

## **Curriculum Overview**

The following is a summary of each unit contained in the Pressley Ridge Treatment Parent Training. The summary is in the form of critical questions that you can expect your participant/parents to answer at the conclusion of each unit.

### **Unit 1: Introduction to Treatment Foster Care**

- What are the purposes, goals, and expectations of the training?
- What is the history and purpose of treatment foster care?
- What are the core elements of treatment foster care and where does it fit in the continuum of services for troubled children?
- How does treatment foster care differ from traditional or regular foster care?
- What do we mean by “permanency planning” and what are some strategies to help facilitate permanency?
- What are some of the realities and challenges of being a treatment parent?

### **Unit 2: Professional Parenting**

- What does it mean to be a “professional parent”? What are the key behaviors and characteristics of professional treatment parents?
- What exactly is my role and responsibilities as a treatment foster parent?
- Who are the typical members of the treatment team and what are their roles?
- Why is it important to develop partnerships with treatment team members, especially with the child’s family?
- What are the key elements to understand about prudent parenting, supervision levels, and advocating for children in care?
- What are the supports available to treatment parents within the organization, treatment team and the community?

### **Unit 3: Trauma and Child Development**

- What are the age-related milestones during typical child and adolescent development?
- What are the basic ways that Adverse Childhood Experiences, Social Determinants of Health and Institutional Racism and Transgenerational Trauma affect the families and children served in TFC programs?
- How can traumatic experiences affect a children’s development?
- What are some elements of positive brain development and the impact of trauma on a child’s developing brain?
- How does the Regulate – Relate – Reason model provide help for dysregulated children?
- What are the positive aspects of teaching and relationship building through TFC Discipline Practices?

- What are the regulations on prohibited practices including the use of physical and other forms of corporal punishment?
- How do we use a Family Sexual Safety Contract as a tool for child and family safety?
- What are the legal obligations and program expectations of treatment parents as mandated reporters of child abuse?

#### **Unit 4: Understanding Childhood Mental Health and Diagnosis**

- What are the four common types of neuro-developmental disorders that affect children?
- What are the most common psychiatric diagnoses of children served in TFC programs?
- What are some parenting strategies I can use to work with children with these common psychiatric disorders?
- What effects can separation, loss and grief have on the relationships between children, their families and treatment parents?
- What relationship building tools and strategies can I use to help children in various stages of the grief cycle?
- How can I use “co-regulation” in helping a dysregulated child regain emotional control?
- How do self-soothing and relaxation techniques benefit children in care?
- What is a treatment parent’s role in the use and monitoring of medications?

#### **Unit 5: Developing Healthy Relationships**

- How do the Principles of Trauma Informed Care aid in understanding the process of building relationships with children in care?
- What are the stages of developing relationships and important areas of engagement and challenge in each stage?
- What are several ways that I can begin to build healthy attachments with children placed in my home?
- How can I build connections with my child’s family and strengthen their family connection?
- What are some ways for treatment parents to join with children through understanding their family’s culture?
- What are the benefits of “catching kids being good” and using descriptive praise to promote positive behavior?
- What are “Social Rewards” and how do I use them to promote learning and relationships building with children?

## **Unit 6: Therapeutic Communication**

- What is therapeutic communication and how does it differ from typical parental responses to a child?
- How can I communicate in a way that builds relationships?
- How can I listen so that children will talk? What is active listening?
- How can I communicate in a way that helps children manage their feelings, behavior and solve problems?
- How can I use non-verbal communication effectively with children?
- How can connecting and listening with empathy help build more open communication with children?
- What are the components to therapeutic communication?

## **Unit 7: Understanding and Changing Behavior**

- Why do children behave that way, and what is the connection between behavior and needs?
- How can I use Applied Behavior Analysis and a Functional Behavior Assessment in determining behavioral goals and developing strategies to teach children more positive, appropriate behaviors?
- How can using rewards effectively promote positive behavior and build parent-child relationships?
- What are the stages of the Conflict-Crisis Cycle and my role in reducing a child's stress level to promote regulation and relationship?
- What are the reasons and situations for using a variety of interventions to support behavior change?
- How can I manage my own feelings during difficult interactions with children?

## **Unit 8: Skill Teaching**

- What are Executive Function Skills and why are they important?
- What if a child is able but not willing to behave appropriately?
- How do I know when and what to teach? Is there a criterion for deciding?
- What is the connection between brain development and learning?
- Why is it important to learn and focus on my child's personal strengths?
- What does skill teaching look like? Are there steps I can follow to teach a child new skills or replacement behaviors?

## **Unit 9: Conflict Resolution**

- What kinds of conflict might I experience as a treatment parent?
- What are some myths and truths about managing conflict?
- Can conflict be healthy and constructive?
- What is a conflict cycle and how do parents and children provoke and escalate each other's conflict cycles?
- What approaches can I use in responding to conflicts?
- Is there a technique or steps that I can follow to resolve conflict?
- What are the key elements of preparing for a conflict resolution meeting?

## **Unit 10: Understanding & Managing Crisis**

- What is crisis? What does crisis look like in treatment foster care?
- How do children and adults view crisis differently?
- What are the main objectives for a treatment parent in response to a crisis?
- Why are safety and awareness key elements during a crisis situation?
- How can my understanding of the Conflict Cycle and Crisis Stages help me manage my response to children in crisis?
- What are some early prevention techniques that I can use to prevent a crisis?
- How can I help turn a crisis into a learning opportunity?
- What are the benefits of using consequences as a teaching tool?