

RESOURCE & ADOPTIVE FAMILY TRAINING (RAFT)



Resource and Adoptive Family Training (RAFT) is the required ODHS Child Welfare certification training curriculum for all resource, relative, and adoptive parents.

- RAFT occurs over 9, 3-hour sessions totaling 27 hours
- Both parents in a two-parent household must complete all 9 sessions
- Sessions are taught virtually by ODHS trainers via Zoom
- The prerequisites for participating in RAFT are *Orientation & Mandatory reporting of child abuse*
- To complete Orientation, contact your local ODHS office or visit <https://www.oregon.gov/dhs/CHILDREN/FOSTERPARENT/Pages/training-orientation.aspx>
- To complete Mandatory reporting of child abuse, visit https://www.oregon.gov/dhs/abuse/pages/mandatory_report.aspx



Register for RAFT by contacting your local ODHS Office

Visit the link below to locate an ODHS Office near you

<https://www.oregon.gov/dhs/Offices/Pages/Child-Welfare.aspx>

You can also register for RAFT online in 3 steps:

- 1** Visit:
<https://www.oregon.gov/dhs/CHILDREN/FOSTERPARENT/Pages/training-raft.aspx>
- 2** Scroll to Registration and click "Register Online"
- 3** Complete the form to select preferred training dates, language needs, and any accommodations.

Questions? Contact your local ODHS Office

Contact Name:

Contact Phone Number:

Contact Email:

CAPACITACIÓN PARA FAMILIAS DE APOYO Y ADOPTIVAS (RAFT)



La Capacitación para Familias de Apoyo y Adoptivas (RAFT, por sus siglas en inglés) es el plan de estudios de la capacitación para la certificación requerida por Bienestar Infantil del ODHS para todos los padres de apoyo, con parentesco y adoptivos.

- La RAFT comprende 9 sesiones de 3 horas, para un total de 27 horas
- En las unidades familiares con dos padres, ambos padres deben completar las 9 sesiones
- Las sesiones se imparten virtualmente por capacitadores del ODHS vía Zoom
- Los prerrequisitos para participar en RAFT son *Orientación y Denuncia obligatoria de abuso infantil*
- Para completar la Orientación, contacte a su oficina local del ODHS o visite <https://www.oregon.gov/dhs/CHILDREN/FOSTERPARENT/Pages/training-orientation.aspx>
- Para completar la Denuncia obligatoria de abuso infantil, visite https://www.oregon.gov/dhs/abuse/pages/mandatory_report.aspx



Regístrese para RAFT contactando a su oficina local del ODHS

Visite el enlace siguiente para localizar una oficina del ODHS cerca de usted <https://www.oregon.gov/dhs/Offices/Pages/Child-Welfare.aspx>

También puede registrarse para RAFT en línea, en 3 pasos:

- 1 Visite:
<https://www.oregon.gov/dhs/CHILDREN/FOSTERPARENT/Pages/training-raft.aspx>
- 2 Baje a Registration y haga clic en “Register Online”
- 3 Complete el formulario para seleccionar las fechas preferidas para la capacitación, las necesidades de idiomas y cualquier adaptación.

¿Tiene preguntas? Comuníquese con la oficina local del ODHS.

Nombre del contacto:

Número telefónico de contacto:

Número telefónico de contacto:

RAFT Frequently Asked Questions (FAQs)

Q: What are Central Offices' expectations of local offices to deliver RAFT training?

A:

Access to preservice training has historically been a barrier to meeting permanency timelines for children and families causing delays to case closure. Virtual training has allowed us to provide more options to meet families' busy schedules and which assists in avoiding unnecessary delays and disruptions to permanency from children and families.

- The request of all districts has been to offer at least two RAFT series per year during our initial implementation of RAFT in 2022.
- Each district has been allowed to determine who from their district will coordinate with Central Office and provide the training.
- Districts continuing to offer RAFT cohorts 2 or more times per year, ensures service, equity, and accessibility in alignment with our *Vision for Transformation*.

Q: Who is supposed to provide the RAFT training?

A:

Local offices are expected to provide training to their families.

- It is a district decision to determine who from their district will provide training to resource and pre-adoptive families – whether that be a certifier (SSS1) or another program or position.
- While the Equity, Training, and Workforce Development (ETWD) unit recently hired several Training and Development Specialist 2 (TDS2) positions, these positions may provide a few additional cohorts throughout the year to ensure training equity and accessibility but are unable to provide training solely in place of local offices. The TDS2 positions are responsible for coordinating and helping coach local office staff.
 - Staff from the ETWD team are assigned geographical locations to act as point persons for coaching the new RAFT content.

RAFT Frequently Asked Questions (FAQs)

Q: Will there be a recorded RAFT option?

A:

- Currently, there are no plans to record RAFT.
 - While we recorded a version of Foundations training during COVID, we experienced several unintended consequences related to the acquiring of skills and knowledge via sharing a video.
 - While micro learnings are great options for small snippets of information, an entire initial training series on video is not an adequate source for adult learning and retention.
 - RAFT implementation includes a series of evaluation level data – the ETWD uses this data for continuous quality improvement meaning there will be ongoing updates to the RAFT materials. Therefore, a recorded version would get outdated quickly.
- Eventually, RAFT trainings will return to an in-person delivery which is why getting familiar with the curriculum by training via Zoom will help facilitators prepare for in-person delivery.

Q: When will RAFT, and other trainings, be held in-person?

A:

- While Oregon makes some transitions from the restrictions of COVID, we have not made a full move for resource parent training into providing in-person options.
 - The ETWD is identifying considerations for an in-person training pilot series in 2023 that will help identify the return to in-person training on a statewide level.
- In the future, our Child Welfare Leadership seeks for us to have both virtual and in person options available for families. The in-person pilot will help us to begin identifying what options that could look like.

Q: Where do I find the tools for Supervisors? How do I help my staff prepare for a RAFT Cohort?

A:

The tools for supervisors are located on the Resource Family Training OWL Page under the certification menu, Overview for Supervisors: Preparing for a RAFT Cohort. <https://dhsoha.sharepoint.com/teams/Hub-ODHS-CW-Training/SitePages/RFT-RAFT.aspx>

RAFT Frequently Asked Questions (FAQs)

Q: How do I register for the RAFT Observer Series?

A: We are currently offering Cohort B5, October 7th-December 16th. For future observation opportunities, please email resource.familytraining@odhsoha.oregon.gov

Q: How are trainers selecting dates/times for RAFT cohorts?

A: Each district works to create their annual training schedule based on their staff needs and community needs. At minimum, each district should deliver two RAFT Cohorts per calendar year. This is a great conversation to have with your district RAFT coach to explore how to establish offerings at your district.

Q: What do workdays look like when the facilitator is not training?

A: Many districts shared some of the job duties that staff members are doing when they are not training which included the following:

- Each district designated positions according to their need
- Feedback from sessions on what districts are doing:
 - Carrying a certification case load of 1-10 families (varies by district and amount of time dedicated to training.
 - Completing some emergency child specific certificates, but not carrying after temporary certificate is completed.
 - Managing the shelter desk/placement phone.
 - Handling inquiries, ongoing training support, and other branch needs.
- Please reach out to your district coach for additional discussion/planning.

Q: Is it recommended to have two people facilitate?

A: It is recommended to have two people present.

- Each district designates staffing that meets their workload needs.
- Feedback from sessions on what districts are doing:
 - Some districts have a cert tech OS2, some have cert case aid helping.
 - Helpful in district planning for vacations, illnesses, and emergencies.
 - Important especially in virtual training to have support for chat, admin and tech issues.
 - Helpers can assist with non-content if they have not attended the train the trainer event.

Updated 10/14/22

Certifiers Cheat Sheet for Resource & Adoptive Family Training (RAFT)

1

Theme 1: Introduction to Child Welfare
Theme 2: Introduction to Indian Child Welfare Act (ICWA)

2

Theme 1: Child Development
Theme 2: Attachment

3

Theme 1: Introduction to Affirming Homes
Theme 2: Separation, Grief and Loss

4

Theme 1: Trauma Related Behaviors
Theme 2: Abuse Allegations in Resource Parent Homes

5

Theme 1: Trauma Informed Parenting
Theme 2: Maintaining Children's Connections with Siblings, Extended Family Members, and their community

6

Theme 1: Reunification - The Primary Permanency Planning Goal
Theme 2: Parenting in Racially and Culturally Diverse Families

7

Theme 1: Foster Care - A Means to Support Families
Theme 2: Cultural Humility

8

Theme: Creating a Stable, Nurturing, and Safe Home Environment

9

Theme 1: Building Resilience
Theme 2: Ending and Next Steps

Reflection Questions

Connecting RAFT to the SAFE Home Study

1

- What is your motivation for becoming a resource or adoptive parent? (Describe your WHY)
- How do you align with the principals in the Child Welfare Vision for Transformation?
- What is something you learned or did not know before about ICWA/ORICWA?
- What are some things you can do to help AI/AN youth placed in your home maintain their cultural, familial and community connections?

2

- Why is it important to parent a child to their developmental age rather than their chronological age?
- What do you think would be most challenging parenting a child with mixed developmental stages? What support might you need?
- How might the cycle of attachment affect how you will parent a child?
- What impact do you think the child's history might have on their relationship with you?

3

- What does the word "affirming" mean to you?
- What are two things you will do to create an affirming home?
- Describe your understanding of the experience of loss and grief for children who experience foster care or adoption.
- What behaviors might you see that help you know that a child in your home is grieving?

4

- Identify the regulating or calming activities you use when you are upset. How might this play out when interacting with a dysregulated child?
- What could you do to try to calm down or regulate a dysregulated child?
- What questions do you have for your certifier or adoption worker about Out of Home Care Assessments?
- What are some ideas you plan to implement to minimize the potential for abuse allegations?

5

- How does being upset affect your parenting?
- How can you use the Three R's (Regulate, Relate, Reason) with a dysregulated child?
- Why are connections with siblings, extended family, and community so important for children in the foster care system?
- How can you maintain meaningful connections with the child's extended family, community, and culture?

6

- How can you support reunification? What will be most difficult? What types of support might you need?
- If a child in your care returned to their family, in what ways would you be willing to be supportive to the family after reunification?
- How do you think parenting a child of a different race/culture will be for you compared to parenting a child of the same race/culture?
- How will you gain comfort with talking about race, culture, and differences?
- How will you support the cultural and racial identities of the children you are parenting?
- What steps can you take to insure a child of a different race or culture will have the relationships they need to maintain a positive racial identity?

7

- How have your thoughts, beliefs, and attitudes about parents whose children are in foster care changed since hearing from the parent co-facilitator?
- Why do you think taking care of the child includes supporting and being a resource to the child's family?
- What do you think are some necessary elements of a resource parent/birth parent partnership?
- What steps might you take to learn about different cultures before a child comes into your home?
- Why can it be difficult for children to enter a home that is different from their own even if the new home provides them with a stable, safe, and healthy environment?
- Thinking about your family and community, what do you think you might need to consider before opening your home to children of different cultures?

8

- Why is consistency so important for children with backgrounds of separation, loss, and trauma? Based on your own childhood and life experiences, do you think it will be harder or easier for you to stay consistent?
- While remaining aware about how a child is feeling, what ideas do you have about practical ways you can help a child understand the boundaries and expectations in your home?
- What are the rules, boundaries, and expectations in your home?

9

- What natural supports do you already have in place and how can these supports help you as you take on the care of children?
- What is a tool or something you have taken away that really resonated with you?
- What are you excited to learn more about?

RAFT

Resource & Adoptive Parent Training

RAFT Session 1

Theme 1: Introduction to ODHS Child Welfare

Learn about the ODHS Child Welfare system in terms of definitions shared throughout this series, the Oregon Safety Intervention Model, and overall roles and expectations of prospective and current resource parents and pre-adoptive parents who are collaborating with ODHS.

Theme 2: ICWA & ORICWA: Caring for Indigenous Children

A broad overview of federal and state legislation, the Indian Child Welfare Act/Oregon Indian Child Welfare Act (ICWA/ORICWA), that influence the care and placement of American Indian/Alaska Native children experiencing foster care will be shared in this training. An emphasis on understanding the importance of being a culturally responsive caregiver and strategies on how to demonstrate responsibility will be shared to engage, support, and maintain a child's connection and involvement with their Tribe's culture, practices, traditions, family, and community.

RAFT Session 2

Theme 1: Child Development

Understand typical child development as well as disrupted child development; understand developmental delays and how to meet children's developmental needs; recognize the unique challenges associated with parenting children from each developmental stage.

Theme 2: Attachment

Understand the importance of attachment in parenting both for the children and parents who are fostering or adopting; recognize the impact of fractured attachments/lack of attachments on children's ability to attach; can identify strategies to develop healthy attachment bonds, developing trust and developing children's sense of connectedness and belonging; know how to be attuned to children; recognizing and honoring children's primary attachment to their birth families.

RAFT Session 3

Theme 1: Introduction to Affirming Homes

Learn about what it means to affirm children and practice affirmation in the resource home. Resource and adoptive parents will be better prepared to determine their ability and capacity to parent and/or explore additional supports, resources, or training that is needed to gain the capacity to parent all children and youth. Resource and adoptive parents will increase their knowledge and be able to understand and respond to the unique needs of children placed in their care. Identify and improve participants knowledge of and comfort with appropriate terminology re: LGBTQ+ and SOGIE. Distinguish between sexual orientations, gender identity and gender expression.

Theme 2: Separation, Grief, and Loss

Understand the impact of separation, ambiguous loss/disenfranchised grief; learning different ways children grieve; life-long grieving and importance of providing opportunities for grieving; recognize strategies to help children deal with grief and loss; understand loss and fractured attachments with birth family members and previous placements; recognize the importance of establishing and maintaining essential relationships with and for children; understand the impact of frequent moves and the importance of managing transitions for children; understand the separation, grief and loss experienced by all members of the foster/adoption network.

RAFT Session 4

Theme 1: Trauma Related Behaviors

Learn how chaos, threat, neglect, and other adversity during development can alter the developing brain and that, in turn, can change the ways children think, feel and act. Understand the major stress-responses we use to cope with perceived and actual threat. Recognize the reasons and range of adaptive symptoms from inattention and distractibility to avoidance and shutdown; learn about reasons for rejection and testing; recognize survival skills and coping strategies that result in a complex range of behaviors including regression, self-harming, aggression, rage, "lying," "manipulation," hoarding food, enuresis/encopresis and more. Understand how challenging behaviors can be coping or survival strategies caused by underlying trauma. Understand triggers and how they impact children's behavior. Understand the main strategies we use when under threat (arousal and dissociation). Understand that fear and threat change the way we think, feel, and behave.

Theme 2: Abuse Allegations in Resource Parent Homes

Understand the process of CPS Assessments in Resource Parent Homes (also referred to as "out of home care" assessments). Develop ideas on steps to reduce the likelihood

of experiencing a CPS Assessment. Identify ways self-care can be implemented on an ongoing basis and during a CPS Assessment. Identify strategies to maintain communication with ODHS.

RAFT Session 5

Theme 1: Trauma Informed parenting

Learn the three Rs - Regulate, Relate, Reason; be informed of practical Trauma Informed Parenting strategies; be aware of trauma support resources for children; recognize the importance of finding activities to have fun with children; recognize the importance of connected parenting and the relationship as the foundational cornerstone; understand how to promote healthy behaviors; recognize the importance of parent's self-regulation; know how to be proactive versus reactive; recognize the difference between discipline and punishment. Describe the reasons that Trauma-Informed Parenting techniques work more effectively with children who have experienced separation, loss, and other forms of trauma.

Theme 2: Maintaining children's connections with siblings, extended family members and their community.

Understand the importance of integrating and maintaining on-going communication and connection between siblings; understand sibling dynamics and the importance of sibling bonds; know how to navigate and support visits with siblings (including non-ODHS involved siblings); recognize the importance of maintaining connections with extended family members and the community at large (i.e., schools, church, friends, sporting teams, tribal community, cultural events and practices); identify strategies to keep children connected to their community; understand the role of parents who are fostering in maintaining these connections. Identify issues that may arise when promoting communication with extended family members and potential solutions to these issues.

RAFT Session 6

Theme 1: Reunification

Understand the permanency options that exist and the role of resource parents in permanency planning- especially with reunification; understand permanency from the child's perspective; recognize reunification as the primary goal for all children entering the foster care system; understand their role in caring for children while at the same time preparing them to return home; understand the role of resource parents in working with birth families to achieve reunification; understand concurrent planning; understanding the importance of being cultural responsive while supporting a child's cultural connection as a part of supporting reunification efforts; identify the unique aspects of permanency planning for children who are American Indian and Alaska Native and understand tribal sovereignty.

Theme 2: Parenting in Racially and Culturally Diverse Families

Understand the impact of parenting children from different race/ethnicity/cultural backgrounds; know how to honor and incorporate child's race/ethnicity/culture into existing family system; identify strategies to help children develop positive and proud identities; help children and families prepare for and handle racism, including microaggressions; caregiver implicit biases.

RAFT Session 7

Theme 1: Foster care – a means to support families

Understanding the child welfare experience from the perspective of birth parents; finding compassion for birth parents and challenges they may be facing; strategies to nurture children's relationship with their birth parents, integrating and maintaining on-going communication and connection between birth parents and children, addressing potential challenges in partnering with birth parents, helping children prepare for visits including understanding and managing reactions to visits. Understand how challenges facing birth parents can impact the consistency and quality of visits with children. Describe the importance of co-parenting and strategies resource parents can employ to do this.

Theme 2: Cultural Humility

Obtain an overview of cultural humility; recognize the importance of honoring and incorporating children's cultural identity and respecting families from varying races, religions, ethnicities, and economic statuses; openness to a child's sexual orientation and gender identity and expression; able to view these differences from a strengths based perspective; strategies for parents who are fostering or adopting to respect as well as navigate differences in values from the children and birth families; acknowledge the imbalances of power and inequities

RAFT Session 8: (There is only one theme in this session)

Theme 1: Creating a stable, nurturing, and safe home environment

Aware of strategies to make children impacted by trauma and loss feel psychologically and physically safe; understand how to set up a home to be safe for all household members; understand how the sense of safety ties to behaviors; aware of how to set boundaries, show consistency and predictability, and adapt routines and rituals; know how to be attuned to children; understand safety from children's perspective.

RAFT Session 9

Theme 1: Building Resilience

Understand the importance of self-care and receive practical ideas how to do it; understand signs of stress and burnout; recognize the importance for resource parents, relative resource parents, and adoptive parents who are providing care to maintain their mental, physical, emotional and spiritual well-being; understand what parental resilience is and why it is important; understand how caring for children who have experienced trauma, separation, or loss can impact your own well-being; understand the important role in planned and unplanned transitions; and understand the behaviors that build a protective environment for resource parents, relative resource parents, adoptive parents and children.

Theme 2: Ending and Next Steps

The Ending and Next Steps to RAFT Series theme is short and describes the next steps for supports and retention efforts for resource parents, relative resource parents and pre-adoptive parents. It also allows for local office distribution of information that was not covered during the series.

- [PARTICIPANT GUIDE](#)
- [SESSION MATERIALS](#)
- [PREREQUISITES TO RAFT](#)
- [HIGHLY RECOMMENDED VIDEOS PRIOR TO RAFT](#)



RAFT & The SAFE Home Study Connection

Certifiers Guide

ODHS Child Welfare, Resource Family Training Program

RAFT

Resource & Adoptive Parent Training

RAFT is the ODHS Child Welfare training curriculum for all prospective and current resource parents, relative resource parents, and pre-adoptive parents within their first 12 months of becoming certified.

The RAFT curriculum aligns with our [ODHS Child Welfare Vision for Transformation](#).

The RAFT & SAFE Home Study Connection tool is designed to connect the RAFT content and delivery with specific connection to the SAFE Home Study assessment process. This tool is intended to support SAFE Home Study practitioners in exploring a family’s comprehension of the RAFT training and openness to partner with ODHS Child Welfare.

In Session 1/Theme 1 of RAFT (Introduction to ODHS Child Welfare) we address the role of a resource and adoptive parent and ask them to partner with us (ODHS Child Welfare) by:

- Accepting the fact that children of color have not received equitable services and supports
- Understanding that racism, classism, sexism and other “isms” must be addressed to serve all children and families equitably
- Committing themselves to practicing cultural humility, continued learning and growth toward being equity-focused.

Maintaining a commitment to lifelong learning and critical self-reflection about their biases, their own cultural lens, and how that may differ from others’ experiences.

- Helping children stay connected to families and the communities and cultures of origin.

Additional resources have been compiled for certification staff to access materials which may help applicants and certified resource families to be better prepared to provide an environment of safety, health and well-being for children and young adults who come from a variety of backgrounds and hold a multitude of identities. Specifically, these resources may help people improve their knowledge, skills and ability to meet and maintain the certification standard [OAR 413-200-0308\(2\)\(k\)](#) which, in part, speaks to the need to respect, accept, and support children’s and young adults’ identities pertaining to their REC and SOGIE. These additional tools can be found by accessing the [Procedure Manual](#) Appendix 8:10: Sample Interview Questions: SOGIE and REC.

TABLE OF CONTENTS

RAFT Components

Description of Each RAFT Theme (Sessions 1-9)..... 3

Color Wheel of Emotions..... 8

Characteristics and Traits for Successful Resource and Adoptive Parents... 9

SAFE Home Study and RAFT Connection

SAFE Home Study Psychological Sections..... 10

RAFT Participant Guide Self Reflection Questions..... 14



RAFT Components

Description of Each RAFT Theme

Below is a short description for each theme per RAFT session. Use this information for a basic understanding of the type of topics discussed in each theme.

RAFT Session 1

Theme 1: Introduction to ODHS Child Welfare

Learn about the ODHS Child Welfare system in terms of definitions shared throughout this series, the Oregon Safety Intervention Model, and overall roles and expectations of prospective and current resource parents and pre-adoptive parents who are collaborating with ODHS.

Theme 2: ICWA & ORICWA: Caring for Indigenous Children

A broad overview of federal and state legislation, the Indian Child Welfare Act/Oregon Indian Child Welfare Act (ICWA/ORICWA), that influence the care and placement of American Indian/Alaska Native children experiencing foster care will be shared in this training. An emphasis on understanding the importance of being a culturally responsive caregiver and strategies on how to demonstrate responsibility will be shared to engage, support and maintain a child's connection and involvement with their Tribe's culture, practices, traditions, family and community.

RAFT Session 2

Theme 1: Child Development

Understand typical child development as well as disrupted child development; understand developmental delays and how to meet children's developmental needs; recognize the unique challenges associated with parenting children from each developmental stage.

Theme 2: Attachment

Understand the importance of attachment in parenting both for the children and parents who are fostering or adopting; recognize the impact of fractured attachments/lack of attachments on children's ability to attach; can identify strategies to develop healthy attachment bonds, developing trust and developing children's sense of connectedness and belonging; know how to be attuned to children; recognizing and honoring children's primary attachment to their birth families.

RAFT Session 3

Theme 1: Introduction to Affirming Homes

Learn about what it means to affirm children and practice affirmation in the resource home. Resource and adoptive parents will be better prepared to determine their ability and capacity to parent and/or explore additional supports, resources, or training that is needed to gain the capacity to parent all children and youth. Resource and adoptive parents will increase their knowledge and be able to understand and respond to the unique needs of children placed in their care. Identify and improve participants knowledge of and comfort with appropriate terminology re: LGBTQ+ and SOGIE. Distinguish between sexual orientations, gender identity and gender expression.

Theme 2: Separation, Grief, and Loss

Understand the impact of separation, ambiguous loss/disenfranchised grief; learning different ways children grieve; life-long grieving and importance of providing opportunities for grieving; recognize strategies to help children deal with grief and loss; understand loss and fractured attachments with birth family members and previous placements; recognize the importance of establishing and maintaining essential relationships with and for children; understand the impact of frequent moves and the importance of managing transitions for children; understand the separation, grief and loss experienced by all members of the foster/adoption network.

RAFT Session 4

Theme 1: Trauma Related Behaviors

Learn how chaos, threat, neglect, and other adversity during development can alter the developing brain and that, in turn, can change the ways children think, feel and act. Understand the major stress-responses we use to cope with perceived and actual threat. Recognize the reasons and range of adaptive symptoms from inattention and distractibility to avoidance and shutdown; learn about reasons for rejection and testing; recognize survival skills and coping strategies that result in a complex range of behaviors including regression, self-harming, aggression, rage, “lying,” “manipulation,” hoarding food, enuresis/encopresis and more. Understand how challenging behaviors can be coping or survival strategies caused by underlying trauma. Understand triggers and how they impact children’s behavior. Understand the main strategies we use when under threat (arousal and dissociation). Understand that fear and threat change the way we think, feel, and behave.

Theme 2: Abuse Allegations in Resource Parent Homes

Understand the process of CPS Assessments in Resource Parent Homes (also referred to as “out of home care” assessments). Develop ideas on steps to reduce the likelihood of experiencing a CPS Assessment. Identify ways self-care can be implemented on an ongoing basis and during a CPS Assessment. Identify strategies to maintain communication with ODHS.

RAFT Session 5

Theme 1: Trauma Informed parenting

Learn the three Rs - Regulate, Relate, Reason; be informed of practical Trauma Informed Parenting strategies; be aware of trauma support resources for children; recognize the importance of finding activities to have fun with children; recognize the importance of connected parenting and the relationship as the foundational cornerstone; understand how to promote healthy behaviors; recognize the importance of parent’s self-regulation; know how to be proactive versus reactive; recognize the difference between discipline and punishment. Describe the reasons that Trauma-Informed Parenting techniques work more effectively with children who have experienced separation, loss, and other forms of trauma.

Theme 2: Maintaining children’s connections with siblings, extended family members and their community.

Understand the importance of integrating and maintaining on-going communication and connection between siblings; understand sibling dynamics and the importance of sibling bonds; know how to navigate and support visits with siblings (including non-ODHS involved siblings); recognize the importance of maintaining connections with extended family members and the community at large (i.e., schools, church, friends, sporting teams, tribal community, cultural events and practices); identify strategies to keep children connected to their community; understand the role of parents who are fostering in maintaining these connections. Identify issues that may arise when promoting communication with extended family members and potential solutions to these issues.

RAFT Session 6

Theme 1: Reunification

Understand the permanency options that exist and the role of resource parents in permanency planning- especially with reunification; understand permanency from the child's perspective; recognize reunification as the primary goal for all children entering the foster care system; understand their role in caring for children while at the same time preparing them to return home; understand the role of resource parents in working with birth families to achieve reunification; understand concurrent planning; understanding the importance of being cultural responsive while supporting a child's cultural connection as a part of supporting reunification efforts; identify the unique aspects of permanency planning for children who are American Indian and Alaska Native and understand tribal sovereignty.

Theme 2: Parenting in Racially and Culturally Diverse Families

Understand the impact of parenting children from different race/ethnicity/cultural backgrounds; know how to honor and incorporate child's race/ethnicity/culture into existing family system; identify strategies to help children develop positive and proud identities; help children and families prepare for and handle racism, including microaggressions; caregiver implicit biases.

RAFT Session 7

Theme 1: Foster care – a means to support families

Understanding the child welfare experience from the perspective of birth parents; finding compassion for birth parents and challenges they may be facing; strategies to nurture children's relationship with their birth parents, integrating and maintaining on-going communication and connection between birth parents and children, addressing potential challenges in partnering with birth parents, helping children prepare for visits including understanding and managing reactions to visits. Describe the importance of co-parenting and strategies resource parents can employ to do this.

Theme 2: Cultural Humility

Obtain an overview of cultural humility; recognize the importance of honoring and incorporating children's cultural identity and respecting families from varying races, religions, ethnicities, and economic statuses; openness to a child's sexual orientation and gender identity and expression; able to view these differences from a strengths based perspective; strategies to respect and navigate differences in values from the children and birth families; acknowledge the imbalances of power and inequities.

RAFT Session 8:

Theme 1: Creating a stable, nurturing, and safe home environment

Aware of strategies to make children impacted by trauma and loss feel psychologically and physically safe; understand how to set up a home to be safe for all household members; understand how the sense of safety ties to behaviors; aware of how to set boundaries, show consistency and predictability, and adapt routines and rituals; know how to be attuned to children; understand safety from children's perspective.

RAFT Session 9

Theme 1: Building Resilience

Understand the importance of self-care and receive practical ideas how to do it; understand signs of stress and burnout; recognize the importance for resource parents, relative resource parents, and adoptive parents who are providing care to maintain their mental, physical, emotional and spiritual well-being; understand what parental resilience is and why it is important; understand how caring for children who have experienced trauma, separation, or loss can impact your own well-being; understand the important role in planned and unplanned transitions; and understand the behaviors that build a protective environment for resource parents, relative resource parents, adoptive parents and children.

Theme 2: Ending and Next Steps

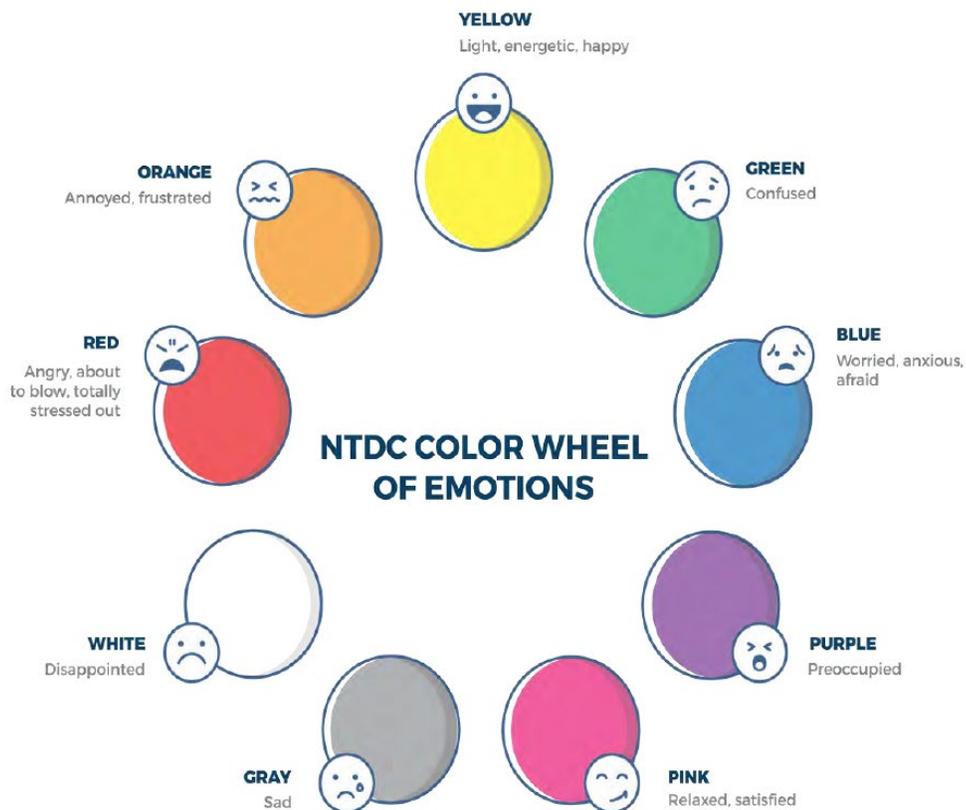
The Ending and Next Steps to RAFT Series theme is short and describes the next steps for supports and retention efforts for resource parents, relative resource parents and pre-adoptive parents. It also allows for local office distribution of information that was not covered during the series.

Direct Links to RAFT materials and information:

- [PARTICIPANT GUIDE](#)
- [SESSION MATERIALS](#)
- [PREREQUISITES TO RAFT](#)
- [HIGHLY RECOMMENDED VIDEOS PRIOR TO RAFT](#)

Color Wheel of Emotions

The Color Wheel of Emotions is a self-check activity that occurs at the start of each RAFT session. It is an opportunity for RAFT Facilitators to gauge where their participants presence and emotionality may play into the training environment. This type of regular self-check is critical for anyone who cares for children who have experienced trauma, separation, or loss to become aware of their own state of mind.

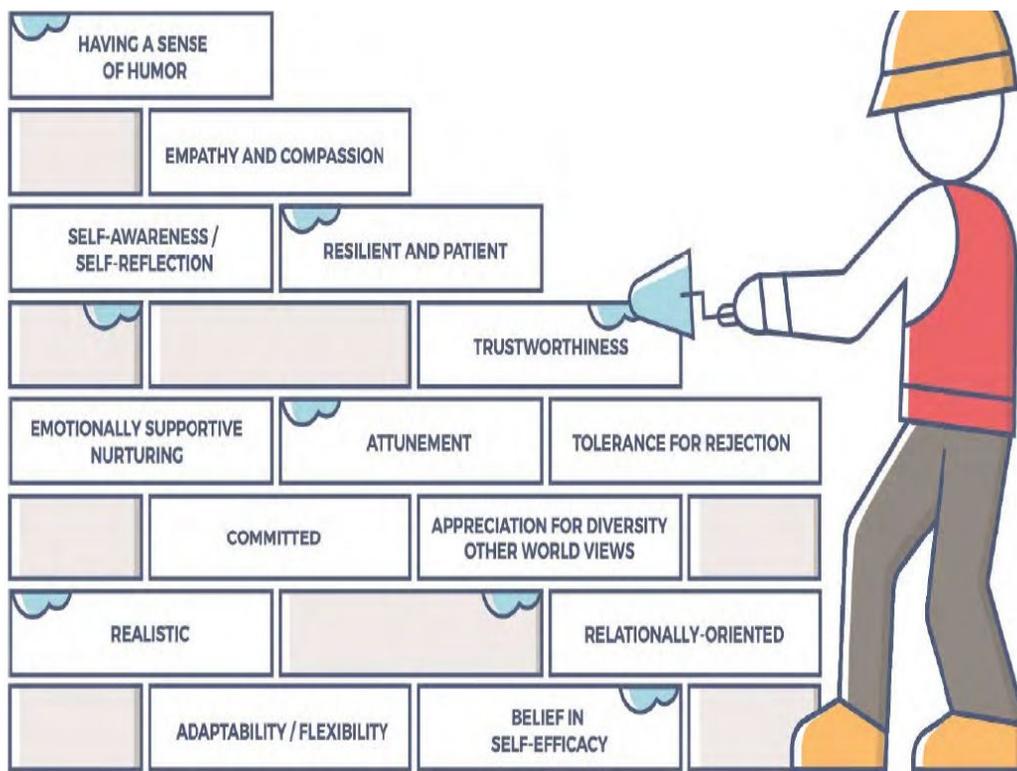


Questions asked of RAFT Participants

- Why is it important to regularly do a self-check around how you are doing?
- How do you see yourself using the Color Wheel of Emotions to identify your own emotions and what supports you may need?

Characteristics and Traits for Successful Resource and Adoptive Parents

For several themes within the classroom-based training, participants will see the below graphic of a brick wall. These bricks represent a characteristic or trait that have been found in common for resource parents, relative resource parents or adoptive parents who identify as feeling successful in their parenting journey. When this brick wall is shown, specific bricks will be highlighted that will be demonstrated within the theme.



Questions asked of RAFT Participants

- Looking over the 14 characteristics which of them do you feel are your strengths?
- Which do you identify that you may need further support or training to strengthen?

SAFE Home Study and RAFT Connection

The following crosswalks sections of the SAFE Home Study report and combines where aspects of those sections are discussed or explored within RAFT sessions. Key questions certifiers can ask specific to RAFT content are noted.

Participants in RAFT are asked to self-reflect frequently in their RAFT Participant Guide. Questions below that can be found in the Participant Guide are identified.

SAFE Home Study Psychological Sections

MOTIVATION

RAFT Session 1, RAFT Session 7

- Describe your “why” for coming to RAFT.
- What is your motivation for becoming a resource parent? If your family is considering adoption, what is your motivation for pursuing adoption?
- How do you align with the principals set forth in the Child Welfare Vision for Transformation? [Participant Guide Reflection]
- How will you partner with the ODHS Child Welfare around reunification?
- How do you see your role as partnering with the child’s family? [Participant Guide Reflection]
Why do you think taking care of the child includes supporting and being a resource to the child’s family? [Participant Guide Reflection]
- What do you think are some necessary elements of a resource parent/birth parent partnership?

HOME & COMMUNITY

RAFT Session 3 & RAFT Session 6

- What does your community look like in terms of diversity?
- What will you need to consider when having children placed with you?
- What does the word “affirming” mean to you and your family?
- What are two things you will do to create an affirming home to any children placed in your home?
- What will it look like for you in your home to respect, accept and support children in your home?

APPLICANT PROFILE

RAFT Session 4, RAFT Session 9

- How do you know when you are getting upset or overwhelmed? How do you know someone else is getting upset?
- What do you try to do to calm down or “regulate” someone else?
- What do other people do to help you calm down if you are upset? Does it work? What would work better, if not?
- What kinds of things upset you the most? Does it affect how you act? Does being upset affect how you parent? [Participant Guide Reflection]
- What will you want to pay close attention to related to your own physical, emotional, or spiritual health as you are caring for a child who has experienced foster care?

FAMILY LIFESTYLE

RAFT Session 2, RAFT Session 3, RAFT Session 6, RAFT Session 7

- What would it look like to parent a child of a different race, culture?
- What about your family lifestyle will support the cultural and racial identities of the children you are parenting?
- Think about your family and community, what do you think, if anything, you might need to consider before opening your home to children of different cultures from your own?
- Are there certain ethnic groups or people with different backgrounds than yours that you are unsure of, or have no knowledge /experience with that you would be uncomfortable interacting with?
- What are things you will do or already have in place that will create an affirming home?
- What impact do you think the child’s history might have on privacy?
- What might you need to consider about a child’s loss, trauma and separation around privacy?

OTHERS RESIDING OR FREQUENTLY IN THE HOME

Session 3, RAFT Session 6, RAFT Session 7

- Consider how others within or outside the family and who frequent the home will respond to children of differing cultures or race?
- What might it look like to be affirming and supportive of all children in your home?
- How will you be an ally for the children in your home?

PHYSICAL/SOCIAL ENVIRONMENT

RAFT Session 2, RAFT Session 8

- What might you need to consider in relation to the home environment and a child's development that may be placed in your home?
- What cultural views does your home environment?
- Thinking about your family and community, what do you think you might need to consider before opening your home to children of different cultures (i.e. is your social network made up of people from all different cultures and races; does religion play a large part in your daily family functioning and how might that impact the child, does your local community and/or school include children from all different races?).

GENERAL PARENTING

RAFT Session 2, RAFT Session 5, RAFT Session 8

- What does discipline and guidance look like in your home? What do you see as the difference between discipline/guidance and punishment?
 - Will discipline look different for biological children vs children experiencing foster care?
 - What are the rules, boundaries and expectations in your home?
- How might the cycle of attachment affect how you will parent a child? What impact do you think the child's history might have on their relationship with you? [Participant Guide Reflection]
- What do you think might be most challenging, parenting a child with mixed developmental stages?

SPECIALIZED PARENTING

RAFT Session 2, RAFT Session 3, RAFT Session 4, RAFT Session 5, RAFT Session 8

- Outside of RAFT Training what other forms of lived experience or training have been a part of your preparations to become a resource/pre-adoptive parent?
 - How do you feel that those forms have prepared you to work with children/youth experiencing foster care?
- Considering the 4 S's (Seen, Safe, Soothed, Secure)? what specific actions will you take with a child you are caring for?
- What kinds of activities do you plan to engage into for relationship building?
- What will it look like to manage escalating behaviors? (Session 8 Pyramid – review in Participant Guide)
- What are the STEPS (**S**afety, **T**one of voice, **E**mpathy, **P**ositive reinforcement, **S**upport) you will take to manage escalating behaviors?
- What does Trauma-Informed Parenting mean or look like to you?
- What are the 3 R's? (Regulate, Relate and Reason) How might you practice the 3 R's before responding to a child?

Additional resources for continued learning and conversation

- [ALL ABOUT ME BOOKS](#)
- [KEEP](#)
- [ODHS CHILD WELFARE RESOURCE PARENT LIVE ONLINE TRAINING OPPORTUNITIES](#)
- [ODHS CHILD WELFARE RAFT JUST IN TIME TRAININGS](#)
- [ORPARC LENDING LIBRARY](#)

RAFT Participant Guide Self Reflection Questions

During RAFT, participants are invited to share their responses and reflections to the prompts below with their Certifier.

Pre-RAFT

Did you complete the prerequisites for RAFT Training?

- ❖ Orientation (~1.5 hours)
 - Orientation Knowledge Check (recorded version only)
- ❖ Mandatory Reporting of Child Abuse (~ 30 minutes)

Did you complete the highly recommended videos?

- ❖ Overview of the Child Welfare System (~35 minutes)
 - When reflecting on the types of abuse children can experience, do you have any concerns about parenting children who may have experienced any of these types of abuse? Are there ways in which you could alleviate these concerns (i.e., additional training, talking a parent who had fostered children who had experienced different types of abuse etc.)?
 - Do you have concerns working with any member of the child welfare team? If so, what are some ways that you can alleviate these concerns?
 - What role do you see resource parents playing on the child welfare team? What aspects of this role do you think could be challenging for you?
 - In the video, it states: “Foster parents are responsible for the temporary care and nurturing of a child placed in their home.” Does this match what you thought the role of resource parents would be? If not, how is it different? How will you resolve these differences?
- ❖ Expanding Your Parenting Paradigm (~50 minutes)
 - As you reflect on the video and the information presented, has your view on how to care for a child who has experienced trauma, separation or loss changed?
 - What areas of your parenting do you think might need to be adjusted to accommodate the needs of a child who has experienced trauma, separation, or loss?
 - What challenges do you anticipate having in expanding your own parenting paradigm? How might this impact others within your family?
 - Do you think that changes in your routines or traditions will cause any family members discomfort or stress? Ex: if your family travels every Sunday to your mothers’ home for dinner, how will your mother feel if that tradition cannot be accommodated easily?
 - How can you help to prepare members of your family and support system for this journey?

RAFT Session 1

Theme: Introduction to ODHS Child Welfare

- How do you see your role as partnering with the child's family?
- How do you align with the principals set forth in the Child Welfare Vision for Transformation?

Theme: ICWA & ORICWA: Caring for Indigenous Children

- [After watching the video How the US Stole Thousands of Native American Children] Two things I learned from watching this video that I did not know or realize before about ICWA/ORICWA. A question I have after watching this video is.

RAFT Session 2

Theme: Child Development

- [After the Developmental Domains Discussion with case study Randy] What do you think would be most challenging to you if you were caring for Randy, as a child with such a mixture in developmental stages? What support might you need?
- What did you hear Dr. Perry explain about the difference in developmental versus chronological age for a child?
- Why is it important to parent a child to their developmental age rather than their chronological age?

Theme: Attachment

- Think about your own attachment history, the way that your parent or earliest caregivers took care of you. Consider for a moment how you were parented.
 - How might you categorize your parent(s)' style of attachment? How did that feel for you as a child?
 - Now picture the child you hope to be a resource for. Think about how you might want to parent this child differently or similarly?
- How might the cycle of attachment affect how you will parent a child? (Consider the 4 S's of parenting. (Seen, Safe, Soothed, Secure))
- What impact do you think the child's history might have on their relationship with you?

RAFT Session 3

Theme: Introduction to Affirming Homes and Separation, Grief, and Loss

- When you hear the word “affirming” what does it mean to you?
- There are multiple ways you can create a welcoming and affirming environment. What are two things you can implement immediately that were discussed in class?

Theme: Separation, Grief, and Loss

- What did you learn about the experience of loss and grief for children who experienced foster care or are adopted?
- What do you think about the guidance on normalizing children’s expressions of loss and grief?
- What behaviors might you see that help you know that a child in your home is grieving?

RAFT Session 4

Theme: Trauma Related Behaviors

- When you are distressed or threatened, do you use arousal strategies (do you get confrontational, agitated, and angry with conflict/frustration/stress) or use dissociative strategies (do you avoid and shut down with conflict), or some of both?
- Based on what you have been learning, identify the list of regulating or calming activities that you use. (What makes you feel better when you are upset?)
- Reflect on how the way you respond to distress may play out when interacting with a dysregulated child.

Theme: Abuse Allegations in Resource Homes

- What surprised you about the information in this theme? What questions do you have for the certifier or adoption worker you are working with?
- What are some ideas you plan to implement to minimize the potential allegations that were discussed?

RAFT Session 5

Theme: Trauma Informed Parenting

- What upsets you the most now? Does it affect how you act?
- Does being upset affect how you parent? Is it hard to do our best parenting when we are angry?

Theme: Maintaining Connections with Siblings, Extended Family Members, and Their Community

- Review the Oregon Foster Children Sibling Bill of Rights, what stands out to you?
- Write down the names of 3 important people in your life, including at least one sibling if you have one. Answer the following questions about those persons: What role do they play in your life? When was the last time you talked with them or saw them? What would be missing if you no longer had contact with them? What efforts would you or do you make to be sure to maintain contact with them?
- If connections to a child's family are not successful, what can you do to be sure that information will be available if the child's family is able to reconnect?
- Why are connections with siblings such an important connection for a child?
- How comfortable would you be if a child's family reconnected with your child over social media?

RAFT Session 6

Theme: Reunification – The Primary Permanency Planning Goal

- [Enhancing Your Tool Box: Supporting Reunification Activity] How can you support reunification?
 - What will be most difficult?
 - What types of support might you need?
- Think about a child you know and care about, and imagine the child is in foster care and living in your home. Imagine you are telling the child how you plan to help them return to their parents by answering the following questions:
 - How do you hope to participate in reunification activities (family time, court appearances, etc)?
 - What do you hope to be able to do to support parents and other family members?
 - What professionals do you intend to collaborate with?
 - What are you willing to do after the child returns home to help the reunification be successful?
 - If you are caring for an American Indian/Alaskan Native child, how do you hope to connect with the child's tribe for activities and resources?

- What are the different kinds of permanency options?
- If a child in your care returned to the family, in what ways would you be willing to be supportive of the family after reunification?
- If a child in your care went home and reunification did not work out, would you be prepared to have the child return to your home?

Theme: Parenting in Racially and Culturally Diverse Families

- Where do you get your information about race, ethnicity, tribal differences and culture of others?
- Is the information you have about other groups accurate? Is it possible information is biased or racialized?
 - How will you gain comfort talking about race, culture and differences?
 - How will you become an advocate for children you are parenting?
 - How will you maintain non-defensive, humble reactions as you encounter racism and microaggressions?
 - How will you support the cultural and racial identities of the children you are caring for?
- How do you think parenting a child of a different race will be for you compared to a child of the same race? What will be similar or different?
- What steps can you take to insure a child of a different race or culture will have the relationships they need to maintain a positive racial identity?

RAFT Session 7

Theme: Foster Care – A means to Support Families

- After hearing from the parent co-facilitator, what themes or ideas resonated for you?
- What were your thoughts, beliefs, and attitudes about parents whose children are in foster care before taking this training?
- How have your thoughts, beliefs and attitudes changed?
- Has your understanding of the role of resource parents changed as a result of listening to the parent co-facilitator? In what ways?
- What do you think are some necessary elements of a resource parent / parent partnership?
- Why do you think taking care of the child includes supporting and being a resource to the child's family?

Theme: Cultural Humility

- What is identity?
- How I would like to become more prepared to parent children from different cultures and backgrounds:
 - Educate myself about _____.
 - Educate family members about _____.
 - I will stay open by _____.
 - Expand my social network by _____.
- Are there certain ethnic groups or people with different backgrounds than yours that you are unsure of, or have no knowledge /experience with, that you would be uncomfortable interacting with? What proactive steps might you take to ensure you have some knowledge and experience before a child comes to your home?
- Why can it be difficult for children to enter a home that is different from their own even if the new home provides them with a stable, safe and healthy environment?
- Thinking about your family and community, what do you think you might need to consider before opening your home to children of different cultures (i.e. is your social network made up of people from all different cultures and races; does religion play a large part in your daily family functioning and how might that impact the child, does your local community and/or school include children from all different races?).

RAFT Session 8

Theme – Creating A Stable, Nurturing, and Safe Home Environment

- Jot down the behaviors that really trouble you. Why do these trouble you so much?
- Why is consistency so important for children with backgrounds of separation, loss and trauma? Based on your own childhood and life experiences, do you think it will be harder or easier for you to stay consistent?
- While remaining aware about how a child is feeling, what ideas do you have about practical ways you can help a child understand the boundaries and expectations in your home?

RAFT Session 9

Theme – Building Resilience

- What are some sources of stress you currently or anticipate you'll experience as a resource or adoptive parent?
- What are some of the things I will want to pay close attention to related to my physical, emotional or spiritual health as I am caring for a child who has experienced foster care?
- What natural supports do you already have in place and how can these supports help you as you take on the care of children?

Theme –Next Steps

- What is a tool or something you have taken away that really resonated with you? Do you have new ideas on how you will celebrate a child's identity and culture? Or, is there something you are excited to learn more about?

Resource Family Training Facilitator Guide for Virtual Delivery



This guide provides a list of important steps to assist your success as a Resource Family Training Facilitator:

Know the details: *Begin these 2-4 weeks before your virtual training session.*

Content:

- Read through the content, becoming familiar with the subject and the terminology.
- Become familiar with the agenda and timing of each component of the training session
- Read all activities and their instructions, then prepare to deliver them by practicing them.
- Watch any media, becoming familiar with the content and how to play the media.

Technology and equipment:

- Identify your training tools and technology to be used. These are simple guides that will assist you in learning Zoom Features, click on the link then go to each of the following:
<https://learn-zoom.us/show-me-min>
 - Joining a Zoom Meeting
 - Zoom Meeting Navigation
 - In-meeting Chat & Reactions
- These are some simple online guides that will assist you in learning Microsoft Teams features, click on the link to learn these features:
<https://www.youtube.com/watch?v=ZzVAZH1AQs>
 - Teams Live Event set up <https://www.youtube.com/watch?v=pGmdfUL5mGU>
 - Invite anyone to a Teams Meeting <https://www.youtube.com/watch?v=8bF-CSd4HgM>
 - Test the training tools on the computer that you will be using to present the training on.

Engagement: *Decide on how you will deliver these in the days before training the content.*

- Always begin with a short opener for the beginning of the training session.
 - Remember:** *Openers get people thinking about the content that will be presented. (i.e., Ask a question, and have participants text answer in the chat, or Did you know? raise your virtual hand if you do!)*
- Check to see that everyone has received the materials in their confirmation email.
- Set participant expectations. (Sent with the confirmation email-refer participants to these, and spotlight a couple of them, i.e., confidentiality, participation expectations, etc.)

Troubleshooting:

- Check in with your co-trainer (if you have) that will be helping with IT issues.
- Check in with your co-trainer to help with engagement. (Possibly the same person)
- Decide how you will “identify and eliminate” problem-solving strategy for unforeseen challenges and difficult participant issues, so you are prepared for them as they arise.



Bob Pike Difficult
Participants.docx

Pre-Training Session Check In: Do these 1 hour before your virtual training session.

- Sign into your training session with your fellow co-trainer(s).
- Check your microphone and speakers and headset.
- Verify your platforms session settings, including any participant settings (muting/camera off) you want to have in place. (*See zoom tutorial above*)
- Launch a waiting room if your technology allows.
- Review your training session flow and itinerary one last time.

Start your Training Session on-time and with style:

- Check your attendance against your roster, asking everyone to type their name into the chat.
- Ask everyone to come off mute and open their cameras to give them a chance to smile and greet one another.
- Allow a few short minutes to conduct the opener you selected in **the Engagement section above.**

Be a skilled virtual Training Session facilitator: Do these during your virtual training session-

- Stick to your meeting flow and agenda.
- Use these strategies/techniques to make your participants as comfortable as possible:
 - Smile.
 - Dress as you would for an in-person meeting.
 - Speak more slowly and enunciate your speech clearly.
 - Mute notifications for all your other apps.
 - Focus only on the meeting for its entire duration.
 - Speak clearly and into your microphone.
 - Allow for pauses, to give people plenty of time to weigh in.
 - Make “eye contact” by looking into your camera.
 - Frequently ask if anyone has any questions or additional thoughts.
 - Ask if you can clarify instructions as you give them.
 - Take a group selfie (a picture/screen shot of your screen) every few minutes to cultivate attention and eye contact.
 - Sit back from your camera and use your hands as you talk to encourage participants to look at you and make eye contact with their camera.
 - Avoid looking at yourself. (Hide your view if you must, *see zoom tips above*)
 - Acknowledge speaker contributions, including those in the chat.
 - Call on participants who haven’t had a chance to say anything, asking them to either respond on microphone or in the chat.
 - Take scheduled breaks, use music to cue the end of the break and start back on time.

Be a great closer! Do these Before you end your virtual meeting

- A Closer is meant to tie everything together at the end of a training session, here are a few:
 - Summarize key points – *revisit the learning objectives*
 - Key Take aways-What are your key take aways from this session*
 - Give one get one-Have your participants share their key takeaway with another and then have that person share theirs.*
 - 3-2-1 write down the top 3 ideas you learned, the 2 ideas you want to learn more about and the 1 idea you want to implement right away.*
- Thank your participants for their engagement in the session.
- Remind participants to complete session evaluation.

Resource Family Training Facilitator Guide for In-person Delivery



This guide provides a list of important steps to assist your success as a Resource Family Training Facilitator:

- Know the details: *Begin these 2-4 weeks before your virtual training session.***
 - Content:**
 - Read through the content, becoming familiar with the subject and the terminology.
 - Become familiar with the agenda and timing of each component of the training session
 - Read all activities and their instruction, then prepare to deliver them by practicing them.
 - Watch any media becoming familiar with the content and how to play the media.
 - Technology and equipment:**
 - Identify your training tools and technology to be used. These are simple guides that will assist you in learning how to connect your PC/Surface Pro to a projector or Smart Board presentation tools.
 - Connecting to a projector:
<https://www.wikihow.com/Connect-a-Laptop-to-a-Projector>
 - Connecting to a Smart Board: <https://www.wikihow.com/Use-a-Smartboard>
 - Test the presentation tools using the computer you plan to use for the training session.
- Engagement: *Decide on how you will deliver these in the days before training the content.***
 - Always begin with a short opener for the beginning of the Training session.
 - Remember:** *Openers get people thinking about the content that will be presented. (i.e., Ask a question, and have participants text answer in the chat, or Did you know... raise your virtual hand if you do!)*
 - Check to see that everyone has picked up their printed materials from the materials table
 - Set participant expectations. (Remind participants of the expectations which were sent with the confirmation email, and then spotlight a couple of them, i.e., confidentiality, participation expectations, etc.)
- Troubleshooting:**
 - Check in with your co-trainer that will be helping with participant engagement and any IT issues that may come up.
 - Decide how you will “identify and eliminate” problem-solving strategy for unforeseen challenges with participants, so you are prepared for these.



- This is a great resource for you that will help with participant difficulties:

Pre-Training Session preparation: *Do these 1 hour before your virtual training session, appearances count...appearing organized is as important as being organized!*

- Check your presenter materials check list, and then create a list for yourself for your site-specific set up.
- Gather and set out all materials necessary to conduct the session. Set out pens, sticky notes, markers on the group tables for efficient use during activities.
- Check in with your co-trainer(s).
- Check your technology and set up the programs that you will be using.
- Set up your room with materials table (both participant materials and activity materials, sign in station, and refreshments (if provided)
 - Placing refreshments in the back of the room keeps participants together during the training session which helps keep the agenda moving along.
 - Keeping your materials up front ensures that you can manage them.
 - Set up tables so that participants are naturally in small groups for facilitation of activities. Chevron pattern for rectangle tables, circular tables with room to walk between groups easily.
- Put up signage to help participants locate the conference room where you will be conducting your session.
- Review your training session flow, agenda, and duties with your co-trainer(s) one last time.

Start your Training Session on-time and with style:

- Check participant attendance against the session roster, asking everyone to be sure and sign in next to their name on sign in sheet.
- Ask participants to quickly introduce each other, using ... a quick “get to know you” strategy, in pairs, or small groups.
- Allow a few short minutes to conduct the opener you selected in the **engagement section**.

Be an engaging Training Session facilitator:

Do these during your in-person training session-

- Stick to your meeting flow and agenda.
- Use these strategies/techniques to make your participants as comfortable as possible:
 - Smile.
 - Dress professionally with comfortable shoes.
 - Speak slowly and enunciate your speech clearly, projecting so that the people furthest away from you can hear.
 - Focus only on the meeting for its entire duration.
 - Allow for pauses, to give people plenty of time to weigh in, but not take over the training.

- Employ a “parking lot” or “Ask-it-basket” for participant questions. And be sure to visit these throughout the training so you can manage time.



Ask it
basket-Parking Lot-I

- Make “eye contact” when answering direct questions, using first names.
- Ask if you can clarify instructions as you give them.
- Call on participants who haven’t had a chance to say anything, asking them to if they would like to add anything.
- Take scheduled breaks, use music to que the end of the break and start back on time.

Be a great closer! *Do these Before you end your in-person session.*

- A Closer is meant to tie everything together at the end of a training session, here are a few:
 - Summarize key points – *revisit the learning objectives*
 - Key Take aways-What are your key take aways from this session*
 - Give one get one-Have your participants share their key takeaway with another and then have that person share theirs.*
 - 3-2-1 write down the top 3 ideas you learned, the 2 ideas you want to learn more about and the 1 idea you want to implement right away.*
- Thank your participants for their engagement in the session.
- Remind participants to complete session evaluation.