



ADHD/ADD/ODD

James Kagan, M.D. lends his many years of experience to the discussion of ADHD, ADD, and ODD in foster children. An exploration of the symptoms associated with these childhood behavior disorders is followed by insights into and steps for parenting these children. Dr. Kagan shares additional suggestions and recommendations for parents on working with their child's physician and school. Supplemental handouts are included.

Course Objectives

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

1. List the three types of Attention Deficit Hyperactive Disorder (ADHD).
2. Identify behaviors commonly seen in children with ADHD/ADD.
3. Identify behaviors associated with Oppositional Defiant Disorder (ODD).
4. Explain what may contribute to ADHD or ODD in foster and adoptive children and youth.
5. Identify strategies for working with children and youth who have ADHD and/or ODD.
6. Understand the importance of working with the child's school and physician.

Anger Outbursts

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 supplemental handouts.

Course Objectives

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

1. 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.
2. Understand ways children express anger.
3. List warning signs of serious anger problems.
4. Identify when to seek the assistance of a qualified therapist.
5. List positive, immediate steps that can be used to deal with temper tantrums.
6. Outline effective strategies parents can use with violent and assaultive children and youth.

Anger Pie

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.

Course Objectives

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

1. Identify the ABCs of anger outbursts.
2. Identify antecedents and consequences of anger outbursts.
3. Understand how past experience influences bias.
4. Describe how bias influences behaviors.
5. Give examples of positive and negative consequences.
6. Describe healthy anger.

Child Abuse and Neglect

Betsy Keefer Smalley, LSW, researcher and foster parent trainer with the Institute for Human Services in Ohio, leads this pre-service course for individuals who want to become foster parents. Child Abuse and Neglect focuses on understanding child physical abuse and neglect, and developing empathy for birth parents. Also covered are how to distinguish between abuse and common, accidental childhood injuries as well as reporting to authorities. Supplemental handouts round out the course. **Caution: contains graphic images.**

Course Objectives

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

1. Understand the causes and risk factors of child maltreatment
2. Develop empathy for the birth parents
3. Distinguish between common, accidental childhood injuries and abuse
4. Identify child physical abuse and neglect
5. Know when and how to report abuse to authorities

Child Safety and Supervision

Michael F. Quinn, M.A., social worker and foster family agency supervisor in residential foster care and group home settings, discusses the safety challenges faced by foster parents. Also covered are the importance of collecting pre-placement information, making in-home observations of child behavior, developing in- and out-of-home safety plans, reporting unusual incidences, and working as a childcare team member. Supplemental handouts are included.

Course Objectives

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

1. Collect important pre-placement background information about a child's special needs.
2. Adjust a home's safety features to best meet a child's needs.
3. Conduct in-home observations of a foster child.
4. Develop a safety plan for in- and out-of-home situations.
5. Report unusual events or incidences to the proper authorities.

Childhood Anxiety Disorders

Dr. James Kagan, a pediatric psychiatrist, discusses several anxiety disorders that are commonly seen in children in care. Topics covered include physical and behavioral symptoms, the role of heredity and prior experiences, and treatment options. Dr. Kagan also provides information on the foster parent's role in managing care for these children and working with professionals.

Course Objectives

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

1. Identify symptoms and causes of anxiety disorders.
2. List types of anxiety disorders.
3. Identify emotional symptoms that may be signs of an anxiety disorder.
4. Describe steps that can be taken to help children with anxiety disorders.
5. Identify treatment options for children with anxiety disorders.

Children with Autism

Robert Nickel, MD, professor of pediatrics and expert in the field of autism, discusses the challenges faced by parents of children with Autism Spectrum Disorders. Based on 30 years of experience as a developmental and behavioral pediatrician Dr. Nickel helps parents understand the behavioral, social and medical issues surrounding autism. Also discussed are developmental delay and autism, Functional Behavioral Assessment, Asperger syndrome, alternative and complementary therapies and medication.

Course Objectives

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

1. Discuss the characteristic behaviors of children with Autism Spectrum Disorders.
2. Describe the general recommendations for treatment and the professions that can support children with autism and their families.
3. List the medical problems experienced by many children with autism.
4. Describe the next steps to obtain further information about autism.
5. List behavioral strategies that parents can use with children with autism.

Culturally Competent Parenting

Fostering or adopting a culturally different child presents a unique set of challenges and concerns. Providing children of minority cultures an environment that takes into account their cultural differences is critical component of culturally competent parenting. FPC's "Culturally Competent Parenting" addresses how to help children maintain and feel good about their culture.

Join Tonya M. Coakley, PhD. M.S.W., Assistant Professor of Social Work from the University of North Carolina, Greensboro, as she offers insight and practical solutions to majority culture parents caring for minority culture children. This course focuses on helping children appreciate and maintain their cultural identity, building children's confidence in dealing with prejudice and racism, and advocating on behalf of children. Also covered are:

- causes of cultural confusion
- key points necessary for the development of a healthy cultural identity
- general steps parents can take to enhance a child's cultural identity

Course Objectives

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

1. Identify causes of cultural confusion.
2. Develop empathy for a minority child living in a majority culture family.
3. Identify strategies to help children appreciate and maintain their cultural identity.
4. Identify strategies to help children confidently deal with prejudice and racism.
5. Know when and how to advocate for rights on a child's behalf.
6. Identify key points necessary for the development of a healthy cultural identity

7. Identify general steps parents can take to enhance a child's cultural identity.

Eating Disorders

Rick Delaney, Ph.D. shares his expertise on common eating disorders in foster and adoptive children: stealing and hoarding food, gorging, refusing to eat certain foods, and anorexia. Common causes for eating disorders and concrete steps a foster parent can take to promote positive food and eating habits are discussed. Caring for a child with an eating disorder and the importance of understanding when to seek medical or professional help are also covered.

Course Objectives

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

1. List four types of eating disorders in children.
2. Identify issues related to eating disorders in foster and adoptive children.
3. Describe how eating disorders may reflect a child's need for control.
4. List strategies to help children learn positive food and eating habits.
5. Understand when it is critical to seek medical and/or professional help and why.

Fire-Setting

Four types of fire-setting behavior – “silent-but-deadly,” impulsive, disturbed, and accidental or curious – are discussed by Rick Delaney, Ph.D. in this course. In addition to examining common causes for fire-setting behavior, Dr. Delaney covers warning signs, evaluation, and help for children with this behavior. Fire safety education is also discussed.

Course Objectives

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

1. List four types of fire setting behavior.

2. Identify tips for immediately helping the accidental, or curious, fire setter.
3. List steps for helping seriously disturbed fire setters.
4. Identify where to have a child evaluated for fire setting risk.
5. Describe ways to educate a child in fire safety.
6. Identify the warning signs of silent anger.

Grief & Loss in the Care System

Charley Joyce, LICSW, discusses how, in foster care, grief and loss are experienced by everyone involved in the removal and placement of a child. The child, birth parents, and the foster family all go through stages of grief. Yet, this grief is often denied or hidden. Learn about the stages of natural grieving, how grief is expressed, and “complex grief.” Also discussed are strategies for helping children, birth parents and family members handle and appropriately express their feelings of grief and loss.

Course Objectives

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

1. Identify the stages of grief.
2. Understand what contributes to foster children's, birth parents', and foster parents' grief.
3. Describe the manifestations of grief and loss in children, birth parents and foster parents.
4. Identify strategies for helping children through the grieving process.
5. Describe “complex grief.”
6. Identify strategies for helping prevent “complex grief.”

House Safety

House safety and compliance with state regulations for foster homes are discussed by Michael F. Quinn, M.A., social worker and foster family agency supervisor. Michael shares his 25 years of experience in the field of residential foster and group home care as he takes viewers on a virtual tour of a typical foster home. A sample room-by-room home inspection checklist, highlighting common foster home regulations, is among the handouts included for downloading by course participants.

Course Objectives

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

1. List the reasons for conducting a self-guided home inspection.
2. Describe how to conduct a self-scout walk-through home inspection.
3. Identify common household hazards.
4. List strategies for keeping interior and exterior locations safe for children.

Kinship Care

Joseph Crumbley, D.S.W. explores issues specific to kinship care. The course focuses on some of the unique problems and stressors related to this type of care. Dr. Crumbley offers caregivers insights and steps on kinship parenting, and he provides general steps for parents to consider when parenting these special foster children. Supplemental handouts are included.

Course Objectives

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

1. Identify two reasons for the increase in children in kinship and relative care.
2. Identify three reasons why kinship/relative care is positive for the child.
3. State three challenges faced by kinship providers.

4. Identify clinical issues or fears that can impact the behavior of a child in kinship care.
5. List strategies for helping a child develop respect for, trust in, and loyalty to the kinship family.
6. List ways to acknowledge a child's feelings and develop positive, appropriate ways to communicate.
7. Identify steps for involving all family members in developing a plan for the child.

Lying

Rick Delaney, Ph.D. examines underlying motivations children may have for not telling the truth: to get out of trouble, to boost self-esteem or get attention, and to get others in trouble. He also examines pathological lying and "good" and "bad" tattling. Dr. Delaney gives parents strategies for teaching children in their care to learn to tell the truth and develop emotional honesty.

Course Objectives

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

1. Identify four underlying reasons that can cause children to lie.
2. List strategies for helping children learn to tell the truth.
3. Outline positive strategies to help reduce the frequency of pathological lying.
4. Distinguish between "good" and "bad" tattling.
5. State how to focus on the emotional and psychological needs that cause a child to lie.
6. Understand how to help a child develop emotional honesty.

Positive Parenting I

Cooperation, Tracking Behavior, and Encouragement are strategies covered by Rick Delaney, Ph.D. as he discusses positive parenting. Examples and non-examples of each strategy are depicted in scenarios that specifically illustrate how to employ each technique. Dr. Delaney also provides handouts parents can use to supplement their efforts at home.

Course Objectives

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

1. Identify cooperation, tracking and encouragement as three key components of positive parenting.
2. Describe approaches for managing desirable and undesirable behavior.
3. Identify steps to making effective requests.
4. Track behaviors.
5. Understand strategies for providing encouragement that works.

Positive Parenting II

The second in a series, this course covers Setting Limits and using Behavior Contracts. Rick Delaney, Ph.D. builds on techniques presented in Positive Parenting I to strengthen skills necessary to insure successful behavior change. Handouts developed by Dr. Delaney complement the examples from the course.

Course Objectives

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

1. Identify reasons for setting limits and using behavior contracts with foster children and youth.
2. Describe ineffective approaches for setting limits.

3. List strategies and tips for effectively setting limits with young children, school age children and older youth.
4. Distinguish between informal and formal behavior contracts.
5. Describe basic steps for writing and implementing a successful behavior contract.
6. Target and track a specific behavior.
7. Identify principles critical to the success of a behavior contract.

Positive Parenting III

In the last of a three-part series, Rick Delaney, Ph.D. covers strategies parents can use to handle situations that have turned out negatively. Time-Out, Privilege Removal, and Extra Chores are discussed as positive strategies that can be used with fairness and respect. Additional handouts are included.

Course Objectives

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

1. Apply time out, privilege removal and extra chores as positive parenting techniques to punish negative behavior.
2. State two key goals of positive parenting.
3. Identify three strategies for effective use of time out.
4. Identify strategies for effective use of privilege removal.
5. Describe how to make extra chores an effective approach to discipline.
6. Explain when to change strategies.

Reactive Attachment Disorder (RAD)

Following a brief overview of RAD, Rick Delaney, Ph.D. discusses the emotionally promiscuous and the hyper-vigilant types of this disorder. Healthy attachment and steps caretakers can take to positively parent a child with RAD are examined. Dr. Delaney encourages parents to look beyond diagnostic labels and ask why a child is behaving in a particular way. Handouts providing more in-depth information are available.

Course Objectives

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

1. Identify two caregiver qualities that lead to secure attachments.
2. Briefly describe the parent/caregiver-child attachment bond.
3. List four stages of attachment.
4. State common functions of conduct problems in maltreated foster and adopted children and youth.
5. List three key components of a healthy attachment.
6. Describe behaviors commonly seen in children with RAD.
7. List seven steps caregivers can take to positively parent a child with RAD.

Relationships: Strengthening Communication

Dr. Scott Stanley and Dr. Howard Markman, founders of the Prevention and Relationship Enhancement Program (PREP), are hosts for this course. Based on PREP and more than 30 years of research, the course teaches viewers how to recognize four communication danger signs and develop new, healthy communication skills that will enrich a couple's relationship. Interactive quizzes, a private online journal, and handouts round out the course.

Course Objectives

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

1. Identify four communication danger signs.
2. Describe escalation, invalidation, negative interpretations, withdrawal and avoidance.
3. Identify four healthy communication techniques.
4. Describe when and how to take a break.
5. Identify the speaker-listener techniques of paraphrasing and using "I" statements.

Running Away

Rick Delaney, Ph.D. explores reasons children run away from caregivers. Five types of runaway behavior are examined: searching for roots, running from rules, running from love and intimacy, wanting to be wanted, and running to street crime. Dr. Delaney discusses warning signs of running away and the development of a safety plan.

Course Objectives

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

1. Identify five reasons why foster children might run away.
2. List five warning signs of running away.
3. Describe four ways to help children stay connected to a birth parent.
4. Identify three components of a safety plan.
5. Describe five strategies for promoting non-threatening belonging.
6. State three ways to replace negative attention-seeking behaviors.

Safe Parenting

Caesar Pacifici, Ph.D. and Rick Delaney, Ph.D. explore safe parenting issues. Topics covered include safety plans; children's health, safety, and security interests; a child's actual versus developmental age; trauma history; treatment plans; and state regulations. Drs. Delaney and Pacifici acknowledge the challenges of foster and adoptive parenting, and they provide concrete information for caregivers on strategies and regulations. Supplemental handouts are provided.

Course Objectives

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

1. Describe how a child's trauma history impacts how a parent should discipline.
2. State strategies for safe discipline.
3. List three ways to promote physical and emotional security for a child.
4. State four factors important in maintaining a child's health and security.
5. Identify a critical incident and how to report it.
6. Identify six disciplinary actions that are prohibited by many state child welfare agencies.

Self Harm

In this course, Rick Delaney, Ph.D. discusses a wide spectrum of self-injurious behaviors: hair pulling, reckless accidents, high-risk behavior, self-harm, and suicidal behavior. Dr. Delaney examines characteristics of children at high risk for suicide and psychological/medical reasons that may contribute to self-harming behaviors. Strategies for reducing potential harm are also covered. Supplemental handouts are included.

Course Objectives

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

1. State five types of self-harming behaviors.
2. List types of high-risk behavior.
3. List characteristics of children at high risk for suicide.
4. State two psychological/medical conditions that may contribute to self-harming behaviors.
5. List strategies for reducing potential harm for children with self-injury behaviors.

Sexualized Behavior

Four types of sexualized behavior are covered in this course: obsessive sexualized behavior, sexual behavior with siblings, seductive behavior toward adults, and public masturbation. Rick Delaney, Ph.D. examines this sensitive topic with understanding and compassion. Dr. Delaney discusses the possible causes of sexualized behavior in children, provides strategies for protecting all family members, and offers guidelines to follow in the event a child discloses sexual abuse.

Course Objectives

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

1. Identify four types of sexualized behavior in children.
2. Develop insights into possible causes for sexualized behaviors.
3. State four strategies for helping the child with obsessive sexualized behaviors.
4. List steps for insuring the safety of all family members when confronted with sexualized behaviors.
5. Identify the roles sex can play for sexually abused children and youth.
6. List guidelines to follow if a child discloses sexual abuse.

7. State simple household rules that can help protect the sexually abused child and others.

Sleep Problems

Rick Delaney, Ph.D. discusses common sleep problems of childhood: fears about sleeping alone, frequent waking and roaming, nightmares and night terrors, and sleep problems caused by depression. Nightmares, night terrors, and depression are explained, and Dr. Delaney covers when to seek medical or professional help for children with sleep problems. Strategies to help parents define and set up bedtime routines and help children feel safe are included.

Course Objectives

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

1. Identify four types of sleep problems in children.
2. Describe a bedtime routine.
3. List four strategies to help a child who is unable to sleep alone feel and be safe.
4. Describe the difference between nightmares and night terrors.
5. State when to seek professional/medical help for a child with sleep problems.
6. List the warning signs of depression in children.
7. Identify five simple strategies to help a child with sleep problems.

Stealing

Causes for stealing behavior and teaching positive replacement behaviors to children who steal are explored by Rick Delaney, Ph.D. Shoplifting, stealing based on envy or revenge, stealing from loved ones, and kleptomania are discussed in the context of possible motivation for those behaviors. Dr. Delaney also provides information on strategies for dealing with a child who steals and when to seek professional help.

Course Objectives

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

1. Identify four types of stealing.
2. List four steps for teaching positive replacement behaviors to the child who shoplifts.
3. Describe how anger is expressed through stealing.
4. List strategies for helping a child express angry and jealous feelings without stealing.
5. Describe possible motivations behind a child's stealing from loved ones.
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7. Describe when to seek professional help for a child who steals.
8. List six positive strategies for dealing with a child who steals.

Substance-Exposed Infants

Robert Nickel, MD, developmental pediatrician and professor of pediatrics and Susan Edelstein, MSW, Program Director of TIES for Adoption/ UCLA address the issues and challenges faced by parents who care for substance-exposed infants. The health and medical needs of infants and newborns prenatally exposed to drugs can be perplexing and serious. This course sheds light on this complex subject and provides useful strategies for parenting these infants as well as valuable tips for working with an infant's professional team.

Course Objectives

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

1. Understand the effects of prenatal substance exposure on infants.
2. Identify myths and common misinformation about the effects of substances on infants and children.
3. Identify medical issues of substance-exposed infants.
4. Identify strategies for parenting irritable, dysregulated infants.
5. Identify strategies for parenting lethargic infants.
6. Understand how to work with professionals and the child's biological parents.

Wetting and Soiling

The issue of wetting and soiling is addressed by Rick Delaney, Ph.D. in this course. Common and not-so-common childhood problems are discussed: wetting as an emotional outlet, wetting as self-defense, classic wetting, soiling and smearing, and constipation and withholding stools. Medical and psychological causes for wetting and soiling are discussed by Dr. Delaney. Also provided are strategies for helping children with bowel regulation.

Course Objectives

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

1. Identify five types of wetting and soiling problems in children.
2. State medical and psychological causes for wetting and soiling.
3. List strategies for regulating a child's bowels.
4. Identify strategies to help a child use words to express feelings and emotional needs.

Working with Birth Parents I: Visitation

Charley Joyce, LICSW explores problems and solutions relating to birth parent visits. Mr. Joyce discusses the three phases of the visitation process and identifies strategies foster parents can use to make visits positive and productive. The role of the foster parent during visits and the benefits for foster children of birth parent visits are covered. Supplemental handouts are included.

Course Objectives

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

1. Identify three phases of the visitation process.
2. List the benefits for foster children of visitation with biological parents.
3. Describe the role of the foster parent in the visitation process.
4. Identify problems that may occur before, during and after visitation.
5. Identify solutions to problems that may occur during the visitation process.

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.

Course Objectives

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

1. Identify reasons children in care experience significant school problems.
2. Identify members of a school "team."
3. State school and foster parent roles and responsibilities.
4. Identify strategies to help a child transition to a new school.
5. Identify ways to advocate for your child when dealing with schools.
6. Describe the role of the parent in the special education process.
7. List strategies for overcoming homework struggles.
8. Identify methods for dealing with difficult behaviors at school.