY WILL LIKELY ENCOUNTER AS THEY TAKE ON THIS WORK?
- WHAT FEEDBACK LOOPS DOES THE AGENCY HAVE IN PLACE TO CONTINUE TO LEARN FROM FOSTER PARENTS ABOUT WHAT THEY NEED TO BE EFFECTIVE PARTNERS IN REUNIFICATION EFFORTS?

**BENEFITS OF
PREPARING
AND
SUPPORTING
FOSTER
PARENTS**

- CHILDREN WILL HAVE AN INCREASED LIKELIHOOD OF SUCCESSFULLY REUNIFYING WITH THEIR FAMILIES.
- A POSITIVE CONNECTION BETWEEN BIRTH AND FOSTER FAMILIES CAN ALSO HELP CHILDREN AVOID FEELING DIVIDED LOYALTY, POTENTIALLY EASING THE TRANSITION FROM FOSTER HOME TO PERMANENT HOME.
- THE CHILD'S PARENTS WILL HAVE THE SKILLS AND SUPPORTS THEY NEED TO SUCCESSFULLY CARE FOR THEIR CHILDREN.
- FOSTER PARENTS WILL SEE HOW THEY FIT INTO THE TEAM OF PEOPLE WORKING TO ACHIEVE POSITIVE OUTCOMES FOR CHILDREN.
- FOSTER PARENTS WILL BE BETTER ABLE TO HANDLE THEIR OWN EMOTIONS AND REACTIONS DURING PERIODS OF TRANSITION.

TIPS TO ENABLE FOSTER FAMILIES TO ACTIVELY SUPPORT REUNIFICATION

- YOU SHOULD ENCOURAGE POSITIVE ATTITUDES TOWARDS THE CHILD'S FAMILIES IN YOUR INTERACTIONS WITH FOSTER PARENTS.
- ENSURE TRAINING INCLUDES SKILLS THAT FOSTER PARENTS NEED TO SUPPORT REUNIFICATION.
- INCORPORATE BIRTH PARENTS AND YOUTH INTO YOUR TRAINING CURRICULUM.
- PROVIDE OPPORTUNITIES FOR PEER SUPPORT FROM FOSTER PARENTS WHO HAVE EXPERIENCE ACTIVELY SUPPORTING REUNIFICATION.
- PROVIDE CLEAR GUIDANCE AND SUPPORT ON BIRTH FAMILY CONTACT AND VISITATION.
- OFFER ENHANCED SUPPORT DURING PERIODS OF TRANSITION AND LOSS.
- INCORPORATE FEEDBACK AND DATA ANALYSIS TO IMPROVE YOUR SERVICES.
- GIVE SPECIAL CONSIDERATION TO KINSHIP CAREGIVERS.



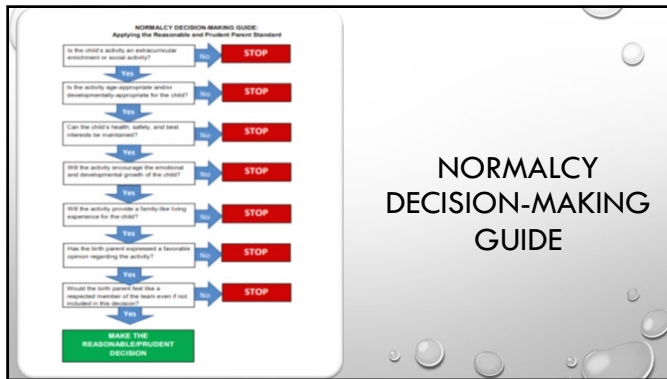
CONCURRENT PLANNING

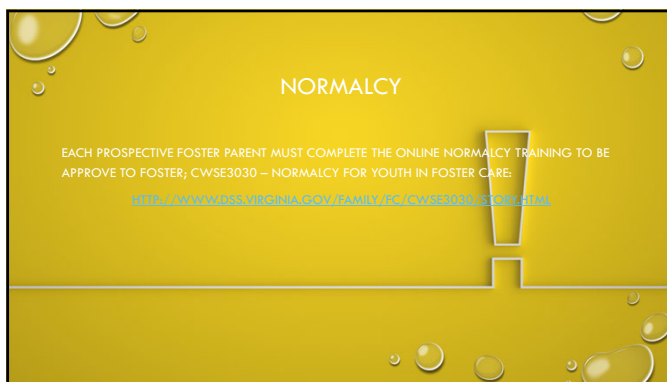
WORKING TOWARDS REUNIFICATION
WHILE AT THE SAME TIME ESTABLISHING
AND IMPLEMENTING AN ALTERNATIVE
PERMANENCY PLAN.

PROVIDING NORMALCY IN FOSTER CARE

NORMALCY IS CAREFUL AND SENSIBLE PARENTAL DECISIONS WHICH ENSURE THE CHILD'S HEALTH, SAFETY, AND BEST INTEREST WHILE AT THE SAME TIME ENCOURAGING THE CHILD'S EMOTIONAL AND DEVELOPMENTAL GROWTH, THAT A CAREGIVER SHALL USE WHEN DETERMINING WHETHER TO ALLOW A CHILD IN FOSTER CARE TO PARTICIPATE IN EXTRACURRICULAR, ENRICHMENT, CULTURAL, AND SOCIAL ACTIVITIES.

Training Resources
Flyer – Providing Normalcy in Foster Care





Using your Chat box or unmute to answer, why is normalcy important for there to be an efficient partnership between the child's parents and the foster parents?

QUESTION



TOL

1. LIST TWO OF THE SIX PRINCIPLES OF PARTNERSHIP.
2. IDENTIFY TWO TYPES OF SHARED PARENTING MEETINGS.
3. IDENTIFY TWO OF THE FOUR METHODS OF WORKING WITH THE CHILD'S FAMILY.
4. **FILL IN THE BLANK.** BRIDGING THE GAP IS THE PROCESS OF BUILDING AND MAINTAINING AND BETWEEN THE CHILD(REN)'S FAMILIES AND FOSTER PERMANENCY PLAN.
 - 1) CONTROL AND ORDER
 - 2) STRUCTURE AND ISOLATION
 - 3) RELATIONSHIPS AND COMMUNICATION
 - 4) FRIENDSHIPS AND FAMILY
5. LIST TWO ACTIVITIES THAT HELPS TO BRIDGE THE GAP BETWEEN THE CHILD'S PARENTS AND FOSTER PARENTS.

TOL

6. **TRUE ____ OR FALSE ____** WITHIN RECRUITMENT OF FOSTER PARENTS, THERE ARE TWO KEY THEMES: USING A DATA-DRIVEN APPROACH TO TARGET THE DIVERSE OF FAMILIES THAT ARE NEEDED BASED ON THE NEEDS OF THE CHILDREN IN FOSTER CARE. USING ACCURATE MESSAGING ABOUT FOSTER CARE AS A FAMILY SUPPORT SERVICE FOR CHILD(REN)'S FAMILIES.
7. **TRUE ____ OR FALSE ____** YOU SHOULD ENCOURAGE POSITIVE ATTITUDES TOWARDS THE CHILD'S FAMILIES IN YOUR INTERACTIONS WITH FOSTER PARENTS.
8. **TRUE ____ OR FALSE ____** FOSTER PARENT CAN SERVE AS AN ADVOCATE, MENTOR, OR ROLE MODEL FOR CHILD'S PARENT.
9. **TRUE ____ OR FALSE ____** THE RELATIONSHIP AND COMMUNICATION BETWEEN THE CHILD'S PARENTS AND FOSTER PARENTS CAN SIGNIFICANTLY INFLUENCE THE EXPERIENCE THAT THE CHILD AND THE CHILD'S FAMILY HAVE IN FOSTER CARE.
10. LIST ONE SKILL OR RESOURCE LEARNED FROM THIS TRAINING THAT YOU WILL APPLY TO PRACTICE TO BUILD STRONGER PARTNERSHIPS BETWEEN THE CHILD'S FAMILY AND FOSTER PARENTS.



The post test/survey may not be immediately available for a couple of days.

POST TEST & SURVEY

FROM THE VIRGINIA LEARNING CENTER HOME PAGE:

- **POST TEST**
 - CLICK ON CATALOG
 - TYPE CWS3021W IN THE SEARCH FOR BOX
 - AND CLICK SEARCH
 - CLICK ON VDSS – CWS3021W POST TEST
- **SURVEY**
 - CLICK ON TRANSCRIPT
 - CLICK VDSS – CWS3021W
 - CLICK VDSS TRAINING EVALUATION

