**Licensor Guide to the Web-Based Foster Parent Pre-Placement Training**

**Use of form:** Completion of this form is the responsibility of the licensor. Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04(1)(m), Wisconsin Statutes].

This guide was designed as a companion piece to the online Foster Parent Pre-Placement Training to identify the points at which foster parents are directed to discuss topics with their foster home licensing professional. Throughout the training, foster parents are encouraged to discuss their thoughts, feelings, and concerns with their foster home licensing professional and with the child’s child welfare professional. In addition, foster parents will complete “Check Your Understanding” questions throughout the training to gauge their level of knowledge of the material.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Full Name – Foster Parent 1 | | | | | | Today’s Date | | |
| Full Name – Foster Parent 2 | | | | | | Today’s Date | | |
| **Check each box after you have discussed each point with the foster parent.** | | | | | | | | |
| **MODULE 1: FOSTER CARE OVERVIEW** | | | | | | | | |
| This module explains basic information about the foster care program in Wisconsin, including how children come into care, why they are there and rules that have been created to protect children in foster care. It explains permanency planning and describes different people connected to the child welfare and court systems. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 2.2 & 2.3, Voices of Foster Youth  Have the foster parent discuss some of the things the youth talked about that they needed from foster parents and how they would like to see the relationship between their parents and foster parents. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.1, Your Questions  Does the foster parent know who to ask if they have any questions about agency, county, and/or tribal policies and procedures, and do they have this person’s contact information? | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.1, What is Foster Care  Have the foster parent describe what foster care is. Ensure they understand it is temporary and that most children return home to their families and that the ultimate goal is permanence. Ask the foster parent to describe reasons why children come into foster care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.3  True or False: Foster care is governed only by the State of Wisconsin Administrative Code, Ch. DCF 56. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1, Focus on Ch. DCF 56  Does the foster parent have any questions about any of the licensing requirements in DCF 56? Do they understand waivers and exceptions? Ensure they have a copy of DCF 56. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.5,  True or False: There are no exceptions to any expectations in DCF 56. If you can’t meet all of these requirements, you can’t be a foster parent. Check your Understanding- DCF 56. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.6,  True or False: There are additional expectations and requirements to follow when an Indian child is placed in foster care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slides 6.1-6.4, Roles  Ask the foster parent if they have questions about the roles of team members. Have them describe the roles of a few of the members on the child’s team. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.1-7.3, How Children Enter Foster Care in Wisconsin  Have the foster parent describe the various ways children can enter foster care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.1-9.3, Permanency Planning  Ask the foster parent what permanence is and why it is important. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.5 Definitions of Permanence  True or False: Everyone has the same definition of permanence. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 10.1- 10.2, Concurrent Planning  Ask the foster parent what concurrent planning is. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 10.3 Permanency Options  If children cannot be reunified with their families, they have other ways to achieve permanence. Please match up the following permanence options with their definitions:   1. Placement with a family member who has expressed a willingness and capacity to provide care and protect the child. 2. Termination of the parental rights (called “TPR”) and making the child legally free to adopt. 3. Arrangements that can include sustaining care, independent living, or long-term foster care. 4. A permanent living arrangement, which allows the caregiver to have more authority than a physical or legal custodian but does not require termination of parental rights.   Permanency Options: Fit and Willing Relative Placement; Alternate Planned Permanent Living Arrangements; Guardianship; and Adoption | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 12.1-12.14, Interacting with the Courts  Ask the foster parent to name a few things to keep in mind when interacting with the court either in person or in writing. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 13.2 Most Common Goal for Children in Foster Care  What is the most common goal for children in foster care? | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 2: EXPECTATIONS OF FOSTER PARENTS** | | | | | | | | |
| This module explains the expectations of a foster parent, including, confidentiality, communicating with the agency, reimbursement, the rights of people involved, maintaining records, and responding to allegations. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 1.3, Information to be Communicated to Foster Parents  Ask the foster parent if they have any questions about the information and paperwork that should be provided to them upon placement of a child. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 2.1, Things Foster Parents Need to Communicate with the Agency  Ask the foster parent examples of information they should communicate with the agency. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 2.2, Emergencies and Special Circumstances  Ask the foster parent to describe various emergencies and special circumstances that may arise and how those should be handled. Ensure they understand who they should contact and how to reach that person. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.1, Confidentiality  Ask the foster parent if they have questions about confidentiality and the use of consent forms. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.2, Confidentiality Scenarios  Ask the foster parent about ideas they have in responding to the 3 scenarios:   1. Snoopy Sam: A school staff member asks you, “Are these all foster kids!?” when you take your foster children to register for school. 2. A Day at the Museum: You take your birth, foster and children’s friends to the local expensive museum which offers free admission for foster children. 3. Nosy Neighbor: A neighbor asks you what happened after the police leave your house due to a foster child causing property damage. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.1- 4.2, Maintaining and Keeping Records  Ask the foster parent if they have any questions about their responsibility in maintaining a foster child’s case record. Ensure they understand DCF 56.09(11) as well as your agency’s expectations. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1- 5.8, Reasonable and Prudent Parent Standard-What is it?  Have the foster parent describe the Reasonable and Prudent Parent Standard.  Ask the foster parent to discuss the importance of promoting normalcy for children in out-of- home care.  Have the foster parent describe how the Reasonable and Prudent Parent Standard helps to improve the overall well-being of children in foster care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.9, How to Make RPPS Decisions  Ensure the foster parent has the handouts: RPPS Considerations and RPPS FAQ. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.10, RPPS Success is Everyone’s Responsibility  Ensure the foster parent understands the agency’s responsibility in providing them with information, updates, and documents to enable them to make reasonable and prudent parenting decisions. Ask the foster parent if they have questions regarding their own responsibility in applying the reasonable and prudent parent standard, including keeping records. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.11, Child’s Wishes  Have the foster parent share strategies to engage the child placed in their home about normalcy activities. Have the foster parent explain a scenario where they could “meet in the middle” when there are differing ideas of what is normal and reasonable. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.12, Parent/Guardian Wishes & Input  Have the foster parent discuss the importance of parent/guardian input when making reasonable and prudent parenting decisions, although it is not required. Have the foster parent share strategies to gather input from parents/guardians. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.13- 5.14 Court Orders/Legal considerations  Ensure the foster parent understands the considerations that prevent the use of RPPS. Ask the foster parent what they should do if a decision is contrary to a court ordered activity or the child’s permanency plan. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.15, Disagreements  Have the foster parent describe what to do when they are unsure about a decision or if a disagreement occurs. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.16, Liability  Ensure the foster parent understands their liability and the limitations of the liability protections if they are negligent when making an RPPS decision. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slides 6.1-6.2, Uniform Foster Care Rate  Ensure the foster parent understands the 4 components of the Uniform Foster Care Rate and how rates are determined. Ensure the foster parent receives a copy of the Uniform Foster Care Rate Brochure. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.1, Levels of Certification  Ask the foster parent if they have any questions about the level of care certification they are assigned and what this means for the children that may be considered for placement into their home. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.2 Required Training  Ask the foster parent to describe training requirements based on their level of care certification and ensure they are aware of how to access training. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 8.1, Concerns about Child Maltreatment  Have the foster parent describe what they are required to do if they believe a child in foster care has been abused or neglected, threatened with abuse or neglect, or have a reason to believe that a child will be abused or neglected. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.1, Allegations Intro  Ensure the foster parent understands the steps that will be taken if a child abuse or neglect allegation is made against someone in their home. Ensure the foster parent receives information about their appeal rights. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slides 9.2- 9.4, Minimizing the Risk of an Allegation  Have the foster parent describe strategies they can take before and during placement to minimize the risk of allegations. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.5-9.6, Coping with Maltreatment Allegations  Have the foster parent describe strategies to get through the initial assessment process if a maltreatment allegation is made against someone in their home. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 10.1, Other Concerns that may be Raised  Ensure the foster parent understands licensing concerns and violations, as well as the process for resolving issues. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 10.3, Grievance and Appeal Procedures  Ensure the foster parent receives a copy of your agency’s child welfare complaint procedure and understands their ability to file grievances. Ensure the foster parent understands which decisions they have the ability to appeal and how to do that. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 10.4, Requests for Removal of a Child  Have the foster parent discuss 30-day notice requirements if they or the agency is requesting that a child be removed from their home. | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 3, PART 1: CARING FOR CHILDREN IN FOSTER CARE** | | | | | | | | |
| This module explains the different aspects of caring for children in your home, including how placement affects children, how to help children adjust to being in a foster home, stages of grief and loss, and child development red flags. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 5.2, Declining a Placement  Have the foster parent discuss reasons why a family may decline placement of a child. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.5, Pre-Placement Information  Discuss any questions the foster parent may have about pre-placement visits. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.3, Invisible Suitcase  Ask the foster parent to describe the “invisible suitcase” and why it is important to keep in mind when a child is placed into their home. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 8.1, Helping Children Adjust to Placement  Have the foster parent discuss things they can do to help a child adjust to placement in their home. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 8.2, Consideration: Family-Like Living Experience  Ask the foster parent how they would make a decision in the following scenarios while promoting a “family-like” living experience.   1. Allowing a foster child to jump in a bouncy house along with the rest of their children. 2. Both the foster parent’s child and their foster child are invited to the same sleep over. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.1, Grief, Loss, and Separation  Ask the foster parent to describe the various ways foster children may express grief. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 9.5, Suicidal Thoughts  Discuss what the foster parent should do if a foster child expresses thoughts about wanting to hurt or kill themselves. Ensure they know the indicators and risk factors and what to do if these are identified. Discuss any additional training and resources available on this topic. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 11.1, Child Development and Red Flags Introduction  Ensure the foster parent knows what to do if they have concerns about a child’s development and that they have reviewed the child development chart in the Appendix of the Foster Parent Handbook. | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 3, PART 2: CARING FOR CHILDREN IN FOSTER CARE** | | | | | | | | |
| This module explains nurturing care and discipline, daily needs of children in foster care, fostering teens, culture, and transitions children in care face at different times in their lives. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 3.2, Best Interest of the Child  Have the foster parent give an example of having a child participate in an activity which gives primary consideration to the child’s best interest, rather than it simply benefiting the foster family or someone else. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.2, Managing Behavior: How Would You Respond?  Ask the foster parent how they would respond to each of the 4 scenarios:   1. A 3-year-old placed in their home repeatedly asking “why”, while the foster parent is on the phone. 2. A 12-year-old placed in their home regularly leaves his bed unmade despite making the bed being a house rule and constant reminders. 3. A 16-year-old placed in their home has been given permission for their boyfriend to come over after homework is done, but they brought him home after school prior to doing homework. 4. A 9-year-old recently placed in their home due to neglect says he does not have to follow the rules, as he did not have to at home and the foster parent is not his parent. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.4, Child’s Behavioral History  Have the foster parent discuss how to promote normalcy with a child while taking their behavioral history into consideration. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.5, Disciplinary Principles  Have the foster parents list some things that they may do and things they may not do in disciplining children. Ensure they are familiar with DCF 56.09 Care of Foster Children regarding principles for nurturing care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.8, Emotional & Developmental Growth  Have the foster parent describe how emotional and developmental growth applies when making a decision for a child to participate in activities, even if they will not be successful in that activity. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1- 5.2, Daily Care Needs  Ask the foster parent if they have questions about providing for the daily needs of foster children in the areas of education, health care, hair and skin care, religion, recreation, life skills, and safety. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.3- 5.4, Potential Risk Factors  Have the foster parent discuss how they would assess potential risk factors when making decisions about various activities. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 6.1- 6.2, Fostering Teens  Have the foster parent discuss various things they can do with teens to teach independent living skills. Ensure they understand the requirement for, and purpose of, an independent living plan for teens age 14 and older. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 6.3, Teens and Sexuality  Ask the foster parent if they have concerns or questions about discussing sex and sexuality with their foster children. Ensure they know they can find more information about teens and sexual identity in the Foster Parent Handbook. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 6.4, Check Your Understanding: Fostering Teens (Open-ended)  Have the foster parent discuss what they would do in the following scenario:   1. A 17-year-old boy is placed in their home, and he will probably be living on his own after he graduates from high school. He has never cooked for himself or done his own laundry. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 6.5, Age, Maturity & Developmental Level  Have the foster parent discuss the consideration of a child’s age, maturity & developmental level in decision making. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.1, Real Life Tips: Culture  Ask the foster parent some ways that they can honor, and respect cultures of the children placed in their home. Ask the foster parent if they have concerns about their ability to honor other cultures and about any biases they may have. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.4, Race, Gender, Identity  Have the foster parent discuss the importance of identity and how people identify themselves. Ask them about their own identity and personal beliefs and the ability to support youth with different identities. Discuss with the foster parent additional learning opportunities. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.6, Positive Racial Identify- Real Life Tips  Have the foster parent discuss how they will support youth of different races and cultures. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.7, Caring for LGBTQ+  Have the foster parent discuss varies ways they can support and advocate for youth who identify as LGBTQ+.  Discuss with the foster parent about additional resources on how they can develop skills as a caregiver to support youth who identify as LGBTQ+. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.11-7.13 Bias and Identity- Overcome Unconscious Bias  Have the foster parent examine their own bias. Ask them what they can do to overcome unconscious bias. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | 7.17 Multi-Cultural Families  Ask the foster parent about their multi-cultural action plan and steps they will take toward becoming a multi-cultural family. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.19, Cultural, Religious, Tribal Values  Have the foster parent discuss how they would take a child’s cultural, religious, and tribal values into consideration when making RPPS decisions. Does the foster parent know how to handle conflicting opinions about this between the child and the parent? | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.21, Life Books  Have the foster parent describe what a life book is and why it is important for foster children to create and have them. | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 4: MEDICATION MANAGEMENT** | | | | | | | | |
| This module explains medication management for children placed in foster homes. The module provides information to be sure foster parents are giving the correct medication to the correct child, understand how to administer “as needed” medication, how to track and monitor medication administration, how to store medication, and what do to if there are medication administration errors. | | | | | | | | |
| Discussed With Foster Parent 1 | | Discussed With Foster Parent 2 |  | | | | | |
|  | |  | Slide 2.2, The Right Child  Ask the foster parent how to make sure they give the correct medication to the correct child. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 2.9, PRN Medication  Ask the foster parent to describe three directions for administering “as needed” medication that they should be sure to receive from the prescribing provider. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 2.12, The Right Documentation  Ask the foster parent to describe details of what, and how, to track and monitor the medication they administer to a child. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 2.17, The Eight Rights Printout  Ask the foster parent if they have printed the one-page document called “The Eight Rights of Administration: Caregiver Edition.”  Next, ask them where they will put it in their home to help remind them of the Eight Rights. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.1, About  Ask the foster parent to describe what psychotropic medication is and why it is important to closely monitor its use by children.  Have the foster parent identify “types” psychotropic medications and the purpose of those types. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.3, General Storage Tips  Ask the foster parent to list three tips for keeping medication safely stored. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1, Medication Errors  Ask the foster parent what they would do if a child missed a dose of medication. | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 5: DEVELOPING AND MAINTAINING FAMILY CONNECTIONS** | | | | | | | | |
| This module provides information about working with birth families, the importance of children having contact with their families, connections of children in foster care to their siblings, and challenges that may come up with family interaction. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 2.1, Feelings & Emotions Children & Parents Experience  Have the foster parent discuss various feelings and emotions parents may experience when their children are placed into foster care. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.1, Shared Parenting  Ask the foster parent what shared parenting means and why it is important. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 4.1, Benefits of Family Interactions  Have the foster parent discuss the benefits of family interaction. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1, Changes in Family Roles  For relative caregivers: Ask how the roles of family members will change or have changed upon placement of the child in their home. Ask about the various feelings they and other family members may have as a result. Ensure the relative caregiver knows who they can receive support and assistance from during this transition and changing family roles. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.4- 5.5, Family Interaction Frequency (2 questions): | | | | | |
|  | |  | Comments: | | | | | |
|  | |  |  | According to CPS policy, within how many days must the first family interaction occur after a child is placed in out-of-home care? | | | | |
|  | |  |  | Comments: | | | | |
|  | |  |  | When siblings cannot be placed together, how often (at minimum) must they be able to have face-to-face interaction? | | | | |
|  | |  |  | Comments: | | | | |
|  | |  | Slide 5.10, Tips for Positive Family Interaction  Ask the foster parent some things they can do to assist in positive family interactions. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 7.1-7.13, Ties That Bind  In the provided scenario, 15-year-old Dawn has had multiple placements, including adoption, 3 foster homes, and residential care. She has been in several schools and lost many connections along the way. Ask the foster parent what they can do to keep children placed in their home connected to people that are important to them even during tough circumstances. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 11.1-11.3, Stereotyping a Birth Family  Ask the foster parent to discuss the stereotypes about birth parents and their concerns about working with parents. | | | | | |
|  | |  | Comments: | | | | | |
| **MODULE 6: CAREGIVER SELF-CARE** | | | | | | | | |
| This module explains how being a foster parent can affect the family, and how stress about fostering, grief, and loss is felt by the entire foster family. This module discusses the importance of taking time for yourself and reaching out for support and assistance. | | | | | | | | |
| Discussed With  Foster Parent 1 | | Discussed With  Foster Parent 2 |  | | | | | |
|  | |  | Slide 3.1, Effects of Fostering on the Family  Discuss some of the adjustments the foster parent and their family may have to make when they begin fostering. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 3.3, Grief and Loss for Foster Families  Have the foster parent discuss reasons foster families experience loss and grief when a child leaves the home and what are some ways to help their family work through this. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.1, Support Network  Ask the foster parent who are people they can turn to for support and what form of support they offer. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.2, Refueling Yourself and Your Family  Ask the foster parent what they do to recover from stressful times (i.e., refuel) and how they help their family refuel. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.4, When to Ask for Help  Have the foster parent explain why they should ask for help as soon as they need it. | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 5.6, Support Groups and Foster Parent Associations  Discuss the various support groups available to the foster parent:  Wisconsin Foster and Adoptive Parent Association (WFAPA), National Foster Parent Association (NFPA), Foster Care and Adoption Resource Center (FCARC), and local support groups/foster parent associations | | | | | |
|  | |  | Comments: | | | | | |
|  | |  | Slide 6.1, Knowledge is Power  Discuss continued training opportunities and requirements, and how they can benefit the foster parent. | | | | | |
|  | |  | Comments: | | | | | |
| **SIGNATURES** | | | | | | | | | |
|  | | | | | | | | | |
|  | |  | | | |  | |  | |
|  | | Full Name – Foster Parent 1 | | | |  | |  | |
|  | | | | | | | | | |
|  | |  | | | |  | |  |  |
|  | | **SIGNATURE** – Foster Parent 1 | | | |  | | Date Signed |  |
|  | | | | | | | | | |
|  | |  | | | |  | |  | |
|  | | Full Name – Foster Parent 2 | | | |  | |  | |
|  | | | | | | | | | |
|  | |  | | | |  | |  |  |
|  | | **SIGNATURE** – Foster Parent 2 | | | |  | | Date Signed |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  | | |  |  |  |  | | |  | Full Name – Foster Home Licensing Professional |  |  | | |  | | | | | |  |  |  |  |  | |  | **SIGNATURE** – Foster Home Licensing Professional |  | Date Signed |  | | | | | | | | | | |