

Developmental Delay

Parenting Approach

Presenting Behaviour

Developmental Stage

Underlying Cause

Parenting Step

Attachment

Core Belief

Negative Working Model

Orientation

Summary Label

Thinking Parent

Basic Trust

Consistent & Predictable

Teachable Moment

Secure Base

Rhythm of Your Home

Principle of Addition

Parenting Ego

Parent Knowledge Exchange

Misunderstanding Behaviour

Physical & Personal Environment

Parenting Descriptive Elements

Belief, Value, Style, Approach

Strategy, Tool, Skill

Concrete & Operational

Demonstrated Skills

Outcome Behaviour

Bump & Bruise File

Abstract & Social

Geography of Support

Safety Plan

Action Plan

Daily Journaling

Parenting Assessment



The Kinship & Foster Family Network of Manitoba

Kinship/Foster Parent Skill Development

Curriculum Abstract

Theme and concept development.

KFFNM skill development approach is to support the development and enhancement of the unique kinship and foster parent skill sets involved with providing temporary and complementary care from within the Child and Family Services system.

Skills to successfully work as valued and accountable members of the Child and Family Services team.

Skills to articulate the descriptive elements of their unique parenting (*What, Why, Who, When and Where, and How outcomes are measured*).

Skills to communicate their unique parenting to CFS Agencies, natural family members, schools, respite workers, and community resources.

Level 1

Kinship & Foster Parent Skill Development

12 Sessions

9 Modules of Information Presentation

3 Mentorship Sessions of Information Exchange

Module 1

Child Development

Provides a basic understanding for commonly considered development expectations through the stages of child development.

- **Developmental Delays** impact *developmental* progress.
- **Possible Underlying Causes** associated with *observed developmental delays*.
 - Link possible *underlying causes* and *observed developmental delays* with the need for adaptive parenting.
- **Presenting Behaviours** identify the observable actions of another.
 - Link possible *underlying causes, developmental delays* and *presenting behaviours*.
- **Parenting Steps** identify and pattern parenting actions intended to support a child's healthy development.
 - Linking *Presenting Behaviours* with *Parenting Steps* creates a pattern for describing adaptive parenting being provided.
 - *Descriptive elements of parenting* provides reference for designing *parenting steps*.

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Module 2 Relationships & Attachment

The complexities surrounding kinship and foster parenting considering the impact of attachment trauma.

- **Basic Trust**
 - *Parenting Steps* which support developing meaningful relationships following loss of **Basic Trust** and the negative impact on **Core Beliefs**.
- **Summary Labels** are umbrella terms which do not provide accurate or complete information of an individual's unique **Presenting Behaviours**.
 - *Parenting Steps* consider **Presenting Behaviours** when deciding upon appropriate parenting response.
- **Thinking Parent** identifies the characteristics of a skilled kinship or foster parent.
 - *Presenting Behaviours* for **Consistent** and **Predictable** parenting.
 - *Parenting Steps* which demonstrate **responsiveness** and **accessibility** and are **consistent** and **predictable** develop **basic trust** and positively impact **core beliefs**.
- **Rhythm of the Home** provides therapeutic value from the **skillful** designed characteristics, patterns, expectations in the home.
- **Parenting Approach** and **Steps** for supporting a child's arrival in the home.
 - **Skills** for communicating parenting abilities, strengths, challenges to CFS Agency for placement planning and decision making.

Module 3 Fostering Family Connections

The complexities of kinship and foster parenting considering roles and responsibilities as temporary and complimentary.

- **The Principle of Addition** is a KFFNM value present throughout kinship and foster skill parent development trainings.
 - **Challenges** and **Barriers** for family restoration.
 - Parenting Steps for **Planned** and **Unplanned meetings**.
 - Integrating a child's **natural family perspective** with kinship or foster parent care.
 - Impact of **Parenting Ego** on with understanding, empathy and communication.
 - **Parent Knowledge Exchange** with a child's natural family and surrounding resources.

Module 4 Misunderstanding Behaviours

The complexities when kinship or foster parents misunderstand presenting behaviours.

- **Misbehavior** is an inadequate description of a child's presenting behaviours.
 - Misbehaviour is a depreciating **summary label**.
 - Increased understanding has widened perspective regarding possible **underlying causes, developmental delays** for **presenting behaviours**.
 - Seeing the whole child through a different lens brings increased focus on the need for **responsive, accessible, consistent** and **predictable parenting steps**.
- **Thinking Parent** recognizes their **presenting behaviours** and **parenting triggers** which impact the parenting they provide.

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Module 5 Presenting Behaviours

Complexities with providing kinship and foster parenting considering the impact of brain differences on presenting behaviours.

- Understanding FASD’s global impacts increases parenting understanding for the importance of:
 - Brain differences and the connection to *presenting behaviours*,
 - Distinction between *presenting behaviours* and *summary labels*,
 - Complexity with determining links between and *underlying causes, developmental delays*, and *presenting behaviours*,
 - *Consistent* and *Predictable* parenting steps,
 - *Personal* and *Physical environmental* influences,
 - Parenting *values, beliefs, approaches*, and *styles*,
 - Impact of *Presenting Behaviours* of parents.
- Understanding the **impacts of trauma** increases parenting awareness for the importance of:
 - Children living with pain have memories of the trauma of loss, abuse, and neglect,
 - Links between *underlying causes, developmental delays* and *presenting behaviours*,
- Thinking Parent *strategies, tools, skills* which enhance individual *strengths* and which teach problem solving skills for individual *challenges*.
- *Parenting Steps* which demonstrate *personal* and *physical environment* adaptations.

Module 6 Guiding Behaviours

Guidelines for providing beneficial, accountable, defined kinship or foster parenting.

- Benefits from defined parenting *beliefs* and *values* and articulating parenting *strategies, tools*, and *skills*.
- Awareness of parenting *styles* and *approaches* modeled through parenting steps which support *consistent* and *predictable* parenting.
- Parenting actions grouped into *Strategies, Tools*, and *Skills*.
 - Increased focus on *descriptive elements of parenting*,
 - Increased understanding of the impact of parenting provided,
 - Increases clarity for *parent knowledge exchange* communicated,
- **Parenting Strategies** are designed from specific parenting steps which have demonstrated successful, positive, and healthy development.
 - *Consistent* and *predictable* teaching patterns,
 - Improved learning outcomes,
 - Designed specifically for individual or group,
 - Focus on achievable goals,
- **Parenting Tools** provide visual aids which support:
 - Adults follow *consistent* and *predictable* supportive teaching steps,
 - Improved learning outcomes,
 - Guide learning process,
 - Support timely documentation of *strengths* and *challenges*.
- **Parenting Skills** encompass all aspects of providing beneficial parenting.
 - Recognize complexity with *presenting behaviours*.
 - Impact of *personal* and *environmental influences*,
 - Design, implement, evaluate *parenting steps, strategies*, and *tools*.
 - *Communicate* parenting *steps, strategies, tools, skills* to a child’s natural family, CFS agency, schools, respite, support workers and community resources.
 - Promotes skilled *Outcome* measurements and evaluations.

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Module 7 Teaching Life Skills

Complexities with teaching life skills in a kinship or foster home.

- Skill sets developed in prior sessions are put into practice in teaching life skills.
- The ability to clearly identify the parenting plan for teaching *concrete* and *operational* life skills benefits from the *descriptive elements of parenting*.
- Developing *planning steps* for teaching life skills strengthens:
 - Parenting Mindfulness
 - Accountability
 - Communication
 - Knowledge exchange
 - Outcome measurement
- Life skills focus is on *concrete* and *operational* skill development.
- Teaching *abstract* and *social* skill development occurs alongside teaching concrete and operational skills.
- Importance of building relationships which support one to one life skill development.
- The *Geography of Support* is a parenting practice for developing insight into teaching life skills based upon *demonstrated skills*.

Module 8 Observing, Recording and Reporting

Complexities with meeting accountable documentation expectations required for providing care.

- Keeping a child/youth story.
- Expectations and skills involved with *accountable parent-based documentation*.
- Links between *daily journals* and *monthly reporting*.
- **Parenting Assessment** based upon *descriptive elements* and *strategies, tools and skills*.
- Accurate firsthand information in *incident report writing*.
- Skilled observing, recording, and reporting *strengthens relationships* with the team surrounding a child and their family.
- **Parenting Tools** which support documentation: *Bump & Bruise file, Action Plans, Safety Plans, journals, menus, calendars*.

Module 9 Fostering Self Care

Complexities with maintaining wellbeing for Kinship and Foster parents and their home-grown family.

- **Self-awareness** of the impacts with providing kinship and foster care.
- **Skilled effective communication** of *descriptive elements* and *strategies, tools and skills* to identify needed supports and resources.
- **Impact of transitions** and challenges on family and community members.
- Recognition of grieving process following transitions.