

### Pre-Adoptive Training and Foundation Training Crosswalk

The following spreadsheet outlines which competencies of the Foster Parent Foundation Training are met by the Pre-Adoptive Training. If foster parents have completed the pre-adoptive training, exceptions can be requested for the modules noted here that are met by the pre-adoptive training. Exception requests should be submitted to the Department Exceptions Panel through the exceptions process. For questions regarding this process, contact Katie Sepnieski at 608-266-9024 or at [Katie.Sepnieski@wisconsin.gov](mailto:Katie.Sepnieski@wisconsin.gov).

#### Module 1: Partners in Permanency

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has substantial knowledge of the primary goals of child protective and juvenile justice services.  | Yes  |
| 2. The parent or caregiver has substantial knowledge of the roles of the birth parent, the agency, the court system, schools, mental health professionals, and other social service providers, and can advocate for the child's best interest within the scope of his/her role. | Yes  |
| 3. The parent or caregiver has basic knowledge about how having children acquire independent living/life skills will benefit them, regardless of the permanency outcome.  | Yes  |

#### Module 2: Cultural Dynamics in Placement

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has basic knowledge of the differences between culture, race, gender, ethnicity, nationality, and LGBTQ.   | Yes  |
| 2. The parent or caregiver has substantial knowledge of how his/her cultural perspective and biases can affect the development of relationships with children and families from different cultural backgrounds. | Yes  |
| 3. The parent or caregiver has basic knowledge of how to alleviate placement adjustment issues of children, teens, and their families due to cultural differences between the homes.                            | Yes  |
| 4. The parent or caregiver has substantial knowledge of the importance of helping children in care maintain a healthy cultural identity.  | Yes  |
| 5. The parent or caregiver has basic knowledge of how to incorporate elements of a child's cultural heritage into family practices, and how this could impact the caregiver's own family.                       | Yes  |
| 6. The parent or caregiver has basic knowledge of the types of life skills a child might need to develop a healthy cultural identity.   | Yes  |

**Module 3: Maintaining Family Connectedness**

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has substantial knowledge of his or her own personal perceptions and biases about birth parents and sibling and of the consequences of those perceptions and biases for the child, the birth parents, birth siblings, and the foster family. | Yes  |
| 2. The parent or caregiver has substantial knowledge of how to identify strengths and positive attributes of birth family members.  | Yes  |
| 3. The parent or caregiver has substantial knowledge of the grief process of a birth parent whose children have entered substitute care.  | Yes  |
| 4. The parent or caregiver can demonstrate how to talk with children about their family members in a fair, understanding, age-appropriate, and realistic manner.  | Yes  |
| 5. The parent or caregiver has substantial knowledge of the importance of involving the birth family in daily decision-making and other activities to support reunification, and that these are basic rights the parents have.  | No   |
| 6. The parent or caregiver has substantial knowledge of how to identify the significant persons in the child's life, and how to engage them in the child's day-to-day activities.   | Yes  |
| 7. The parent or caregiver has basic knowledge of the importance of sibling connectedness and is willing to nurture sibling connections.  | Yes  |

**Module 4: Dynamics of Abuse and Neglect**

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver had substantial knowledge of the definitions and types of physical abuse, sexual abuse, emotional abuse, and neglect.                                    | No   |
| 2. The parent or caregiver has basic knowledge of the dynamics and cultural context of physical abuse, sexual abuse, emotional abuse, and neglect.                                  | No   |
| 3. The parent or caregiver has substantial knowledge of the physical and behavioral indicators of physical abuse, sexual abuse, emotional abuse, and neglect in children and teens. | No   |
| 4. The parent or caregiver has substantial knowledge of his or her requirements to report suspected child abuse and/or neglect, and how to report.                                  | No   |
| 5. The parent or caregiver has basic knowledge of how physical abuse, sexual abuse, and neglect could impede a child's acquisition of age-appropriate life skills.                  | No   |

**Module 5: The Impact of Trauma on Child Development**

|  | Is this competency met by completion of the Pre-Adoptive Training? |
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| 1. The parent or caregiver has substantial knowledge of the primary stages and milestones of typical physical, cognitive, social, sexual, and emotional development of children and youth, including the impact of genetics on development | Yes  |
| 2. The parent or caregiver has substantial knowledge of the indicators of developmental delays and/or problems associated with the effects of physical, sexual, and emotional abuse, and neglect.  | Yes  |
| 3. The parent or caregiver has basic knowledge of resources to appropriately address children's developmental delays and/or problems.  | Yes  |
| 4. The parent or caregiver has basic knowledge that children who were victims of physical abuse, sexual abuse, and/or neglect, because of varying degrees of resiliency, will experience differences in the degree of traumatization.      | Yes  |
| 5. The parent or caregiver has basic knowledge of what types of life skills can be taught to children who have experienced developmental delays and/or problems as a result of physical abuse, sexual abuse, and/or neglect.               | Yes  |

**Module 6: Attachment**

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has substantial knowledge of how attachment develops.  | Yes  |
| 2. The parent or caregiver has basic knowledge about the different attachment patterns that children develop.   | Yes  |
| 3. The parent or caregiver has substantial knowledge of how attachment influences cognitive, social, and emotional development in children from birth to adolescence. | Yes  |
| 4. The parent or caregiver has basic knowledge of attachment as the foundation for guidance and positive discipline.  | Yes  |

**Module 7: Separation and Placement**

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has substantial knowledge of the effects of separation on the child, within their cultural context.  | Yes  |
| 2. The parent or caregiver has substantial knowledge of the grief process of children who have entered substitute care, and can demonstrate strategies to assist children in addressing behaviors and thoughts related to the grief process.  | Yes  |
| 3. The parent or caregiver has substantial knowledge of how emotional conflict may arise for a child during the placement process related to issues of divided loyalty, perceived abandonment or rejection, and reactivation of feelings from previous separations or significant events. | Yes  |
| 4. The parent or caregiver has substantial knowledge of the impact of multiple placements on a child's emotional, cognitive, social development, and behavior.  | Yes  |
| 5. The parent or caregiver has substantial knowledge of how a child's developmental level affects his/her knowledge of and reactions to out-of-home placement.  | Yes  |

**Module 8: Guidance and Positive Discipline**

|   | Is this competency met by completion of the Pre-Adoptive Training? |
|---|--|
| 1. The parent or caregiver has basic knowledge that discipline is an educational strategy meant to guide and promote healthy child development, as well as substantial knowledge of one's own parenting style.  | No   |
| 2. The parent or caregiver has substantial knowledge of why physical punishment and physical restraint are not allowed and are not appropriate for foster children.   | No   |
| 3. The parent or caregiver has substantial knowledge of the reasons children and youth may display inappropriate or undesirable behaviors in the home, school, and community.   | No   |
| 4. The parent or caregiver has substantial knowledge of children's behaviors and how they may be influenced by the child's physical, cognitive, and emotional developmental level, past life experiences, cultural influences, past discipline techniques, and the unique stresses associated with separation, placement, and maltreatment. | No   |
| 5. The parent or caregiver has substantial knowledge of effective discipline strategies to  | No   |

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| manage children's behavior while promoting healthy development, attachment, and self-esteem.  |    |
| 6. The parent or caregiver has basic knowledge of crisis response strategies to manage children's escalating and potentially threatening behaviors, and the ability to work with the child's treatment team to develop a child-specific crisis management plan. | No |
| 7. The parent or caregiver can demonstrate how to select discipline strategies based upon a child's age, developmental level, past experiences, and the current situation.  | No |

**Module 9: The Effects of Fostering on Your Family**

|  | Is this competency met by completion of the Pre-Adoptive Training? |
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| 1. The parent or caregiver has substantial knowledge of how placement of a child can affect the caregiving family's relationships among parents and children, siblings, spouses, or other adult relationships and extended family members. | No   |
| 2. The parent or caregiver has basic knowledge of how to identify and address the symptoms of injury, illness, and contagious conditions.  | No   |
| 3. The parent or caregiver has substantial knowledge of the grief process the caregiving family might expect to go through when a placement terminates.  | No   |
| 4. The parent or caregiver has substantial knowledge of its own cultural background, values, beliefs, and standards and how they can be affected by the placement of a foster child.   | No   |
| 5. The parent or caregiver has substantial knowledge of how stress can affect family members' behavior and an understanding of effective coping strategies, including the use of support systems, to help manage stress.                   | No   |

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| 6. The parent or caregiver has basic knowledge of the procedures that are required when allegations of maltreatment are made against the caregiver.                         | No |
| 7. The parent or caregiver has substantial knowledge of the importance of continuously assessing the impact of foster care on the entire family.                            | No |
| 8. The parents or caregiver has basic knowledge about how teaching foster children life skills may be different for foster children versus the caregiver's own child (ren). | No |