

Caregiver Calendar



SUMMER 2022

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Ohio Child Welfare Training Program

Mission Statement

The Ohio Child Welfare Training Program promotes the delivery of high quality, culturally competent, family centered services to children and their families who have experienced or are at risk of abuse, neglect or dependency. We provide competency-based training primarily to the public agency professionals, caregivers, and adoptive parents who serve them. We collaborate with other service providers to promote the delivery of competency-based training. We advocate for public policy and standards that reflect best practice in child welfare.

County Agencies served by the Northwest Ohio Regional Training Center

Defiance/Paulding DJFS: Director: Corey Walker	419-782-3881	Paulding/ Defiance DJFS: Director: Corey Walker	419-399-3756
Erie DJFS: Director: Karen Balconi Ghezzi, Esq.	419-626-6781	Putnam DJFS: Director: Suzy Wichmeyer	567-376-3777
Fulton DJFS: Director: Amy Metz-Simon	419-337-0010	Sandusky DJFS: Director: Melanie Allen	419-334-3891
Hancock DJFS: Director: Randall Galbraith	419-422-0182	Seneca DJFS: Director: Kathy Oliver	419-447-5011
Henry DJFS: Director: Shannon Jones	419-592-0946	Van Wert DJFS: Director: Erinn Sellers	419-238-5430
Huron DJFS: Director: Lenora Minor	419-668-8126	Williams DJFS: Director: Fred Lord	419-636-6725
Lucas Co. (LCCS): Director: Robin Reese	419-213-3200	Wood DJFS: Director: David Wigent	419-352-7566
Ottawa DJFS: Director: Stephanie Kowal	419-898-3688	Wyandot DJFS: Director: Jason A. Fagon	419-294-4977

Northwest Ohio Regional Center Training Staff

Melonny King – Manager – Melonny.King@jfs.ohio.gov

Karla Davis McGowan – Regional Caregiver Training Coordinator – Karla.Davis-McGowan@jfs.ohio.gov

Stephanie Harvey – Regional Staff Training Coordinator – Stephanie.Harvey@jfs.ohio.gov

Megan Hite – Regional Training Center Clerk (Staff) – Megan.Hite@jfs.ohio.gov

Tanya Roach – Regional Training Center Clerk (Preservice & Foster Parent College) – Tanya.Roach@jfs.ohio.gov

Kandis Bennett – Regional Training Center Clerk (On-Going Caregivers) – Kandis.Bennett@jfs.ohio.gov

REGISTER!

Enroll yourself in training sessions through **E-TRACK**
<https://e-track.teds.com/Everyone/TEDSEveryOne.jsp>

If you are a **foster care provider through another agency**
or you are a **daycare provider for LCCS**, you will NOT be in E-TRACK.

If you are NOT in E-Track please call **419-213-3505** to reserve a seat on a
space available basis for **Foster/Adoption** ongoing training.

Please allow ample travel time.

Please turn off cell phones & return calls during break.

It is Ohio Child Welfare Training Program policy to ONLY certify credit
for an individual who has missed less than **15 minutes** of classroom training.
This includes **CPR** and **First Aid** classes. All time spent outside the classroom
counts toward this **15 minute rule**. Partial credit cannot be given
You **MUST attend ALL parts of a training session** in order to receive a certificate
of credit. This includes sessions that extend beyond one day.
**NOTE* Please consider wearing layers to be comfortable with the fluctuations in
temperature in the training center!*

WHAT ABOUT?

Child Care? Not Provided!	Child Care is NOT provided during training. Children and dependents will NOT be allowed to attend classes or wait in the training center while classes are in session
Training Cancellation?	If you wonder whether a training has been canceled check your e-mail notifications
Parking?	When you attend weekday training sessions, bring your parking ticket to class for validation (parking garage ONLY). We do not validate for surrounding surface parking. For weekend training sessions enter and leave through the exit gate. Private agency caregivers must pay \$5.00 for parking in the garage (CASH ONLY)
Location?	Unless otherwise noted, classes will be held at The Northwest Ohio Regional Training Center Address: 711 Adams Street, Toledo, OH 43604

For additional questions or concerns call 419-213-3505

ON-GOING NWORTC LUCAS COUNTY TRAININGS

August 2022

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
1	2	3 *ONLINE* Psychotropic Medications: Questions to Ask (304-76-DL3) 9am-12pm Stacy Simera	4	5	6 Combating Compassion Fatigue Through Self-Care for Foster Parents (989-69) 9am-4pm Anthony President
8	9	10	11	12 GAP: Parenting my Adopted Child - I Wish I Knew Then What I Know Now (948-18-GAP) 10am-1pm Deb McMullen GAP: Expectations, Reality and Success! The Journey of a Foster Parent (922-31-GAP) 1:30pm-4:30pm Deb McMullen	13 Engaging Primary Families (928-FF8A-S) 9am-12pm Deb McMullen The Effects of Fostering (926-FF9A-S) 1pm-4pm Deb McMullen AHA Pediatric HeartSaver First Aid (990-42-NOS) 9am-1pm *Hands-on Testing from 2pm-4pm for LCCS Caregivers* Ryan Hennessy
15 Successful Engagement with LGBTQI+ Identified Families (985-11) 9am-12pm CeCe Norwood Rule Violations, Third Party Investigations, and Corrective Action (922-33) 9am-12pm DeeDee Prezioso Compassion Fatigue and the Caregiver (989-70) 1pm-4pm DeeDee Prezioso	16	17	18	19	20 *ONLINE* Connect: Supporting Children Exposed to Domestic Violence (993-1A-DL3) 9am-12pm Michele Bell *HELD IN WOOD CO.* Strengthening the Child Welfare Team (923-29) 9am-12pm Dave Zidar *HELD IN WOOD CO.* Pro Social Skills (951-1) 1pm-4pm Dave Zidar
22	23	24	25 AHA Pediatric HeartSaver First Aid (990-42-NOS) 9am-1pm *Hands-on Testing from 2pm-4pm for LCCS Caregivers* Ryan Hennessy	26	27
29	30	31			

September 2022

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
			1	2	3
5	6 AHA Pediatric HeartSaver First Aid (990-42-NOS) 9am-1pm *Hands-on Testing from 2pm-4pm for LCCS Caregivers* Ryan Hennessy	7	8	9	10 AHA Pediatric HeartSaver First Aid (990-42-NOS) 9am-1pm *Hands-on Testing from 2pm-4pm for LCCS Caregivers* Mark McBee Educational Advocacy: Helping Your Child to be Successful in School (994-1) 9am-4pm Brian Lowery
12 *JOINT TRAINING* Examining Unconventional and Mischaracterized Trauma (318-54) 9am-4pm LaToya Logan	13	14	15 Healthy Sexual Development of Children and Teens (988-56-DL3) 5:30pm-8:30pm Mary Beth Olendar	16 *HELD IN SANDUSKY CO* Engaging Primary Families (928-FF8A-S) 1pm-4pm CeCe Norwood	17 *ONLINE* A World of Opportunities: Substance Use Indicators-Hidden in Plain Sight (988-56-DL3) 9am-12pm Tamme Smith *HELD IN WOOD CO.* Interventions for Children who Suffered Trauma (923-29) 9am-4pm Dave Zidar
19	20 *ONLINE* What's the Foundation of Your Parenting? (925-48-DL3) Jody Johnston-Pawel 5:30pm-8:30pm	21	22	23	24 AHA Pediatric HeartSaver First Aid (990-42-NOS) 9am-1pm *Hands-on Testing from 2pm-4pm for LCCS Caregivers* DeeDee Presiozo
26 *ONLINE* Boredom, Loneliness & Apathy: Helping Youth and Families (318-67-DL3) 5:30pm-8:30pm LaToya Logan	27	28 Sufficient Time to Regroup and Mend: Preventing Disruption (952-8) 9am-4pm Gene Smiley	29 Oppositional Behaviors: A Look at ADD/ADHD, ODD, and other Defiant Behavior (995-44) 9am-4pm Gene Smiley	30	

August Course Descriptions

Class will be closed to anyone arriving more than fifteen (15) minutes late.

ONLINE

Psychotropic Medications: Questions to Ask

DATE: **August 3, 2022**

Simera, Stacy

(3 Credit Hours) ITNA Code: **304-76-DL3**

TIME: **9:00 am – 12:00 pm**

CONTENT: The purpose of this course is to educate caseworkers, foster parents, and other stakeholders on psychotropic medication use in the treatment of mental disorders among children and adolescents. Specific attention will be paid to answering the questions most people ask, or should ask, regarding psychotropic medication. **NOTE: This course is presented in one 3-hour segment via an online platform, enabling you to participate from your own home or office. A few days prior to the session, participants will be emailed a registration confirmation containing connectivity instructions for the session. Each participant needs to connect individually from a desktop computer, laptop or tablet. We need to track each person's participation and engagement, which is not possible if connected as a group. Please do not use a mobile phone, as you will not have access to all functionalities.**

Combating Compassion Fatigue Through Self-Care for Foster Parents

DATE: **August 6, 2022**

President, Anthony

(6 Credit Hours) ITNA Code: **989-69**

TIME: **9:00 am – 4:00 pm**

CONTENT: On most days, supporting foster youth and helping them heal from trauma and its lasting effects takes up considerable time and emotional labor for caregivers. When caregivers fail to take care of themselves in the midst of dealing with others' trauma, stressors can mount. This workshop deals with strategies to help caregivers develop a comprehensive plan of self-care that encompasses the four dimensions of wellness: social support, diet and exercise, hobbies and leisure-time activities, and managing mental processes for the purpose of increasing compassion satisfaction.

GAP: Parenting my Adopted Child - I Wish I Knew Then What I Know Now

DATE: **August 12, 2022**

McMullen, Debra

(3 Credit Hours) ITNA Code: **948-18-GAP**

TIME: **10:00 am – 1:00 pm**

CONTENT: This Guided Application and Practice (GAP) session provides opportunity for foster and adoptive parents to learn from the experiences of the facilitator and from the experiences of each other. Through guided discussion, the facilitator, a former foster and an adoptive mother, will encourage conversation and sharing of experiences surrounding long term placement and adoption issues.

GAP: Expectations, Reality and Success! The Journey of a Foster Parent

DATE: **August 12, 2022**

McMullen, Debra

(3 Credit Hours) ITNA Code: **922-31-GAP**

TIME: **1:30 pm – 4:30 pm**

CONTENT: This Guided Application and Practice (GAP) session provides opportunity for foster and adoptive parents to learn from the experiences of the facilitator and from the experiences of each other. Through guided discussion, the facilitator, a former foster parent and an adoptive mother, will encourage conversation and sharing of experiences surrounding initial expectations regarding caregiving and the journey families are on. The facilitator will assist participants in recognizing accomplishments of their journeys even when success is not obvious. A primary focus will be on family structure and how it has changed, challenges encountered working with birth parents, and the importance of keeping a level of professionalism with team members.

Engaging Primary Families

DATE: **August 13, 2022**

McMullen, Debra

(3 Credit Hours) ITNA Code: **928-FF8A-S**

TIME: **9:00 am – 12:00 pm**

CONTENT: This training, specifically designed for licensed foster caregivers in the early years of their foster care development, will address the importance of engaging primary families. Common barriers to strong relationships with the primary family will be discussed. Participants will consider how a child might be impacted if they lose their connections with their primary family. Strategies to support positive relationships with primary families will be explored. This training is part of the Fundamentals of Fostering series.

The Effects of Fostering

DATE: **August 13, 2022**

McMullen, Debra

(3 Credit Hours) ITNA Code: **926-FF9A-S**

TIME: **1:00 pm – 4:00 pm**

CONTENT: This training, specifically designed for licensed foster caregivers in the early years of their foster care development, will assist participants in identifying what factors contribute the most to their stress as caregivers and what strengths they bring to caregiving. They will learn to identify indicators they, or someone in their family, may be experiencing burnout or secondary traumatic stress. Strategies to prevent or mitigate the stress of caregiving will also be addressed. This training is part of the Fundamentals of Fostering series.

AHA Heartsaver Pediatric First Aid and CPR with AED(4 Credit Hours) ITNA Code: **990-42-NOS**DATE: **August 13, 2022***Hennessey, Ryan*TIME: **9:00 am – 1:00 pm****

CONTENT: This course utilizes the American Heart Association Pediatric First Aid and CPR course materials but does not include skills testing. The participant receives a comprehensive overview of first aid basics for children, as well as CPR and AED use for all ages. This workshop is approved for OCWTP training hours only and does not certify the participant in CPR or First Aid. ****Please note that there will be a 2 hour mandatory hands-on skills testing for Lucas County Children Services licensed caregivers only. For caregivers from other counties who wish to seek certification can attend this portion for a fee, payable to the trainer.**

Successful Engagement with LGBTQI+ Identified Families

(3 Credit Hours)

ITNA Code: **985-11**DATE: **August 15, 2022***Norwood, CeCe*TIME: **9:00 am – 12:00 pm**

CONTENT: One of the foundational goals of child welfare is to assure that the overall well-being of children and adolescents is continually addressed. Caregiving families are in the unique position of spending great amounts of daily time with the children and adolescents placed in their homes. As a result, they may be the first to recognize a child or adolescent is struggling with sexual orientation and/or gender identity. And considering that in most cases visits with the birth family, who may identify as LGBTQI+, are still occurring, it is critical for caregiving families to know affirming ways to meaningfully engage with the birth family. To do so successfully, caregiving families must have a working knowledge about LGBTQI+ families and communities, be able to talk with children and adolescents about sexual orientations and gender identities, as well as the associated societal challenges, and know how to help children, adolescents, and birth parents resolve concerns or challenges related to the youth's sexual and/or gender identity.

Rule Violations, Third Party Investigations, and Corrective Action

(3 Credit Hours)

ITNA Code: **922-33**DATE: **August 15, 2022***Prezioso, Deanna*TIME: **9:00 am – 12:00 pm**

CONTENT: This class will provide participants with an overview and understanding of rule violations, third party investigations, corrective action plans, and the process for each. Similarities and differences between rule violations and third-party investigations, as well as possible outcomes and participants' rights during each process will be examined. Finally, participants will examine positive coping mechanisms to be used during these stressful times and learn ways they can effectively use these processes as opportunities to learn and grow.

Compassion Fatigue & the Caregiver: Caring for Yourself so You Can Care for Others

(3 Credit Hours)

ITNA Code: **989-70**DATE: **August 15, 2022***Prezioso, Deanna*TIME: **1:00 pm – 4:00 pm**

CONTENT: This class will give participants an understanding of Compassion Fatigue (CF) and how foster caregivers experience and respond to CF. Participants will examine how the responses and emotions experienced from CF are related to the role of foster caregiving and how these emotions influence and drive behaviors. Participants will understand how their own trauma impacts CF and how their own trauma combines with CF to influence behaviors and reactions to children's stories of trauma. Finally, participants will gain an understanding of some ways they can effectively care for themselves and manage their emotions and CF.

***ONLINE* Connect: Supporting Children Exposed to Domestic Violence**

(3 Credit Hours)

ITNA Code: **993-1A-DL3**DATE: **August 20, 2022***Bell, Michele*TIME: **9:00 am – 12:00 pm**

CONTENT: A basic and interactive virtual three-hour training session on the dynamics of domestic violence, the impact of exposure to domestic violence (DV) on children, and strategies for supporting children who have been exposed to DV.

HELD IN WOOD CO.**Strengthening the Child Welfare Team**

(3 Credit Hours)

ITNA Code: **922-25**DATE: **August 20, 2022***Zidar, Dave*TIME: **9:00 am – 12:00 pm**

CONTENT: Why won't caseworkers share all the details about a child's case? Why are foster parents so emotional about our children in care? What are the job duties of a caseworker, the foster parent, and the support worker? Who's responsible for what, when, where, and how? This workshop will include foster parents, intake and ongoing workers, and support staff. Participants will examine the perception of roles, responsibilities, and challenges of each team member, and identify how those views can build barriers. Participants will develop team-building strategies to enhance communication skills, promote team cohesiveness, and develop successful working relationships.

HELD IN WOOD CO.**Pro Social Skills**

(3 Credit Hours)

ITNA Code: **951-1**DATE: **August 20, 2022***Zidar, Dave*TIME: **1:00 am – 4:00 pm**

CONTENT: This class asks and answers the question, "What do I do with a child who just does not get it?" The "it" is the skills-based training in all areas of life's domains: social skills, problem-solving, anger management, and perceptual skills. This class examines what the child should be doing at each stage of development, as well as what to teach. This is a very practical way for foster parents to be empowered to "train up their children."

AHA Heartsaver Pediatric First Aid and CPR with AED(4 Credit Hours) ITNA Code: **990-42-NOS**DATE: **August 25, 2022***Hennessey, Ryan*TIME: **9:00 am – 1:00 pm****

CONTENT: This course utilizes the American Heart Association Pediatric First Aid and CPR course materials but does not include skills testing. The participant receives a comprehensive overview of first aid basics for children, as well as CPR and AED use for all ages. This workshop is approved for OCWTP training hours only and does not certify the participant in CPR or First Aid. ****Please note that there will be a 2 hour mandatory hands-on skills testing for Lucas County Children Services licensed caregivers only. For caregivers from other counties who wish to seek certification can attend this portion for a fee, payable to the trainer.**

September Course Descriptions

Class will be closed to anyone arriving more than fifteen (15) minutes late.

AHA Heartsaver Pediatric First Aid and CPR with AED(4 Credit Hours) ITNA Code: **990-42-NOS**DATE: **September 6, 2022***Hennessey, Ryan*TIME: **9:00 am – 1:00 pm****

CONTENT: This course utilizes the American Heart Association Pediatric First Aid and CPR course materials but does not include skills testing. The participant receives a comprehensive overview of first aid basics for children, as well as CPR and AED use for all ages. This workshop is approved for OCWTP training hours only and does not certify the participant in CPR or First Aid. ****Please note that there will be a 2 hour mandatory hands-on skills testing for Lucas County Children Services licensed caregivers only. For caregivers from other counties who wish to seek certification can attend this portion for a fee, payable to the trainer.**

AHA Heartsaver Pediatric First Aid and CPR with AED(4 Credit Hours) ITNA Code: **990-42-NOS**DATE: **September 10, 2022***McBee, Mark*TIME: **9:00 am – 1:00 pm****

CONTENT: This course utilizes the American Heart Association Pediatric First Aid and CPR course materials but does not include skills testing. The participant receives a comprehensive overview of first aid basics for children, as well as CPR and AED use for all ages. This workshop is approved for OCWTP training hours only and does not certify the participant in CPR or First Aid. ****Please note that there will be a 2 hour mandatory hands-on skills testing for Lucas County Children Services licensed caregivers only. For caregivers from other counties who wish to seek certification can attend this portion for a fee, payable to the trainer.**

Educational Advocacy: Helping Your Child to be Successful in School(6 Credit Hours) ITNA Code: **994-1**DATE: **September 10, 2022***Lowery, Brian*TIME: **9:00 am – 4:00 pm**

CONTENT: As sure as parents and caregivers are children's most important teachers, children's ideas about education and its significance begin there, as well. Therefore, foster parents have a responsibility to participate actively in their children's education. This class will offer caregivers an opportunity to enhance their own skills in assisting children in their academic pursuits. This course also serves as a basic introduction to understanding special education and surrogate parenting.

Examining Unconventional and Mischaracterized Trauma Expressions in Black Males(6 Credit Hours) ITNA Code: **318-54**DATE: **September 12, 2022***Logan, LaToya*TIME: **9:00 am – 4:00 pm**

CONTENT: Raising awareness related to diagnosis, evaluation, and treatment referrals based on a lack of cultural inclusion surrounding Black males who exhibit aggression and apathy is the necessary first step to addressing disparities. Viewing apathy as a defense mechanism encourages social workers to strengthen their assessments and challenge outcomes. It allows for a deeper understanding of how trauma experiences can manifest into aggression and apathy based on cultural norms and environmental factors that have not been evaluated. Through cultural competence and inclusion of cultural differences, social workers can lead changes in the fields of mental health and social services. They can help promote equity in educational programming and support, make court referrals for treatment options instead of confinement, and develop more effective assessments and treatment interventions that have a direct impact on individuals, families, and communities.

Healthy Sexual Development of Children and TeensDATE: **September 15, 2022***Olender, Mary Beth*(3 Credit Hours) ITNA Code: **923-FF5A-S**TIME: **5:30 pm -8:30 pm**

CONTENT: This training, part of the Fundamentals of Fostering series, introduces basic concepts of sexual development and the Johnson continuum of childhood sexual behavior. Normal sexual behaviors for children from birth to adolescence are outlined along with factors which may influence a child's sexual behaviors. The training will help foster parents know when a child's sexual expression is normative and developmentally appropriate.

HELD IN SANDUSKY CO.**Engaging Primary Families**DATE: **September 16, 2022***Norwood, CeCe*(3 Credit Hours) ITNA Code: **928-FF8A-S**TIME: **1:00 pm – 4:00 pm**

CONTENT: This training, specifically designed for licensed foster caregivers in the early years of their foster care development, will address the importance of engaging primary families. Common barriers to strong relationships with the primary family will be discussed. Participants will consider how a child might be impacted if they lose their connections with their primary family. Strategies to support positive relationships with primary families will be explored. This training is part of the Fundamentals of Fostering series.

HELD IN WOOD CO.**Interventions for Children who Suffered Trauma**DATE: **September 17, 2022***Zidar, Dave*(6 Credit Hours) ITNA Code: **923-29**TIME: **9:00 am -4:00 pm**

CONTENT: Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must have an understanding of the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system.

ONLINE**A World of Opportunities: Substance Use Indicators-Hidden in Plain Sight**DATE: **September 17, 2022***Smith, Tamme*(3 Credit Hours) ITNA Code: **988-56-DL3**TIME: **9:00 am - 12:00 pm**

CONTENT: Learn about Ohio's drug trends while virtually exploring various settings and types of drug paraphernalia. Learn how to identify possible substance misuse through symptoms/signs. Finally, arm yourself with resources to support someone struggling with a substance use challenge. **NOTE: This course is offered through a virtual platform, enabling you to participate from your own home or office. A few days prior to the session, learners will be emailed connectivity instructions. Each participant needs to connect individually from a desktop computer, laptop, or tablet.**

ONLINE**What's the Foundation of Your Parenting?**DATE: **September 20, 2022***Johnston-Pawel, Jody*(3 Credit Hours) ITNA Code: **925-48-DL3**TIME: **5:30 pm – 8:30 pm**

CONTENT: The foundation of your parenting is your parenting "style". If you never learned anything about parenting, your "fallback" style would be how you were raised. When you learn new information, it can "bump up against" your childhood experience. This workshop looks at how we are "programmed" to be parents, and how we can choose our parenting beliefs and "programs" so we are more conscious, intentional, effective parents. First, set your parenting goals; then see a parenting "style show" that reveals what research has identified as the long-term results of the five parenting styles. Next, identify which style you are and/or want to be. Lastly, get practical tips for "getting on the same page" and working together as a team with your parenting partners.

Learning objectives:

- ▶ Understand the difference between conscious and subconscious mind
- ▶ Understand how subconscious beliefs and programming determine perceptions and decisions
- ▶ Identify their parenting goals
- ▶ Know how to identify the five parenting styles
- ▶ Understand the short- and long-term outcomes for each style
- ▶ Know how to balance each style so it gets positive short- and long-term results
- ▶ Know how to establish relationships, build trust, and foster teamwork with birth parents or parenting partners who may have different styles.

AHA Heartsaver Pediatric First Aid and CPR with AED(4 Credit Hours) ITNA Code: **990-42-NOS**DATE: **September 24, 2022***Prezioso, Deanna*TIME: **9:00 am – 1:00 pm****

CONTENT: This course utilizes the American Heart Association Pediatric First Aid and CPR course materials but does not include skills testing. The participant receives a comprehensive overview of first aid basics for children, as well as CPR and AED use for all ages. This workshop is approved for OCWTP training hours only and does not certify the participant in CPR or First Aid. *****Please note that there WILL be a 2 hour mandatory hands-on skills testing for certification of Lucas County Children Services licensed caregivers only. For caregivers from other counties who wish to seek certification can attend this portion for a fee, payable to the trainer.***

ONLINE**Boredom, Loneliness & Apathy: Helping Youth and Families Improve Wellness**(3 Credit Hours) ITNA Code: **318-67-DL3**DATE: **September 26, 2022***Logan, LaToya*TIME: **5:30 pm – 8:30 pm**

CONTENT: The inability to self-stimulate contributes to a significant amount of negative behavior expresses, impulsivity, and engagement in high-risk behaviors across ages. Adolescents who struggle with the self-regulation have difficulty engaging with their peer groups, and even those who have no history, may exhibit signs of poor regulation due to the imposed social restrictions. This workshop will help participants understand the clinical descriptions of boredom, loneliness, and apathy to improve treatment applications because of enhanced evaluations of their impact and influence on mental wellness. Participants will discuss the impact of the COVID19 precautions on mental wellness and the link to boredom or loneliness. Participants will gain awareness of clinical strategies to support clients who struggle with self-stimulation and/or socialization related to depression, anxiety, or life adjustment.

Sufficient Time to Regroup and Mend: Preventing Disruption

(6 Credit Hours)

ITNA Code: **952-8**DATE: **September 28, 2022***Smiley, Gene*TIME: **9:00 am – 4:00 pm**

CONTENT: This workshop revisits the basic purposes of foster care placement, looks at the impact of loss of family and familiar surroundings on the child in care, and considers factors related to placement disruption. Participants will learn the five most common reasons for placement disruption and how disruption complicates the child's process. Participants will explore what foster parents can do to assure a good "fit" prior to and during the child's placement in their home, and how to make placements successful – allowing sufficient time for the child to regroup and mend. The importance of good and timely permanency planning, and the maintenance of placement stability throughout the child's separation from his/her birth family are overriding themes throughout this presentation.

Oppositional Behaviors: A Look at ADD/ADHD, ODD, and other Defiant Behaviors

(6 Credit Hours)

ITNA Code: **995-44**DATE: **September 29, 2022***Smiley, Gene*TIME: **9:00 am – 4:00 pm**

CONTENT: This workshop underscores the importance of labeling behaviors and certain personality characteristics - not the child. Participants will understand how some oppositional behaviors in childhood can be attributed to parenting style, family and life circumstances, or core temperaments, while other more clinically significant oppositional behaviors may be related to diagnosable conditions rooted more in the child's biology or genetics. Participants will explore the origin of behavior in children and come to a better understanding of why children oppose boundaries, rules, and authority. *Oppositional behaviors are best managed with timely and skilled interventions; and the earlier, the better.* The sometimes-controversial issue of medication versus no medication for behavior issues will be discussed. Participants will become more aware of interventional approaches, goals, and effective resources for helping children become more responsible and more accountable for their own behavior.

Online Training Resources

FOSTER PARENT COLLEGE: www.fosterparentcollege.com



In addition to our traditional classroom training, publicly licensed caregivers have access to **free** online training for caregivers. The trainings offered are either "self-directed" courses or "instructor-led" courses. Certificates are issued for successful completions; certificates must be emailed to **both** your caseworker and megan.hite@jfs.ohio.gov for (re)certification record-keeping.

For access to Foster Parent College online trainings contact:

Tanya.Roach@jfs.ohio.gov

Please provide your name, licensing county, phone number & email address.

LCCS Caregivers: You may elect to take training session that are directly related to your individual training needs assessment (ITNA) outside of the agency. You **MUST** check with your caseworker **PRIOR** to taking any outside training sessions. You will **NOT** be reimbursed for any outside training sessions you chose to attend. Outside training sessions that are not pre-approved by your caseworker will **NOT** count towards your training hours.

Please address all questions about your specific training needs (ITNA) and (re)certification to:

YOUR CASEWORKER

E-Track Online Training

To access to E-Track online trainings:

<https://e-track.teds.com/Everyone>

The following free training sessions are available online via E-track for publicly licensed caregivers; sessions are subject to availability. Certificates are issued for successful completions; for (re)certification record-keeping certificates must be emailed to **both** your caseworker and megan.hite@jfs.ohio.gov

- (CW and FC 1.5 hr ONLINE) Adolescent Trauma and Substance Abuse
E-Track Local Code: 318-43-DL1-NOS
- (CW and FC 1 hr ONLINE) Fundamentals of Addiction
E-Track Local Code: 309-96-DL1-NOS
- (CW and FC 1.5 hr ONLINE) Many Faces of Autism
E-Track Local Code: 326-21-DL1-NOS
- (CW and FC 10.5 hr ONLINE) School Age: Autism Spectrum Disorder Strats
E-Track Local Code: 326-23-DL1-NOS
- (CW and FC 10.5 hr ONLINE) Toddler and Preschool Autism Spectrum Disorder Strats
E-Track Local Code: 326-22-DL1-NOS
- (CW and FC 10.5 hr ONLINE) Transition Age: Autism Spectrum Disorder Strategies
E-Track Local Code: 326-24-DL1-NOS
- (CW, SUP, FC 1 hr ONLINE) Work Life Through a Culturally Competent Lens
E-Track Local Code: 307-62-DL1-NOS
- (FC 1 hr ONLINE) Child Development Fundamentals
E-Track Local Code: 923-85-DL2-S
- (FC 1 hr ONLINE) What Caregivers Need to Know about Human Trafficking
E-Track Local Code: 923-69-DL2-S
- (FC 2 hr ONLINE) Caregivers Transcending Differences
E-Track Local Code: 907-2-DL2-S
- (FC and CW 1.25 hr ONLINE) Self-Care for Foster Parents
E-Track Local Code: 991-53-DL1-NOS

Foster Parent College Courses

Many Lucas County Children Services licensed homes have mandatory training requirements. **Please check with your caseworker to see if your home needs any of the approved mandatory training sessions below:**

ANGER OUTBURST (Closed Captioning Available)

In this course, Rick Delaney, Ph.D. covers four types of anger outbursts in children: temper tantrums, assaultive behavior toward other children, rage toward the mother, and erratic or unpredictable anger. For each type of anger outburst, Dr. Delaney gives viewers insight into possible reasons for the behavior, as well as practical and immediate steps parents can take to deal with their child's particular type of anger outburst. Also provided are general steps for all foster or adoptive parents who are caring for a child with an anger problem. This course includes interactive exercises and supplemental handouts.

At the End of This Course, You Will Be Able To:

- Identify Possible Causes for Temper Tantrums, Assaultive Behavior Towards Other Children, Rage Toward the Mother, And Erratic or Unpredictable Anger In Foster And Adoptive Children
- Understand Ways Children Express Anger
- List Warning Signs of Serious Anger Problems
- Identify When to Seek the Assistance of A Qualified Therapist
- List Positive, Immediate Steps That Can Be Used to Deal with Temper Tantrums
- Outline Effective Strategies Parents Can Use with Violent and Assaultive Children and Youth

ANGER PIE (Closed Captioning Available)

***Note-Specific to Anger Outbursts in 5-to-10-year-old children)**

Rick Delaney, PhD discusses the ABCs of behavior in relation to anger outbursts in 5- to-10-year-old children. Understanding the Antecedent, Bias/Behavior and Consequences of children's challenging behaviors can help parents anticipate, successfully handle, and help change anger outbursts. Also discussed are the impacts of child maltreatment on behavior, warning signs of anger outbursts, positive and negative consequences of behavior, healthy anger, and when to seek professional help.

At the End of This Course, You Will Be Able To:

- Identify the ABC's Of Anger Outbursts
- Identify Antecedents and Consequences of Anger Outbursts

- Understand How Past Experience Influences Bias
- Describe How Bias Influences Behaviors
- Give Examples of Positive and Negative Consequences
- Describe Healthy Anger

ANGER-ADVANCED PARENTING WORKSHOP

In this workshop, participants learn about the types and components of anger. A case study is introduced, and participants collaborate to identify the components of an outburst and how it is influenced by the child's biases and beliefs. They then develop an action plan for the case family, with guidance and assistance by Dr. Richard Delaney and his teaching assistants.

At the end of this course, you will be able to:

- Understand the ABC's (Components) Of Anger
- Learn the Types of Anger Outbursts
- Identify Warning Signs for Serious Anger Problems
- Distinguish Between Unhealthy and Healthy Anger
- Know When to Seek Help
- Develop and Implement an Action Plan for Coping With Anger

SUPPORTING NORMALCY (Closed Captioning Available)

Children in care should have as close to a normal life as possible and be able to engage in the same positive youth activities as children who are not in care. The reasonable and prudent parenting standards were developed by each state so parents would have the necessary guidelines to encourage normalcy. This course explores how to provide normalcy for youth in care using the prudent parenting standards.

At the End of This Course, You Will Be Able To:

- Describe "Normalcy" And "Reasonable and Prudent Parenting Standards"
- List Three Benefits of Youth Activities
- List Seven Questions to Ask Yourself When Making Prudent Parenting Decisions
- Understand How to Advocate for Children's Participation in An Activity
- Understand That Each State Has Its Own Reasonable and Prudent Parenting Standards
- Know How the Foster Children's Bill of Rights and The Foster Parent's Bill of Rights Promote Normalcy

WORKING WITH SCHOOLS

Karen Jorgenson, M.A. and Ginger Gorham, M.S. examine problems frequently encountered when working with a child's school and offer simple, positive guidance to foster parents on developing a working relationship with schools. Ms. Jorgenson and Ms. Gorham also discuss building a school-parent team, roles and responsibilities of the foster

parent and the school, special education, homework strategies, and dealing with difficult behaviors at school. Handouts are included.

At the End Of This Course, You Will Be Able To:

- Identify Reasons Children in Care Experience Significant School Problems
- Identify Members of a School "Team"
- State School and Foster Parent Roles and Responsibilities
- Identify Strategies to Help A Child Transition to A New School
- Identify Ways to Advocate for Your Child When Dealing With Schools
- Describe the Role of The Parent In The Special Education Process
- List Strategies for Overcoming Homework Struggles
- Identify Methods for Dealing With Difficult Behaviors At School

GENERAL ONLINE COURSES

CARING FOR CHILDREN WHO HAVE BEEN SEXUALLY ABUSED (Closed Captioning Available)

Explores the emotional and behavioral effects of child sexual abuse on children in care and offers strategies to help overcome the challenges foster parents face. [Also available in Spanish]

CHILD ABUSE & NEGLECT (Closed Captioning Available)

A pre-service course designed for individuals interested in caregiving which focuses on child maltreatment. Learn about the characteristics, symptoms and reporting standards for child maltreatment. Caution: contains graphic images. [Also available in Spanish]

CHILD DEVELOPMENT (Closed Captioning Available)

Explores typical child development, developmental domains and stages, temperament and goodness of fit, and the effects of abuse and neglect on a child's health and behavior. [Also available in Spanish]

CHILD SAFETY AND SUPERVISION

Michael F. Quinn, M.A., uses a professional childcare worker's approach to child safety, providing foster parents with effective supervision strategies and tools for collecting background information, making in-home observations, and making supervision adjustments.

CULTURAL ISSUES IN PARENTING (Closed Captioning Available)

Examines how parents can support children's cultural differences, including differences in customs, beliefs, sexual orientation, and gender identity, and why that is important to healthy growth and development. [Also available in Spanish]

CULTURALLY COMPETENT PARENTING (Closed Captioning Available)

Dr. Tanya M. Coakley discusses how culturally competent parenting can provide minority children an environment that respects and nourishes their sense of self.

FOSTER CARE TO ADOPTION (Closed Captioning Available)

Explores the process and challenges of moving from foster care to adoption and offers insight and advice for helping adoptive family members through those challenges. [Also available in Spanish]

GRIEF & LOSS IN THE CARE SYSTEM

Charley Joyce, LICSW, discusses grief and loss as it impacts foster children, birth parents and foster caregivers.

HOUSE SAFETY

This course shows how foster parents can observe safety rules for licensed or certified residential care facilities using self-inspections.

IT'S MY MARRIAGE!

Explores how resource parent couples can resolve conflict and promote intimacy in the family through improved communication.

KINSHIP CARE

Viewers will learn about family feuds, allegiance to birth parents, distance and defiance with kinship family.

PARENT-CHILD ATTACHMENT (Closed Captioning Available)

This course explores the difference between healthy and unhealthy attachment, how separation and loss affect attachment, and how attachment theory applies to real life. [Also available in Spanish]

PARENTING A CHILD WHO WAS SUBSTANCE EXPOSED (Closed Captioning Available)

Explores how parents can care for children who were prenatally exposed to substances or drug endangered.

POSITIVE PARENTING 1 (Closed Captioning Available)

Viewers learn how to use cooperation, tracking behavior, and encouragement as parenting techniques.

POSITIVE PARENTING 2 (Closed Captioning Available)

This course discusses setting limits and behavior contracts as positive parenting techniques.

POSITIVE PARENTING 3 (Closed Captioning Available)

Strategies for using time-out, privilege removal, and assignment of extra chores to manage difficult behavior are discussed.

REDUCING FAMILY STRESS (Closed Captioning Available)

Explores adding a foster child to the family and offers insight into how to preserve the family structure and reduce stress caused by a changing dynamic. [Also available in Spanish]

SAFE PARENTING

Developing safety and treatment plans are discussed in the context of meeting state regulations and the individual child's needs.

SUBSTANCE-EXPOSED INFANTS (Closed Captioning Available)

Dr. Robert Nickel and Susan Edelstein, M.S. discuss the issues and challenges faced by parents who care for substance-exposed infants, including the effects of legal and illegal drugs, multiple substance abuse, working with the child's professional team, and successful parenting strategies. [Also available in Spanish]

THE CHILD WELFARE TEAM (Closed Captioning Available)

Covers how the child welfare system works, purpose and goals of the system, key terms, and who the child welfare team members are, as well as their roles and responsibilities. [Also available in Spanish]

THE FOSTER HOME INVESTIGATION PROCESS

Explores the foster home investigative process, Plans of Corrective Action, and the role of foster care investigators.

THE IMPACT OF FOSTERING ON BIRTH CHILDREN (Closed Captioning Available)

Explores the challenges foster families face pre-placement, during placement, and post-placement and offers insights and advice for helping birth children through those challenges. [Also available in Spanish]

THE ROLE OF MANDATED CHILD ABUSE REPORTERS

Explores the role and challenges mandated child abuse reporters face during the reporting process and offers strategies for helping ensure subsequent investigations are not compromised.

UNDERSTANDING BEHAVIOR IN FOSTER CHILDREN (Closed Captioning Available)

Explores problematic behavior in foster children and how foster parents can better understand the purpose of a child's behavior through careful observation. [Also available in Spanish]

UNDERSTANDING BIRTH FAMILY RELATIONSHIPS

Explores the range of openness in adoption, the birth connection, and birth relationships.

WORKING TOGETHER WITH PRIMARY FAMILIES (Closed Captioning Available)

Explores the benefits and challenges of building a working relationship between foster and primary families, and offers strategies for developing respectful, positive communication. [Also available in Spanish]

CHILDREN ENTERING CARE: MENTAL HEALTH ISSUES (Closed Captioning Available)

Explores common mental health issues for children entering care, how disorders are diagnosed and treated, and how parents can work with professionals to support their children's mental health needs.

CHILDREN ENTERING CARE: PHYSICAL HEALTH ISSUES (Closed Captioning Available)

Explores common physical health issues for children entering care, and how parents can collaborate with health care providers to support their children's medical needs. [Also available in Spanish]

CHILDREN WITH AUTISM

Dr. Robert Nickel addresses the many challenges parents of children with autism face: social and communication deficits, and common medical problems.

EATING DISORDERS

Causes of and strategies for dealing with stealing and hoarding food, gorging, refusing certain foods, and anorexia are examined.

ESCALATING BEHAVIOR UNWRAPPED (Closed Captioning Available) This course explores escalation, its causes, and strategies for de-escalation. Trauma-Informed Parenting is a prerequisite for this course.

FIRE PLAY AND FIRE-SETTING

Covers fire play and fire-setting and the differences between the two behaviors.

LYING (2ND EDITION) (Closed Captioning Available)

Common behaviors addressed in this course include getting out of trouble, gaining attention, pathological, and getting others in trouble.

NONCOMPLIANCE AND DEFIANCE

Examines the spectrum of cooperation and noncompliance, from fearful cooperation to defiance, including the zone in the middle of the spectrum called self-assertion.

REACTIVE ATTACHMENT DISORDER

Healthy and unhealthy attachment, the emotionally promiscuous RAD child, the hyper-vigilant RAD child, RAD & other diagnoses are discussed in this course.

RUNNING AWAY

Searching for roots, running from rules, running from love and intimacy, wanting to be wanted, and running to street crime.

SLEEP PROBLEMS (2ND EDITION) (Closed Captioning Available)

Examines four types of sleep problems in children: fears about sleeping alone, frequent waking and roaming, nightmares and night terrors, and sleep problems and depression.

TAKING THINGS - STEALING

Explores common reasons for taking things, including experimentation, intellectual disability, trauma history, and social or psychiatric problems.

TRAUMA-INFORMED PARENTING (Closed Captioning Available)

Explores how parents can care for a child while being sensitive to his or her past traumatic experiences. [Also available in Spanish]

UNDERSTANDING SEX TRAFFICKING (Closed Captioning Available)

Explores commercial sexual exploitation of children, what it is, and how parents can recognize signs that a child is being sexually exploited. [Also available in Spanish]

WETTING AND SOILING

Wetting as an emotional outlet, wetting as a self-defense, classic daytime or nighttime wetting, soiling and smearing feces, constipation and withholding stools and discussed in this course.

ADVANCE ONLINE COURSES

LYING (Advanced Parenting Workshop)

Workshop participants learn about the types of lying and why children lie. Then they look at the case of a 16-year-old boy who lies constantly, and at his foster parents' reaction. With the help of Dr. Richard Delaney and his teaching assistants, participants work together to develop an action plan for the parents, with concrete steps for coping with and curbing the boy's chronic lying.

PROBLEMATIC SEXUAL BEHAVIORS (Advanced Parenting Workshop)

When children in care demonstrate a sexual behavior, it can be difficult for resource parents to understand. This Advanced Parenting Workshop addresses problematic sexual behavior in children in care. Several family studies are presented and, with the help of Dr. Silovsky and the teaching assistant, participants learn how to determine whether a child's sexual behavior is problematic and how to respond to a child's sexual behavior.

SELF-INJURY (Advanced Parenting Workshop)

Children and teens who self-injure often do so as a way to cope with past trauma or current stress, and to communicate strong emotions. This Advanced Parenting Workshop explores non-suicidal self-injury and other forms of self-harm, including high-risk behavior and hair-pulling. Several short case studies and one in-depth case study are presented, and, with the help of Dr. Delaney and his teaching assistant, participants use the Trauma-Sensitive Review Form to understand the children's behavior and develop an action plan.

SOCIAL & PHYSICAL AGGRESSION (Advanced Parenting Workshop)

It is complicated for parents to know how to handle children who act aggressively towards adults or other children. Two in-depth family studies are presented, and, with the help of Dr. Delaney and his teaching assistant, participants use the Social Information Processing (SIP) approach to understand aggressive behavior and support their children.

TAKING THINGS WITHOUT PERMISSION (Advanced Parenting Workshop)

This Advanced Parenting Workshop explores the common reasons for taking things. Two case studies are presented, and participants work together to determine the reasons behind the children's taking things and how their parents can teach them more acceptable behaviors. With the help of Dr. Rick Delaney and his teaching assistant, participants then develop an action plan for one case family.

UNDERSTANDING NONCOMPLIANCE (Advanced Parenting Workshop)

This Advanced Parenting Workshop introduces the spectrum of cooperation and noncompliance and explores how trauma can affect a child's ability to cooperate. Two family studies are presented, and, with the help of Dr. Delaney and his teaching assistant, participants use the Trauma-Sensitive Review Form to understand the children's behavior.



TRI-COUNTY
treatment
FOSTER CARE

Is now offering foster care pre-service classes! The certified, evidenced based Pressley Ridge curriculum will be taught over 10 sessions. Classes are open to anyone who is becoming licensed as a family or a treatment caregiver. Classes will be held in person. Space is limited.

Registration is now
OPEN!



For more information, or to register,
contact Jenni Zaika
419-355-5212
Jenni.zaika2@jfs.ohio.gov



ATTENTION CAREGIVERS!

- ❖ Do you need some extra help learning how to use your E-track account?
- ❖ Do you need assistance accessing your E-track surveys, certificates of completion, or records?

The NWORTC is here to help!

Simply contact Kandis Bennett at 213-3505 or by email at kandis.bennett@jfs.ohio.gov to schedule an on-site session at the Lucas County Conference and Learning Center (CLC) located at 711 Adams Street, Toledo, OH 43604

Directions To:

Lucas County Children Services Conference & Training Center

711 Adams Street
Toledo, Ohio 43604

From The North:



- ↳ Take I-75 South
 - ↳ Exit 202A onto Washington
 - ↳ Turn Left on Ontario
 - ↳ Turn Right off Ontario into the parking garage

From The South:

- ↳ Take I-75 North toward Toledo/Detroit
 - ↳ Exit 201B onto Erie Street
 - ↳ Take Erie Street to Madison Avenue
 - ↳ Turn Left on Madison - go one block to Ontario
 - ↳ Turn Right on Ontario Street
 - ↳ Turn Right off Ontario into the parking garage

