

# Session Nine

**Taking PRIDE: Making  
an Informed Decision**

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## **Session Nine**

### **Competencies and Objectives**

### **Competencies**

Prospective foster parents and adoptive parents:

- Know the roles, rights, and responsibilities of foster parents and adoptive parents.
- Understand the importance of respecting children's connections to their birth families, and previous foster families and/or adoptive families.
- Know the importance of being nonjudgmental in caring for children, working with their families, and collaborating with other members of the team.
- Know the agency's policy regarding confidentiality for children and families.
- Know the value of affiliating with other foster parents and adoptive parents, and with foster parent and adoptive parent associations.
- Know the importance of being informed of changes in child welfare policies and practices.
- Know the importance of advocating for children to obtain needed services.
- Know their own strengths and needs in fulfilling the foster parent or adoptive parent role.
- Know the foster parent's responsibility to collaborate with agency staff in the assessment of one's own learning needs, and to implement a Family Development Plan to meet the identified needs.
- Know the rewards of fostering and adopting.

### **In-Session Learning Objectives**

As a result of their participation in this training program, prospective foster parents and adoptive parents will be able to:

1. List the range of agency and community services for children and their families.

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2. List the range of agency and community supports for foster families.
  3. List the range of agency and community supports for adoptive families.
  4. Identify the potential risks and rewards involved in fostering and adopting.
  5. Explain the importance of being fully informed to assess how fostering or adopting will affect one's family.
  6. Describe the perspective of at least one birth parent who has had a child placed for adoption and/or foster care.
  7. Name other foster parents, adoptive parents, and agency staff who can share the joys and the problems of fostering and adopting.
  8. Describe why it is important to collaborate with the Family Development Specialist to make an informed decision about your willingness and ability to foster or to adopt.
  9. Explain the rationale for the Family Development Plan, and the value of ongoing training and support organizations and groups for foster parents.
  10. Describe the value of ongoing training and/or support organizations for adoptive parents.

### **At-Home Learning Objectives**

**Note:** There are no At-Home Learning Objectives because this is the final session.

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## **Session Nine**

### **Agenda**

Foster PRIDE/  
Adopt PRIDE  
**PRIDEbook**

#### **Part I: Welcome and Connecting with PRIDE**

- A. Welcome and Review of Competencies, Objectives, and Agenda
- B. Making Connections from Session Eight
- C. Making Connections with Assessment, Licensing, and Certification.

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#### **Part II: The PRIDE Panel**

- A. Welcome and Introduction of Panel
- B. Panel Presentations/Group Discussion

#### **Part III: Transitions**

- A. Key Points and You Need to Know!
- B. Saying Goodbye
- C. Certificate of Accomplishment
- D. Program Evaluation
- E. End Session

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## You Need to Know!

(to be added by agency)

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**Include in this section all agency policies that need  
to be covered but have not yet been addressed.**

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## Special Attention for Foster Parents

Foster PRIDE/  
Adopt PRIDE

PRIDEbook

### **The Family Development Plan**

The Family Development Plan (FDP) is a tool for families who provide foster care. It is developed through a mutual process in which you, as a foster parent, collaborate with the Family Development staff to determine your training goals, how to reach these goals, and how to measure your progress.

The Family Development Plan begins with an assessment of your individual learning needs. This initial Training Needs Assessment will help you think realistically about the parenting skills you now have, as you consider the characteristics and needs of children who might be placed with you.

Once you and your Family Development Specialist have completed the assessment you will determine together what your priority learning needs are for the coming year. Next you will decide how you will meet these needs, through training courses and other activities and resources. Your Family Development Plan will guide you in selecting Foster PRIDE Core trainings and other courses to continue your development as a member of the professional team.

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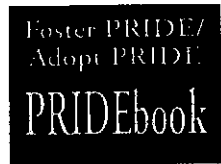
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## Inservice Training

(outline of available foster parent inservice  
training programs, to be added by agency)

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**You Need to Know!**  
**Resource Centers and Organizations**



Here is a partial list of some national resource centers and organizations that provide publications and other information helpful to foster parents and adoptive parents.

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**Child Welfare League of America**  
440 First Street, NW  
Third Floor  
Washington, DC 20001  
202-638-2952  
[www.cwla.org](http://www.cwla.org)

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**National Foster Parent Association**  
7512 Stanich Ave. #6  
Gig Harbor, WA 98335  
253-853-4000  
800-557-5238  
[www.nfpainc.org](http://www.nfpainc.org)

**Spaulding for Children**  
16250 Northland Drive, Suite 120  
Southfield, MI 48075  
248-443-7080  
[www.spaulding.org](http://www.spaulding.org)

**North American Council on Adoptable Children**  
970 Raymond Avenue  
Suite 106  
St. Paul, MN 55114  
651-644-3036  
[www.nacac.org](http://www.nacac.org)



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## You Need to Know!

(local agency and community services for children and  
their families to be added by agency)

## **The Family Development Plan**

The Individual Training Needs Assessment (ITNA) is a tool for families who foster. It is developed through a mutual process in which you, as a foster parent, collaborate with the Resource Worker or Adoption Specialist and/or your PRIDE trainer to determine your training goals, how to reach these goals, and how to measure your progress.

The ITNA begins with an assessment of your individual learning needs. This initial ITNA will help you to think realistically about the parenting skills you now have as you consider the characteristics and needs of children who might be placed with you.

Once you and your Resource Worker or Adoption Specialist have completed the assessment, you will determine together what your priority learning needs are for the coming year. Next you will decide how you will meet these needs through training courses and other activities and resources. Your ITNA will guide you in selecting Foster PRIDE Core trainings and other courses to continue your development as a member of the professional team.

## **Providing Information and Support to Foster Parents**

As an integral part of the DCFS delivery system, you can expect support from DCFS in the form of training, in-home contacts, case consultation, board payments, special services to children in your care, and recognition and acknowledgment of your efforts.

In order to prevent the disruption of a child's placement in a foster home and to assist the foster parent in providing proper care to a child, DCFS shall establish, either directly or through contract, placement support services to assure stable placements for children in DCFS custody. Support services shall include the following:

- Your Family Service Worker
- Visits to Family Foster Home from the Family Service Worker, Resource Worker or Adoption Specialist, and Licensing Specialist
- Availability of DCFS Family Service Workers to foster families
- Crisis and After-Hours Response
- Day Care for Foster Children as appropriate
- Counseling and/or other community resources as appropriate
- Informal and Formal Respite Care as appropriate



- Family Foster Parent Associations
- Income Tax Information
- Area and State Foster Parent Conferences
- Volunteer Foster Parent Liaison

Foster parents shall be considered as team members working with other child welfare professionals for the family. Complete information, such as a child's health, reasons for entering care, siblings, and probable length of placement, shall be provided to foster parents at the time of placement. The child's social security number may be given to the foster parents only if the foster parent must have the number to obtain services, care, or treatment for the child. Some examples would be to enroll the child in school or to obtain medical treatment for a child who is not Medicaid eligible when treatment is needed. The foster parent must keep the child's social security number **confidential** and use the social security number only for an allowable purpose. Additional information shall be shared promptly with the foster parents.

The court shall allow foster parents an opportunity to be heard in any reviews or hearing held with respect to a child in their care. Foster parents shall not be made a party to such review or hearing solely on the basis that such persons are entitled to notice and the opportunity to be heard.

Foster parents are allowed to receive a copy of their substantiated child maltreatment report for the child in their care.



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## You Need to Know!

(local agency and community supports for foster families  
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