Training Announcement

Live on the Internet:
Online Training Courses for Foster/Adoptive Parents
Winter/Spring 2020

With online training, participating foster/adoptive parents receive instruction when convenient, through their home or office computers. These online trainings provide many of the key benefits of traditional face-to-face instruction. In the virtual classroom online, participants can listen to and speak with a live trainer, electronically "raise their hands," and pose questions to the trainer or other participants. Text chat and other feedback tools are also available.

What do I need to participate?

To participate in online trainings, interested parties must have

- A computer with Internet Explorer II, Chrome, or Edge Internet browser
- A computer or tablet with high-speed Internet access
- A headset with microphone (or computer speakers and a microphone)
- *WebEx* (provided free to registered participants)

What kinds of training are offered?

Because online courses have been so well received, there are a variety of classes being offered. Most trainings are offered at least once during the day and once in the evening. The schedule of available times and dates for each training, along with course descriptions, is included in this catalog.

How do I register?

Registering online is quick and simple. For more information or additional resources, or to register for training, visit:

<div align="center">http://www.hslcnys.org/fosterparenttraining/</div>

It is important to note that when two or more people use the same computer to register for training online, *each must use a separate email address*. (Additional email addresses are available free from most Internet providers and through Gmail (www.google.com/gmail), Outlook (www.outlook.com), or Yahoo (www.yahoo.com).

How will I know when I am registered?

Upon registering, participants will receive an email confirming the title and date of their training, along with instructions on how to join the session.

How will I get my training materials?

Training materials are available for download at:

http://www.hslcnys.org/fosterparenttraining/

Is there a training cancellation policy?

Yes—and participants should keep in mind:

- If training is canceled, OCFS will notify affected participants via email through the primary contact persons. Every effort is made to offer all trainings as they appear in our training calendar, but we reserve the right to cancel any training for which there is insufficient enrollment.

- If a prospective participant must withdraw from a training after registering, he or she should notify Registration Services by email as soon as possible, at CWregistration@ocfs.ny.gov, or cancel registration by phone, at 716-398-5399, between 8:00 a.m. and 4:00 p.m. Except for in emergencies, cancellations should be made at least three business days before the scheduled training.

What if I have questions?

Participants can find answers and access technical support by contacting the OCFS *WebEx* technical-support staff, toll-free, at **1-800-810-1349**. Help is available any time before a training. Our technical-support staff will be happy to assist with the setup and testing of headsets, microphones, and speakers and to answer technical questions.

What do I have to do to get credit for attending an online training?

Participants must access and enter the *online* virtual classroom within the first 30 minutes of a training session. Those who *do not* will receive no credit for attending.

Will I get a certificate after I complete an online training?

Once participants have met all training requirements, they will receive, via email, a *Certificate of Completion*. (***Please allow 2-3 business days after completion of training for the certificate to be issued.***) Those who do not receive a *Certificate of Completion* or who lose it can contact Registration Services at CWregistration@ocfs.ny.gov to request a duplicate.

The person designated as a participant's agency or LDSS primary contact will receive a copy of that participant's *Certificate of Completion.* The contact person is usually the training coordinator for a participant's agency. Participants who are unsure whose name to enter should call their agencies and ask.

NEW YORK STATE | **Office of Children and Family Services**

Developmental Disabilities

This five-part series is intended for foster/adoptive parents who are raising children with developmental disabilities and who have already taken the Internet course Ages and Stages of Development (or, alternatively, the COMPASS Session 3: Promoting Child Development module through in-person delivery) or who are already knowledgeable about child development. Since each part builds on the previous one, these trainings should be taken in sequence.

DD1: Introduction to Developmental Disabilities

Instructor: Heather Dominguez

This course focuses on the developmental disabilities and delays that may affect the children in your care. Since there are important differences in the terms used in this topic, we'll look at how developmental delay and developmental disability are defined. We'll talk about how to use the Child Development Guide to help you decide whether there are indicators or warning signs related to developmental delays and disabilities in the children in your care. Then we'll explore the New York State Office of People With Developmental Disability's (OPWDD's) five categories of developmental disability.

DD2: Acquiring Services for Children with Developmental Disabilities

Instructor: Jennifer Otten

This course focuses on the various services and agencies that assist children who have developmental disabilities and their families. We'll look at how different programs establish eligibility for their services. Dealing effectively with service providers often requires us to be assertive, so we'll refresh our memories about how to do that. A resource guide that provides extensive information and contact numbers for all the agencies and organizations servicing children with developmental disabilities and their families accompanies this course.

DD3: Foster/Adoptive Parents as Effective Advocates

Instructor: Heather Dominguez

This course reviews the federal law (IDEA) that set the standards for what we can expect from the educational system on behalf of any child with a disability. We then talk about what advocates do and the elements of effective advocacy, including the role of assertiveness. There are many websites that can help us advocate on a child's (or family's) behalf and we'll explore some of them.

DD4: Raising Children with Developmental Disabilities: The Impact on Family Life

Instructor: Jennifer Otten

This course considers how caring for a child with a developmental disability impacts all aspects of family living, including parents and siblings. Resources and strategies are explored.

DD5: Parenting a Child with Autism Spectrum Disorder (ASD)

Instructor: Heather Dominguez

In this course, we'll look at the definition of ASD, talk about the specific way that ASD is diagnosed, explore who are some of the professionals you'll need to work with and consult with to help a child with ASD, and consider successful intervention strategies that can help a child with ASD manage his or her behaviors and feelings.

Additional Classes:

Positive Communication Skills for Foster Parents

Instructor: Helen Shin

Many patient and loving foster parents find that they yell, nag, or criticize more often than they want to when dealing with the challenging behaviors of the children in their care. Based on the bestselling book "How to Talk So Kids Will Listen & Listen So Kids Will Talk" by Faber and Mazlish, this workshop will help foster parents to avoid the common communication pitfalls and to make small but powerful changes in the words they use every day to:

- Effectively help the child who is experiencing negative feelings
- Express own anger or frustration without being hurtful
- Set firm limits and still maintain the child's positive self-concept

More Positive Communication Skills for Foster Parents

Instructor: Helen Shin

By popular demand, foster parents can explore even more techniques from the bestselling book "How to Talk So Kids Will Listen & Listen So Kids Will Talk" by Faber and Mazlish. This workshop will focus on how foster parents can:

- Encourage autonomy
- Use praise effectively
- Free children from getting stuck in "roles"

Helping Children Build Positive Self-Concept

Instructor: Helen Shin

Did you grow up being the "funny one" while your sibling was the "smart one"? How did you get such a "role" and how did it affect your life? Has your child been given positive or negative roles by you or others in the family? Does that mean she has to play out that part for the rest of her life? Is he stuck with it, or can he be freed to become whatever he's capable of becoming? One way we can help our children to feel lovable, capable, responsible and worthwhile is to help them be their complete selves. In this fun and interactive workshop, participants will learn six skills that can be used by any parent who wants to liberate their children from playing out roles.

Creating Sibling Harmony

Instructor: Helen Shin

Based on the bestselling book Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too by Adele Faber and Elaine Mazlish, this training will challenge the idea that constant, unpleasant conflict among siblings is natural and unavoidable. Participants will learn how to avoid such explosive situations as comparing, assigning roles, or taking sides and instead promote cooperation with practical and easy-to-use techniques.

Parenting the Insecurely Attached Child

Instructor: Helen Shin

Infants whose experiences with a caregiver are negative or unpredictable are more likely to develop an insecure attachment. Children who are insecurely attached have learned that adults are not reliable, and do not trust easily. They tend to have extreme reactions to stress. Learn about three common manifestations of insecure attachment (The Clingy-Demanding Child, The Parentified Child, and The Rebellious Child) and how "high structure, high nurture" parenting approach can meet their needs.

Proactive Responses to Lying

Instructor: Heather Dominguez

As a result of attending this two-hour training, foster parents will be able to clarify their values regarding lying and identify reasons children engage in this behavior. Through practice simulations, participants will be able to respond appropriately to children who lie, and make plans to prevent this behavior.

Preparing Youth for Independent Living/Adult Self-Sufficiency Part I

Instructor: Robert Springer

This class uses the "Y" of Independent Living to help foster parents prepare youth to be self-sufficient. Foster parents will learn how to implement actions necessary to ensure the safety of the youth and /or others in the home, while assisting in the application of independent living assessment.
By the end of this class, foster parents should be able to
- Model and practice effective planning, decision-making, and problem-solving skills.
- Break down complex skills into less complex and easily mastered tasks.

Preparing Youth for Independent Living/Adult Self-Sufficiency Part II
Instructor: Robert Springer

This class uses the "Y" of Independent Living to help foster parents prepare youths to live on their own. How to recognize behaviors related to achieving self-sufficiency. Foster parents will learn how to implement action necessary to ensure the safety of the youth and /or others in the home, while assisting in the in the application of independent living assessment.
By the end of this class, foster parent should be able to
- Define 'hard,' 'soft,' and 'invisible' skills youth must acquire in order to achieve successful independent living
- Recognize the strengths and needs of individual youths, while appreciating how the impact of a youth's emotional issues may create barriers to achieving self-sufficiency.
- Observe and communicate educational strengths and needs of youths in care while assisting in the development and maintenance of supportive relationships.
- Be able to assist in the development of an Independent Living Assessment process.

Acknowledgment

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Disclaimer

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