

Caregiver Calendar



FALL 2022

Table of Contents

Table of Contents - Mission Statement - Staff Contact Information	<i>inside front cover</i>
NWO Registration - Class Attendance Information and Regulations	2
NWORTC Calendar for Caregiver Training Sessions	3-6
NWORTC Course Descriptions for Caregiver Training Sessions	7-11
Online Training Resources	12-21
Computer Lab Informational Flyer	22
Tri-County PreService Informational Flyer	23
Driving Directions to Lucas County Children Services Training Center/NWORTC	<i>back cover</i>

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

Kandi Bennett-Kanu – 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

October 2022

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
					1
3	4	5	6	7	8
10	11 Essential Parenting: Understanding and Managing Behavior in Children (925-59) 9am- 4pm Gene Smiley Role of Caregivers in Healthy Sexual Development of Children and Teens (923-FF6A-S) 10am- 1pm Mary Olender	12 Going Back home: Persepectives on Family Reunification (947-14) 9am-4pm Gene Smiley	13	14	15 Normalcy and the Reasonable and Present Parent Standard (923-77-S) 1pm-4pm Cherylanne Norwood AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing (990-42-NOS) 9am-1pm Skills Testing 2pm-4pm Ryan Hennessey
17	18 AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing (990-42-NOS) 9am-1pm Skills Testing 2pm-4pm Mark McBee	19	20	21	22
24	25 *ONLINE* Burnout, Secondary Trauma, and Self-Care (313-79-DL3) 9am-4pm Laura Perkins	26	27	28	29 Interventions with Reactive Attachment Disorder (924-24) 9am-12pm David Zidar Interventions with ADD/ADHD (995-60) 1pm-4pm David Zidar AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing (990-42-NOS) 9am-1pm Skills Testing 2pm-4pm Deanna Prezioso
31					

November 2022

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
	1 *ONLINE* Keep Your Cool: Anger and Stress Management (926-14-DL3) 10am-1pm Jody Johnston Pawel	2	3	4 Trauma 101: Introduction to Trauma and Trauma-Informed Parenting Diane Sweinhagen & Melinda Kostecky 9am-1:30pm *SEE FLIER INSERT TO ENROLL*	5 A World of Opportunities: High Risk Behaviors are Hidden in Plain Sight. (988-50) 9am-12pm Tamme Smith
7	8 Difficult Conversations: "Why Do I Have to Live with You and Not My Mom?" (924-4) 9am to 4pm Gene Smiley Courageous Choices: The Benefits of Adoption from Three Perspectives (947-18) 5:30pm -8:30pm Gene Smiley	9 Rebuilding Trust and Affectional Bonds: A Look at Insecure and React.. (924-33) 9am to 4pm Gene Smiley	10	11	12 *HELD IN WOOD CO.* Normalcy and the Reasonable and Prudent Parent Standard (923-77-S) Cherylanne Norwood *HELD IN WOOD CO.* Engaging Primary Families (928-FF8A-S) 1pm- 4pm Cherylanne Norwood
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30			

December 2022

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
			1	2 The Self-Injurious Child: A Look at Mutilation, Embedding, and other (995-46) 9am-4pm Gene Smiley	3 When Life isn't Fair: Childhood Loss, Separation, and Grief (995-72) 9am-4pm Gene Smiley
5	6 *ONLINE* Preventing and Solving Sibling Conflict (948-5-DL3) 5:30pm-8:30pm Jody Johnston Pawel	7	8	9	10 Behavior Management (925-53) David Zidar 9am-12pm Helping Children of Mentally Ill Parents (995-345) 1pm-4pm
12	13	14 AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing (990-42-NOS) 9am-1pm Skills Testing 2pm-4pm Ryan Hennessey	15	16	17 AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing (990-42-NOS) 9am-1pm Skills Testing 2pm-4pm Mark McBee Preventing Placement Disruptions Before Placement Begins (952-23) 9am-12pm Deanna Prezioso Understanding and Surviving Grief and Loss While Fostering: The Emotional Roller Coaster (989-67) 1pm-4pm Deanna Prezioso
19	20	21	22	23	24
26	27	28	29	30	31

IN-PERSON LUNCH AND LEARN

Title: Trauma 101: Introduction to Trauma and Trauma-Informed Parenting brought to you by Sophia Center

Date: Friday November 4, 2022

Time: 9:00am-1:30pm

Lunch and 4 Contact Hours are provided

Presenters: Diane Sweinhagen MA, LPCC-S, LPSC and Melinda Kostecky, MS, ATR-BC

Content:

This training is designed to provide a foundational overview and awareness of trauma and trauma-informed care for any foster, kinship, or biological parents with a child who may have experienced a traumatic experience or trauma. Trauma 101 focuses on understanding how trauma impacts the body and the brain, how people adapt to trauma, and what we can do as caregivers to support recovery and resiliency. The information presented in this workshop is not intended to train caregivers on a specific type of intervention; however, is focused on how we can use a better understanding of trauma to be trauma-informed. The information presented in this training is provided from current research as well as leading experts and organizations in the field such as the Adverse Childhood Experiences (ACE) study and the National Child Traumatic Stress Network (NCTSN).

Objectives:

- Define toxic stress and different types of trauma
- Identify the basic physiological components and functions of the stress response system
- Understand how trauma and adversity impacts development and how children respond
- Explore coping strategies and the importance of self-care
- Identify essential elements of trauma-informed parenting
- Discuss how resilience and secure attachment helps to buffer trauma



Building and Restoring Respectful Family Relationships
Made Possible with Grant Funding from Common Spirit Health

**You cannot register for this training in E-Track,
You must contact Kandi Bennett-Kanu to be enrolled
(Limited seating)**

Email: Kandis.Bennett@jfs.ohio.gov

October Course Descriptions

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

Essential Parenting: Understanding and Managing Behavior in Children

(6 Credit Hours)

ITNA Code: **925-59**

DATE: **October 11, 2022**

Smiley, Gene

TIME: **9:00 am – 4:00 pm**

CONTENT: This workshop considers how those caring for children can become more intentional, less stressed, and less passive and/or reactive when working with children and their behaviors. Participants will consider five important factors contributing to healthier and happier family settings. They will explore the importance of establishing boundaries, structure, and routines, and the correlation between good boundaries and improved child behavior. They will look at the clear differences in a discipline vs. punishment (abuse) approach to child behavior management. They will identify and understand their specific parenting style and will consider three basic and essential core principles directly related to effective and successful care-giving/parenting. Finally, eight practical techniques will be presented as “tools” to effectively manage child and adolescent behavior.

Role of Caregivers in Healthy Sexual Development of Children and Teens

(3 Credit Hours)

ITNA Code: **923-FF6A-S**

DATE: **October 11, 2022**

Olender, Mary Beth

TIME: **10:00 am – 1:00 pm**

CONTENT: This training, part of the Fundamentals of Fostering series, helps caregivers discuss sexual issues with children and adolescents in a way that is consistent with their developmental level. Content also includes strategies on how to maintain a supportive and safe environment with children and adolescents that encourages healthy sexual development and provides exposure to normal experiences that promote healthy sexual development appropriate to each child.

Going Back Home: Perspectives on Family Reunification

(6 Credit Hours)

ITNA Code: **947-14**

DATE: **October 12, 2022**

Smiley, Gene

TIME: **9:00 am – 4:00 pm**

CONTENT: Foster parents will explore the foster child's reunification with the birth family from several perspectives. Remembering that reunification is the primary permanency goal in classic foster care placement, participants will discuss the importance of family preservation for the child. They will grapple with the difficult process of saying good-bye to the child who has shared their heart and home and ways to help the foster family deal with the loss of the child. They will consider what they can do to prepare the child for transition back to his/her family, and how foster parents, the caseworker, and the birth parents can work together to assure a smooth and lasting transition back home. Participants will consider possible post-reunification roles they may be able to play in the life experience of the child. Special situations will be discussed, including last-minute changes in permanency plans - when dreams of making an adoption plan are shattered by unexpected developments; and professional and personal postures in foster care practice will be explored, such as how to handle decisions to reunify that appear to be questionable, and more.

Normalcy and the Reasonable and Prudent Parent Standard

(3 Credit Hours)

ITNA Code: **923-77-S**

DATE: **October 15, 2022**

Norwood, Cherylanne

TIME: **1:00 pm – 4:00 pm**

CONTENT: This three-hour training introduces caregivers to the concept of normalcy and defines the Reasonable and Prudent Parent Standard (RPPS). Caregivers will learn what needs to be considered when applying the RPPS and will practice applying the standard in a number of scenarios.

AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing

(4 Credit Hours)

ITNA Code: **990-42-NOS**

DATE: **October 15, 2022**

Hennessey, Ryan

TIME: **9:00 am – 4:00 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. ****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 Pediatric HeartSaver First Aid and CPR Without Skills Testing

(4 Credit Hours)

ITNA Code: **990-42-NOS**

DATE: **October 18, 2022**

McBee, Mark

TIME: **9:00 pm – 4:00 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. ****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.**

ONLINE

Burnout, Secondary Trauma, and Self-Care

(6 Credit Hours) ITNA Code: **313-79-DL3**

DATE: **October 25, 2022**

Perkins, Laura

TIME: **9:00 am – 4:00 pm**

CONTENT: This presentation seeks to clarify the continuum of reactions that child welfare workers and supervisors, and other helpers and healers, may experience due to exposure to secondary and primary trauma in their work. Participants will learn risk contributors to developing burnout and secondary traumatic stress, as well as mitigating factors. A range of self-care domains will be discussed, including conceptualizing self-care in alignment with Dr. Siegel's Healthy Mind Platter (Siegel, 2011). The facilitator will guide participants through several experiential activities, including a chair yoga demonstration, breathing exercises, guided meditation, and development of an individualized self-care plan using SMART goals.

NOTE: This course is offered virtually via an online platform, enabling you to participate from your own home or office. A few days prior to the session, learners will receive an email containing connectivity instructions. 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 may not have access to all functionality.

Interventions with Reactive Attachment Disorder

(3 Credit Hours) ITNA Code: **924-24**

DATE: **October 29, 2022**

Zidar, David

TIME: **9:00 am – 12:00 pm**

CONTENT: Many children suffer from a pathology classified by the American Pediatric Association as Reactive Attachment Disorder (RAD). This disorder is rooted in disrupted attachment in childhood - between the ages of 0 and 5. This three-hour workshop will provide to students an understanding of the origins of the pathology, family reactions, signs, symptoms, and interventions.

AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing

(4 Credit Hours) ITNA Code: **990-42-NOS**

DATE: **October 29, 2022**

Prezioso, Deanna

TIME: **9:00 pm – 4:00 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.

****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.**

Interventions with ADD/ADHD

(3 Credit Hours) ITNA Code: **995-60**

DATE: **October 29, 2022**

Zidar, David

TIME: **1:00 am – 4:00 pm**

CONTENT: Many children suffer from a pathology classified by the American Psychiatric Association as Attention Deficit Disorder (ADD). The goal of this course is to provide foster parents with an understanding of what is going on in their child and how to manage it. The course covers practical skills and interventions at each stage of child development and applies methods throughout the life cycle. This class is short on theory and heavy on what to do now. This three-hour workshop will provide participants with an understanding of the origins of the pathology, family reactions, signs, symptoms, and interventions.

November Course Descriptions

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

***ONLINE* Keep Your Cool: Anger and Stress Management**

(3 Credit Hours) ITNA Code: **926-14-DL3**

DATE: **November 1, 2022**

Johnston Pawel, Jody

TIME: **10:00 am – 1:00 pm**

CONTENT: Prevent stress from bubbling over and anger from erupting by using the practical tools in this workshop. Discover two simple steps any adult or child can take to create an individualized stress and anger management plan. Get special tips for teaching mindfulness and self-regulation skills to children and high-risk adults who often live stressful lives without healthy coping skills or positive support systems.

A World of Opportunities: High Risk Behaviors are Hidden in Plain Sight

(3 Credit Hours) ITNA Code: **988-50**

DATE: **November 5, 2022**

Smith, Tamme

TIME: **9:00 am – 12:00 pm**

CONTENT: This workshop will explore the ways society portrays drugs, gangs, and sex, and these portrayals effect our youth. Information will be provided about Ohio drug trends. Participants will explore a model of a teen's bedroom, seeking possible cues or signs that could hint to risky and/or illegal activity, including underage drinking, eating disorders, and substance abuse. Participants will gain strategies for working with youth and primary parents who demonstrate trauma indicators that manifest in gang involvement or the abuse of drugs and alcohol. Information about local resources and support will be provided.

Difficult Conversations:" Why Do I Have to Live with You and Not My Mom?"

(6 Credit Hours)

ITNA Code: **924-4**DATE: **November 8, 2022***Smiley, Gene*TIME: **9:00 am – 4:00 pm**

CONTENT: All children are impacted by the loss of their birth parents and family when removal and foster care placement are facilitated. Reasons for foster care placement are often complicated, difficult to explain, and confusing to the child or adolescent placed in care. Children of all ages enter care with many questions, concerns, and anxiety. The child may ask direct questions, clam up, or use non-verbal, negative behaviors and attitudes when they have no words to express what they are feeling. This workshop will help foster parents become more effective in initiating and negotiating difficult conversations with children placed in their care. They will develop better listening skills and gain expertise in implementing practical, age-appropriate approaches to opening conversation between themselves and their foster children. More ease and effectiveness in negotiating difficult conversations will lessen the incidents of disruptions in foster care placement.

Courageous Choices: The Benefits of Adoption from Three Perspectives

(3 Credit Hours)

ITNA Code: **947-18**DATE: **November 8, 2022***Smiley, Gene*TIME: **5:30 pm – 8:30 pm**

CONTENT: Making the choice to develop an adoption plan is both a courageous one and one beneficial to the birth parent, the child, and the adoptive parents. The birth parents come to the realization that their circumstances provide less than adequate prospects for their child's future; while the adopting parent accepts the challenge and the opportunity to parent a developing child with all his or her capacities and potential. The child transitions from one family to another with the oversight and care of a trained, professional caseworker. Often the child's foster parent works with the birth parent, the child, the adoptive parents, and the caseworker in helping the child transition from foster care to permanency as smoothly, as comfortably, and in as timely a manner as possible. This transition in the lives of the birth parents, the child, and the adoptive parents, while at times painful and tenuous, can result in win-win benefits for all involved. This workshop is more a group conversation about adoption than a formal class presentation. It explores the path, the pain, and the celebration of adoption from the perspectives of the birth parent, the child, and the adopting parent. It looks specifically at the roles played by the case manager and the foster parents who are providing care without the intent to adopt. It considers how the foster caregiver and the caseworker work together in understanding the feelings, concerns, and issues of all parties involved in the transition from birth family to adoption.

Rebuilding Trust and Affectional Bonds: A Look at Insecure and Reactive Attachment Disorders (3 Credit Hours) ITNA Code: **924-33**DATE: **November 9, 2022***Smiley, Gene*TIME: **9:00 am -4:00 pm****

CONTENT: Participants will understand how positive attachments are formed from the womb through childhood, and how abuse, neglect, and/or separation from primary caregivers and familiar surroundings can negatively impact normal development. Participants will examine the importance of parent-child bonding to the development of a healthy and strong personality, as well as how the loss of such connections impacts the child's sense of trust, security, and self-identity. The characteristics of children with "trust" disorders will be presented, ranging from stressed attachment through Reactive Attachment Disorder (RAD). The workshop will consider family and professional intervention strategies when working with the RAD child..

HELD IN WOOD CO**Normalcy and the Reasonable and Prudent Parent Standard**

(3 Credit Hours)

ITNA Code: **923-77-S**DATE: **November 12, 2022***Norwood, Cherylanne*TIME: **9:00 am – 12:00 pm**

CONTENT: This three-hour training introduces caregivers to the concept of normalcy and defines the Reasonable and Prudent Parent Standard (RPPS). Caregivers will learn what needs to be considered when applying the RPPS, and will practice applying the standard in a number of scenarios.

HELD IN WOOD CO.**Engaging Primary Families**

(3 Credit Hours)

ITNA Code: **928-FF8A-S**DATE: **November 12, 2022***Norwood, Cherylanne*TIME: **1:00 am -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.

December Course Descriptions

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

The Self-Injurious Child: A Look at Mutilation, Embedding, and other Harmful Behaviors (6 Credit Hours) ITNA Code: **995-46**

DATE: **December 2, 2022**

Smiley, Gene

TIME: **9:00 am – 4:00 pm**

CONTENT: This workshop takes a closer look at a growing phenomenon recently called "the new age anorexia" – intentional self-injury: the act of deliberately harming one's body, such as cutting or burning oneself (Mayo Clinic). This workshop will explore reasons why children would want to intentionally hurt themselves. Participants will become more aware of the forms or expressions of self-injury, and learn how to recognize the signs, symptoms, and indicators that a child in their care may be self-injurious. Participants will know what to do if confronted by this issue in their home setting. Self-help techniques that can be practiced in the home will be presented, as well as information relative to what professional help and treatment modalities are available and effective in dealing with this serious and fearful problem.

When Life isn't Fair: Childhood Loss, Separation, and Grief

(6 Credit Hours)

ITNA Code: **995-72**

DATE: **December 3, 2022**

Smiley, Gene

TIME: **9:00 am – 4:00 pm**

CONTENT: This workshop takes a look at the impact and resolution of various losses sustained in childhood. Participants will consider losses experienced by children as they move from one home setting to another (birth to foster, and/or foster to birth, and/or foster to adoptive), and the impact such transitions have on the child relative to separation anxiety and difficulty in making new attachments while grieving the loss of previous ones. Participants will be able to recognize symptoms and behaviors related to separation and come to a greater understanding of loss and grief in children, the power of good support, and resiliency. Foster and adoptive parents will explore practical techniques that are useful in helping a child work through the loss, separation, and grief related to multiple transitions in placement.

ONLINE

Preventing and Solving Sibling Conflict

(3 Credit Hours)

ITNA Code: **948-5-DL3**

DATE: **December 6, 2022**

Johnston Pawel, Jody

TIME: **5:30 pm – 8:30 pm**

CONTENT: Attend this informative workshop to get practical tips for introducing new children into the foster family, the three best tools for preventing sibling rivalry, two techniques to use when you need a quick fix, and three steps to follow to mediate sibling or peer conflict in a way that teaches children how to resolve future conflicts independently and peacefully. These techniques result in less competing, comparing, complaining, arguing, fighting, and tattling, and more sharing, cooperating, listening, communication, respect, peace, and independent conflict resolution.

Behavior Management

(3 Credit Hours)

ITNA Code: **925-53**

DATE: **December 10, 2022**

Zidar, David

TIME: **9:00 am – 12:00 pm**

CONTENT: This learning, Behavior Management, is simply just that - how to manage behavioral issues. The learning goes through the continuum of behaviors that all children may present, from stealing to physical assault. The goal of this session is to provide the skills to manage these behaviors with a reduced level of reactivity. This session is recommended for anyone who works with children or manages an environment where children exhibit challenging behaviors.

Helping Children of Mentally Ill Parents

(3 Credit Hours)

ITNA Code: **995-345**

DATE: **December 10, 2022**

Zidar, David

TIME: **1:00 pm – 4:00 pm**

CONTENT: Many of the children and adolescents in care have birth parents who suffer from some type of mental illness. It is critical for foster parents and kinship providers to have a basic understanding of mental illness and the workings of the system set up to treat them. This workshop will provide a discussion about the feelings of the children in regard to their parents' illness. It is critical that everyone who interacts with parents continues to grow in their understanding of these very vulnerable people.

AHA Pediatric HeartSaver First Aid and CPR Without Skills Testing

(4 Credit Hours)

ITNA Code: **990-42-NOS**

DATE: **December 14, 2022**

Hennessey, Ryan

TIME: **9:00 am – 4:00 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.

****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 Pediatric HeartSaver First Aid and CPR Without Skills Testing

(4 Credit Hours)

ITNA Code: **990-42-NOS**

DATE: **December 17, 2022**

McBee, Mark

TIME: **9:00 am – 4:00 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.

****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.**

Preventing Placement Disruptions Before Placement Begins

(3 Credit Hours)

ITNA Code: **952-23**DATE: **December 17, 2022***Prezioso, DeDe*TIME: **9:00 am – 1:00 pm**

CONTENT: This workshop will give participants an understanding of the most common reasons for placement disruption and the stages of disruption. Participants will also gain an understanding of the factors that most commonly lead to placement stability and lower levels of disruptions. Participants will examine the current practices used both before and during placements being in their home and will also examine how these practices can lead to disruption and/or preservation of placement. Finally, participants will discuss and gain an understanding of steps they can implement that will help minimize placement disruptions before the placement even enters the home.

Understanding and Surviving Grief and Loss While Fostering: The Emotional Roller Coaster

(3 Credit Hours)

ITNA Code: **989-67**DATE: **December 17, 2022***Prezioso, DeDe*TIME: **1:00 pm – 4:00 pm**

CONTENT: This class will give participants an understanding of the reactions to grief and loss and explain ambiguous loss theory. Participants will gain an understanding of the similarities and differences between the emotions they experience, the emotions children in care experience, and the emotions experienced during a final loss such as death. Participants will examine how the emotions experienced during grief and loss are related to their role of foster caregiver and how they can effectively care for themselves and manage their emotions.

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.

Computer Literacy Support



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 Kandi Bennett-Kanu at
419-213-3505 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



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

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

