



CORE TRAINING FOR RESOURCE FAMILIES

SESSION FIVE

Role of the Resource Family & FASD Overview




Written and Produced by the Alaska Center for Resource Families and Funded by the Alaska Department of Family and Community Services



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Role of the resource family

- Care for the Child
- Support the Case Plan
- Respect Culture and the Birth Family
- Communicate with the Caseworker




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Before a child comes



- ✓ Prepare your entire family.
- ✓ Prepare space for a child.
- ✓ Start looking for a safe appropriate, licensed childcare.
- ✓ Complete Core training.
- ✓ Complete your licensing requirements.

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At time of placement

- ✓ Ask questions!
- ✓ Ask for the Red Placement Packet.
- ✓ Ask about appointments or visits that are scheduled.
- ✓ Help the child transition into your home and feel comfortable.
- ✓ Make a file for the child.
- ✓ Ask about Family Contact.
- ✓ Medicaid

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While the child is with you

- ✓ Provide transportation to visits, school and appointments.
- ✓ Sign school and club permission slips for routine events and transportation.
- ✓ Support a child's education and schooling.
- ✓ Be prepared for monthly caseworker visits.
- ✓ Be aware that all reports of concern regarding a foster home will be investigated.
- ✓ Follow the family contact plan.



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Caseworker contact

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Caseworker contact

Be direct and precise in what you need.

Be patient!

Utilize the Unit Coordinator if an emergency.



Most preferred way to communicate with caseworker.

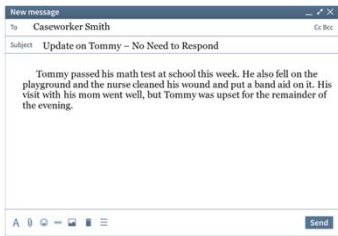
Time and date stamped for reference.

Update emails and Request emails



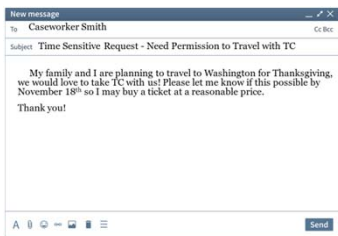
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Update email example



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Request Email Example




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When a child leaves your home

- ✓ Make sure your child goes with adequate clothes and toys.
- ✓ Update and send the Red Placement Packet.
- ✓ If you are requesting removal of a child, give 15 days' notice for OCS.
- ✓ Have a special moment.
- ✓ Update child's Lifebook.
- ✓ Share information with new placement.
- ✓ Help your child with the transition.



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Advocate – knowledge is power

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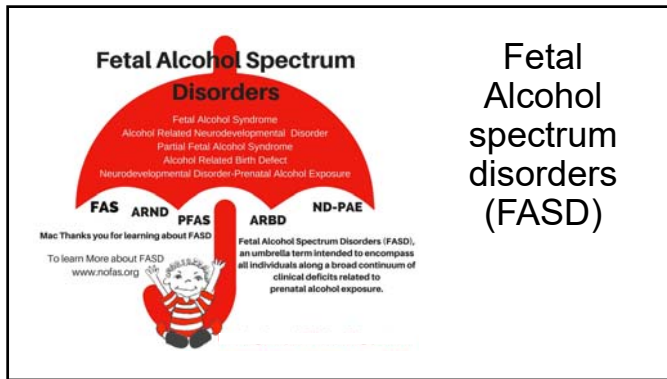
Substance use

Substance use contributes to neglect, family violence and economic hardship.

Drugs and alcohol during pregnancy affect the developing fetus. Effects from alcohol are called Fetal Alcohol Spectrum Disorders.

FASD can have long term effects on a child's physical, mental and cognitive development.

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Fetal Alcohol spectrum disorders (FASD)


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Subtle to obvious problems

- Potential physical effects
 - Smaller in height and lower in weight
 - Poor eyesight, chronic ear infections, organ damage
 - Balance and gross/fine motor difficulties
- More likely to cause Central Nervous System (CNS) problems
 - Information processing difficulties
 - Struggles with abstract reasoning
 - Chronic memory problems
 - Attention difficulties, impulsivity, and hyperactivity



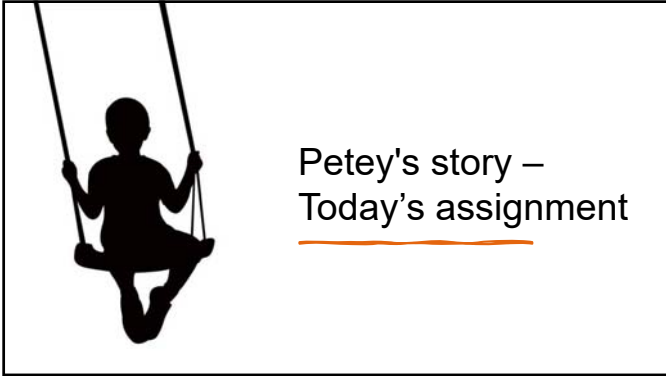
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What does a child with a FASD need from their caregiver?

- A parent who understands
- Reduce stimuli
- Routines and structure
- Advocacy with schools
- An "external" brain

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Petey is a ten-year old boy in foster care moving toward an adoption plan with his current foster family. Petey experienced early trauma in his life including physical abuse, exposure to domestic violence and neglect. His mother binge drank during much of her early months of pregnancy with him until she was arrested and put into prison. Petey lived with his grandmother for much of his young life until she died of cancer and OCS placed him with the family who was in the process of adopting his younger sister. Petey has thrived under the care of his new family and after testing, Petey has received a diagnosis of Alcohol Related Neurodevelopmental Disorder in addition to signs of post-traumatic stress related to his early abuse. Petey doesn't have the facial features or small growth that is often seen in FASD but he is impulsive. He has attention deficits, as well as having sensory issues that affect his gross and fine motor skills. He seems to need more time than his peers to make a transition at school and he often gets distracted and antsy if he hasn't eaten in a while.

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In a recent incident, Petey was taking too long to get his math work done and after repeated requests from the teacher to focus on his work and complete it, she took his recess time away as a logical consequence saying he lost the privilege of going out to play. She told him he needed to stay in his seat and write a letter of apology before he could join the others for recess. After struggling with the effort to complete a single line, he got frustrated and ripped up the paper and threw it on the ground. The teacher was very upset and took away his recess privilege for the next day again as a consequence.

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Questions?