

Needs Assessment

Current Situation

The Saint Regis Mohawk Tribe Division of Social Services Foster Care Program currently has numerous children whom have been placed in a certified foster home on or around the Akwesasne Reservation. When a child is placed outside of their home, with a family or into a certified foster home, the children are experiencing a form of trauma. They are in need of a support system in their lives that can understand their needs and help them heal from their past. The foster parent(s) may also be going through similar trauma as they invite a new child into their home. The foster care parents need to find support systems that can help them through this transition period. The foster care program will aid in making connections between parents, foster care parents, foster care caseworkers and teachers, allowing all parties to be aware at the beginning of the transitioning period. Not only is those relationships important, but a teacher-child relationship is too. Most relationships are very open and trusting, creating that opportunity for growth. A teachers role in a foster care childs life is very essential to breaking down the statistics of behavior problems, social issues and academic delays.

Changing Communities, Changing Lives is a hands on training designed to educate current Tribal Foster Care Parents and Teaching staff from the St. Regis Mohawk School on the effects of trauma in a child's life in Social Services. The training is designed to bring recognition and awareness to the different experiences that foster children live through. The instructors will be using different types of scenarios within

the groups which include trauma induced behaviors, finding homes for a foster children, emotional challenges, behavioral challenges, personal and emotional issues, and the importance of praise. After visiting each scenario in the training, tips will be introduced by professional counselors, to parents and teachers. Parents and teachers will be given time to discuss their thoughts with each other and able to point out some of their personal concerns or questions that they may currently have with the Saint Regis Mohawk Tribe Department of Social Services.

At the beginning of the training the instructors will be giving each participant a pre-survey on paper form to get a better understanding of children in Foster Care. The possible types of behaviors which may be observed could affect the level of understanding the foster parent and teachers may have for the child and possibly affect their ability to work with the children. The participants will bring different experiences and techniques from their current and past experiences to share within the groups. The training will allow for parents and local teachers to interact and find the best way for the foster children to succeed at home and at school. This training will provide a unification between the two parties will aid with bridging the gap. The gap is recognized as the lack of communication and support system which lies between the Social Services Foster Care Program and the caretakers of the children, whether it is the teachers or foster care parents.

Description of the Needs Assessment

1. The goals of the Foster Care Seminar:

- To help foster adequate, appropriate and caring support.
- To show the Teachers, Foster Care parents and potential foster care parents the science of brain development and the effects of trauma.
- Help bridge the gaps that exist within the current Saint Regis Mohawk Tribe Foster Care System with their Foster Parents and the Teachers of the Saint Regis Mohawk School.
- Create a better understanding and background of the effects Foster Care can have on children.
- Create a support system for current Foster Care Parents and teaching staff.
- Create a strong relationship between Current Foster Care Parents, St. Regis Mohawk School Staff and Foster Care Staff.
- To educate the teachers, current foster parents and of the behaviors which may erupt within a child who is in Foster Care, due to their past and current traumas.

2. How will we know if the goals are achieved?

- The learners will leave with a full understanding of trauma and the effects it has on children in Foster Care.

- The learners will collaborate with other participants in the trainings to share experiences and tips amongst each other.

Learner Analysis

Entry Behaviors/Knowledge	
Characteristics:	Learners are all currently working with Native American children who are currently placed in a foster home. For example, foster parents and teaching professionals.
Implications:	Because of their experience with Foster Children the applicants will have first hand knowledge and experience to bring to the table.
Data Source:	Survey: Learners, Interview and pre-test

Prior Knowledge of Topic Area	
Characteristics:	Learners are all adults who have some basic interaction with children whether it is in a home setting or an education setting. For example, foster parents and teaching professionals. They all have to have some interest or prior experience with foster children to get a better understanding of the world that they are living in.
Implications:	Because of their experience with Foster Children the applicants will have first hand knowledge and experience to bring to the table which will lead the presenters to have round table discussions about their experiences.
Data Source:	Round Table Discussions and Group Work

Attitudes toward content and potential delivery system	
Characteristics:	Learners will have a background of working with Foster Children and the drive to gain more knowledge and background of the child. The learners that do not show interest in gaining more knowledge will be able to share their knowledge with others.
Implications:	The information will be shown to the learners through film, PowerPoint and first hand discussions.
Data Source:	Round Table Discussions

Motivation to Learn	
Characteristics:	Learners have little motivation in learning about Foster Care Program because of their busy schedules. Teachers as learners may have a larger amount of motivation when handling Foster care children in their classroom.
Implications:	By mixing up the Round Table Discussions there will be different people and experiences to be seen. The inquiries can be teamed up with the Foster Parent that has been in the program longer to get a feel of the atmosphere and receive tips.
Data Source:	Surveys, Round Table

Education ability and levels	
Characteristics:	Learners will have some knowledge of the Foster Care Programs
Implications:	Because of their experience and knowledge with Foster Children the applicants will have first hand knowledge and experience to bring to the table.
Data Source:	Round Table Discussion

Context Analysis

Collection of Environment Data

The data was collected by physically surveying the site and accessing past records of Saint Regis Mohawk Tribe's Foster Care Home Finder's training modules and lessons geared towards assisting foster care children and parents. The data collected will provide valuable information on the best approach to bridging the gap between Social Services, Foster Care parents and educators.

Teachers

Experience: The Instructors, whom will be the Saint Regis Mohawk Tribe Child Protective Caseworkers, Preventive Foster Care Caseworkers and the Home Finder will be at the workshop helping out at each table. The main presenters at the workshop will be Amanda King, April Seymour, Breanne Herne and Jodele Currier however, seasoned Foster Care parents will be given an opportunity to speak of their experiences, knowledge and insight on the topic of bridging the gap and bringing together a better understanding of the fields. The Saint Regis Mohawk Tribe's Commissioner of Social Services will also be available to discuss the important roles and show the need for the improved communication between the three disciplinaries. Guest speakers will also speak to the Trauma Informed Care aspect of children in foster care and the road to recovery. The Saint Regis Mohawk School Principal will present at the beginning of the

workshop to enlighten the Social Services staff and foster care parent in the role they play and the challenges that the school face when working with foster care students. The workshop will support a safe open environment for individuals to speak their mind and an opportunity for all parties to be on the same page when it comes to a child's wellbeing.

Backgrounds: As per the Saint Regis Mohawk Tribe's policy, there will be no discrimination against age, race, gender, or sexual or religious preference. The participant must have interacted with or will interact with Foster Care students/children at any given time to achieve the best results in the workshop. The professional staff must have presented before, must have or is currently working in one of the fields of Social Services, Foster Care homes or Educators.

Parameters/Limitations:

- Motivation from teachers and foster care parents. Some may not want to give up a personal Saturday to the training and all staff may not be able to attend if on a school day.
- Foster care parents may not have a sitter for the younger children not attending school or daycare.
- Time restrictions. Will there be enough time to cover all the topics during a work day?

- Sessions are varied to maintain the interest of the audience, however, may not regain their attention in the afternoon.

Social Aspects: We have experienced foster care parents and experienced teachers that are willing to speak to the audience in reference to difficult and challenging experiences that they encountered while working with foster care children. Having a real story of a child in our community makes one more credible and will pull in the conversation on how we can ease the transition from school to foster care home. There will be an emcee at all times, in case the speaker has a desire to cut their story out and walks off stage. Coffee, juices, donuts and muffins will be available to the participants for lunch. Plated lunch and drink will be served at noon. There will also be an afternoon dessert at 2:15pm and will be served by Akwesasne Mohawk Casino staff.

Supervisor support: Child Protective Services is supervised by Marla Davey-Light and the Preventive/Foster Care unit is supervised by Joni Cole. Both supervisors are in support of this training, as well as the Commissioner of Social Services, Karonhiehawi Thomas. Ideas that generate a positive change are always welcomed by our managers and supervisors.

Relevance to skills in the workplace: The instructors would like to educate the caseworkers, foster care parents and teachers to bring forth first hand knowledge

through face to face interactions, round table discussions, and short videos on YouTube to give a visual of a child's experience in foster care for teachers to bring understanding of trauma. Teachers often struggle in the classroom with behaviors and educational delays, therefore, they would benefit greatly from the interactive training.

Nature of sites: After the training events success is measured through surveys, the instructors will make the training available to the Saint Regis Mohawk School staff at a later date for the staff members that could not attend the training on the first day.

Technology Use: This will be minimal with the use of PowerPoint, laptop, projector and laser pen.

Mission Statement

Changing Communities, Changing Lives: To educate individuals with first hand knowledge of the effects of trauma in the lives of children in foster care; to bridge the understanding between Social Services, Foster Parents and Educators, all to bring the best possible service to the families in Foster Care.

Hardware Being Used in Workshop

Laptop, video, projector screen, sound, microphone, laser pointer

Facility

The workshop will be held at the Akwesasne Mohawk Casino in Akwesasne, NY. The facility is located within a five mile radius of Saint Regis Mohawk Tribe's Division of Social Services and within a twenty-five mile radius of the Salmon River Central School District and the current certified Foster Care homes. The workshop will be held in the Akwesasne Mohawk Casino's banquet hall where participants will break into designated and background-mixed groups. The workshop set up will include a computer and projector screen at the front of the room for everyone to view. Prior to the beginning of the presentation, Saint Regis Mohawk Council will open the floor up with an opening prayer. As the Presenter shares information the participants will listen and then be given an opportunity for group activities and group discussions where valuable knowledge may be shared amongst the different backgrounds.

Characteristics

Saint Regis Mohawk Tribe's Foster Care Program

Foster Care Mission Statement: *To provide casework services to assist families in staying together when a child is at risk of entering foster care and/or hasten the return home of children in foster care.*

Voluntary: Parents can apply for Preventive Services on their own; such as wanting their children to receive advocacy services through the Intensive Preventive Program and/or when placing their teenage child into the Akwesasne Group Home. Families that feel that they need the extra help in their lives to prevent a removal are

also welcomed to open a Preventive Case with the Department. Many of the cases that are opened in Preventive services come from Child Protective Services referrals.

Court-Mandated Cases are involuntary procedures that require legal petitions such as Person in Need of Supervision (PINS) and Juvenile Delinquency (JD). They may also be ordered as a result of an investigation through Child Protective Services which would work their way through the Family Court System. Requirements: The applicant must be eligible for enrollment with the Saint Regis Mohawk Tribe and reside on the Franklin County, NY portion of Akwesasne.

Overall Conclusion

Our training program will be featured at the Akwesasne Mohawk Casino because of its central location, convenience for the attendees and its professional atmosphere. Trainees will receive a Certificate of Completion and be able to experience an insightful view of the trauma that Foster Care children can go through. The trainees will be provided a lunch from the Saint Regis Mohawk Casino staff during the Keynote speaker. There will also be available time for participants to network with each other. For out of town guests, the Saint Regis Mohawk Casino has a block of rooms reserved for the training guests.

Learning Task Analysis

The instructional goal of the 6 hour training/workshop:

When faced with day to day struggles at home and in the classroom, foster parents and educators are given first hand knowledge of the effects of trauma has in the lives of children in foster care. This workshop will foster parents and educators the tools to be able to identify and take appropriate actions when dealing with children in Foster Care.

Type of learning outcomes that the goal represents:

Changing Communities, Changing Lives helps to bridge the understanding between Social Services, Foster Parents and Educators. We present all with the best possible services to the families in the Foster Care world. Given the group of educators and foster parents, the Division of Social Services Caseworkers will be able to confront the current issues which are currently ongoing between educators and foster parents. This will be done by using appropriate resources such as a video, guest speakers and interpersonal communication among participants.

Information processing steps that are used to reach the goal

Step 1: Identify and address the process of a child entering Foster Care.

Objective: Given a video showing an example of a child's experience as they go through a removal, in small groups Parents and Teachers will discuss what they saw in the video and list at least three specific emotions that they felt.

Step 2: Identify and address common behavioral issues among children in Foster Care

Objective: Sitting in small groups, Foster Parents and Teachers will discuss and list common behaviors of children in foster care to share with each other.

Step 3: Identify and address the effects of trauma and recovery of children in the foster care system

Objective: Through the use of a powerpoint presentation; Foster Parents, Teachers and Division of Social Services will define and list the effects of trauma and what recovery is like for foster children.

Step 4: Identify and address any areas of improvement that are needed between Foster parents and Division of Social Services Caseworkers.

Objective: In small groups, Foster parents will produce a list of three to five areas of concern and be able to address them with the Division of Social Services.

Step 5: Identify the different support systems that can be utilized for Foster Parents and Educators.

Objective: Through collaboration of small group discussions with the Foster Care Preventive Unit, participants will be able to list 3-5 ideas and discuss ways in which support can assist them.

Prerequisites for each step in the Information Processing Analysis

Step 1: Identify and address process of a child entering Foster care

Objective 1: The participants will be given a video showing an example of a child's journey as they went through a removal. In small groups Parents and Teachers will discuss what they saw in the video and list at least three specific emotions that they felt.

Step 1.1: Division of Social Services and Caseworkers will discuss with participants the actual process of removing a child from their current home.

Step 1.1 a: Division of Social Services Lawyer will be able to identify the Overview of Family Court Articles 1021, 1023 and 1024.

Step 1.2 a: Home finder for the Division of Social Services Foster Care Unit will outline the paperwork associated with becoming a certified foster home.

Step 2: Identify Common Behavioral Issues among children in Foster Homes

Objective 2: In small groups, Foster Parents and Teachers will discuss common behaviors of children in foster care.

Step 2.1 Teachers will identify and address with the caseworkers and Foster Parents what problems are encountered during instructional times.

Step 2.2 The Foster Parents will identify what types of problems they encounter in the home.

Step 2.3 Educators will address what problems are evident everyday in the classroom.

Step 2.4 Educators will be able to identify different behaviors of children in foster care.

Step 2.5 Educators will discuss with one another, common behaviors that they encounter in the classroom.

Step 2.6 Educators will recognize warning signs such as a change in mood, withdrawn behaviors, or a change in peer adult relationships.

Step 2.7 Educators will create a behavioral plan for foster children to use while in school which can be recommended for home as well.

Step 3: Identify the Effects of Trauma and Recovery of children in the foster care system

Objective 3: Through use of traditional teachings, Foster Parents, Teachers and Division of Social Services will define what the effects of trauma and recovery is like for foster children.

Step 3.1: Presenters will discuss the historical aspects of trauma and recovery of

foster children.

Step 3.2 Traditional teachings will show the importance of healthy relationships from birth.

Step 3.2 a Traditional teachings will define the effects of trauma on children in the foster care system.

Step 3.3 The steps to recovery for foster children will be outlined in a powerpoint presentation.

Step 4: Identify the different support systems that can be utilized for Foster Parents and Educators.

Objective 4: In small groups, Foster parents will produce a list of three to five areas of concern and be able to address them with the Division of Social Services.

Step 4.1 Foster Parents and Teachers will sit together to discuss any similar problems they have encountered in the past.

Step 4.2 Foster Parents and Teachers will create a list of ideas related to their experience with foster children to share with everyone.

Step 4.3 By conversing with caseworkers, foster parents will address any concerns they currently have.

Step 5: Identify the different support systems that can be utilized for Foster Parents and Educators.

Objective 5: Through collaboration of small discussion with Foster Care Preventive Unit, participants will be able to list and discuss ways in which support can assist them.

Step 5.1 Foster parents sit together to discuss the ways to communicate more effectively with Case workers.

Step 5.2 Educators will sit together with foster parents to discuss effective ways to stay in contact with one another.

Agenda

Pre-survey

The film, *Removed*.

Discussion about the Video and Debriefing

Introduction to Workshop by Commissioner Hawi Thomas

Division of Social Services-Lawyer Discussion

Scenario Cards

Break

All teachers activity and foster parent activity- List of Behaviors Presenters will record a list of behaviors in foster children that parents and teachers

School counselors presentations on Foster Child Behaviors

Behavioral Plans

Lunch Provided (Key Note Speaker- Naomi Haines Griffith, Key-Note Speaker)

Group Activity- Behavior Plans

Group Activity- List of Support Systems

Scenario Cards

Break

Scenario Cards Continued

Teachers and Parents Discussion

Supervisors Discussion

Question and Answer session for the Commissioner of Social Services Hawi Thomas

Break (10 min)

Presenter Anita Plann Trauma And Recovery

Historical Trauma Informed Care- Beverly Cook

Questions or Concerns

Post survey will be distributed to all participants.

Closing Prayers

Learning Assessment

Objectives	Strategy	Assessment
<p>1. Given a video showing an example of child foster home removal, in small groups Parents and Teachers will discuss what they saw in the video and list at least three specific emotions that they felt.</p>	<p>Facilitator will discuss the protocol when a child is removed from their home. Facilitators will hand out scenario cards to each table and each participant will be given a role. Participants will work together to talk about how they would handle the scenario. Facilitator will show the group the short film <u>Removed</u>. After the film, parents and teachers discuss and write down at least 3 specific emotions they can recognize within them from the film.</p>	<p>Participants will share and discuss their emotions with each other. To ensure the conversation is productive, the facilitators will walk around and join in on the small groups. If participants voluntarily will share their personal feelings in front of their group members. Participants will be given a role to play within the scenarios.</p>
<p>2. Sitting in small groups, foster parents and teachers will discuss and list common behaviors they have witnessed of children in foster care to share with each other.</p>	<p>A facilitator will discuss the typical behaviors which may be displayed in the child(ren). Underlying factors for the removal will be discussed to the educators and the foster parents.</p>	<p>Facilitators will collect and review the list of common behaviors they have witnessed and the participants will be informed that their opinions will be possibly used on brochures for information retention.</p>
<p>3. Through use of traditional teachings, foster parents, teachers and Division of Social Services will define</p>	<p>A facilitator will discuss the implementation of a behavior modification plan for the educators and foster</p>	<p>Participants will have a better understanding of what is included when creating and following a behavior</p>

<p>what the effects of trauma and recovery are like for foster children.</p>	<p>parents to utilize at school and to carry over at home to collaborate and work together.</p>	<p>modification plan. Participants will discuss if they have ever used such behavior modification plans and share their experience.</p>
<p>4. In small groups, foster parents will produce a list of three to five areas of concern and be able to address them with the Division of Social Services.</p>	<p>Foster parents and teachers will sit together to discuss any similar problems they have encountered in the past. At the end, caseworkers and foster parents will create a list of concerns and present them to other participants.</p>	<p>When facilitators receive good constructive feedback to improve the Division of Social Services. Participants will be informed that they have the opportunity for honest and anonymous input. Feedback will be used assessment purposes.</p>
<p>5. Through collaboration of small discussion with Foster Care Preventive Unit, participants will be able to list and discuss ways in which support can assist them.</p>	<p>Facilitators will discuss possible support systems that are available for Foster Parents and Teachers. Parents and teachers will present their ideas with everyone in the class to identify their new support system idea.</p>	<p>Facilitators will receive a list of ways that can support certified foster homes. All ideas given cannot be assessed on a scale as they are all opinions and are appreciated. Due to policies pertaining to the Division, ideas will be deemed acceptable or not.</p>

Pre-Survey

Please rate the following questions of your current knowledge of the material that is about to be discussed in the next seven hours.

1. How would you rate your knowledge about the feelings associated with children that are unfortunately removed from their home due to the involvement of Social Services? (1 being you know nothing and 5 being you have a high level of knowledge)

1	2	3	4	5
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2. How would you rate your knowledge and understanding of behaviors exhibited in children that are in foster care? (1 being having no understanding or knowledge and 5 being that you fully understand)

1	2	3	4	5
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3. How would you rate your knowledge and understanding of the effects of trauma and recovery in children in foster care? (1 being having no understanding and 5 being that you fully understand)

1	2	3	4	5
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4. How would you rate your relationship with a caseworker from the Division of Social Services? (1 being no established relationship and 5 being positive relationship)

1	2	3	4	5
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5. How would you rate the level of support which is provided by a caseworker from the Division of Social Services? (1 being no support and 5 being always have it when need it)

1	2	3	4	5
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Post Survey

Please answer the questions to rate your understanding and the effectiveness of the material which has been provided.

1. How would you rate your knowledge, after completing this workshop, of children that are in foster care system?(1 represents no knowledge and 5 represent a high level of knowledge to use in your profession)

1	2	3	4	5
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2. How would you rate your knowledge and understanding of behaviors exhibited from children in foster care, after the completion of this workshop?(1 represents no knowledge and 5 represents a high level of knowledge and understand all behaviors) Can you share typical behaviors that were discussed in this workshop that you have experienced? _____

1	2	3	4	5
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3. How would you rate your understanding of Trauma and recovery of children in foster care after the completion of this workshop? (1 represents none and 5 represents high level of knowledge)

1	2	3	4	5
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4. After completing this workshop and given the opportunity to collaborate with members of the Division of Social Services, how would you rate your relationship with a caseworker?(1 represents no relationship established and 5 represent an established relationship)

1	2	3	4	5
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5. After completing this workshop how do you feel about the level of support that is available with the Department of Social Services? _____

6. Suggestions: _____

Instructional Materials & Plan

<p>Objectives</p> <p>The objectives are the specific goals that the participants will meet during the duration of the training.</p>	<ol style="list-style-type: none">1. Given a video showing an example of child foster home removal, in small groups Parents and Teachers will discuss what they saw in the video and list at least three specific emotions that they felt.2. Sitting in small groups, Foster Parents and Teachers will discuss and list common behaviors of children in foster care to share with each other.3. Through use of traditional teachings, Foster Parents, Teachers and Division of Social Services will define what the effects of trauma and recovery is like for foster children.4. In small groups, Foster parents will produce a list of three to five areas of concern and be able to address them with the Division of Social Services.5. Through collaboration of small discussion with Foster Care Preventive Unit, participants will be able to list and discuss ways in which support can assist them.
<p>Student/Class Profile</p> <p>Identify any accommodations in instruction to meet student learning needs.</p>	<p>Microphones and handouts</p>
<p>Learning Outcomes</p> <p>Identify the important concepts and skills that students will be expected to learn.</p>	<p>Learners will have a have empathy in regards to Foster children</p> <p>Learners will be able to effectively deal with foster child behavior.</p> <p>Learners will build relationships amongst other group members.</p> <p>Learners will have a better understanding of the life of foster children.</p>

<p>Assessments</p> <p>Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.</p>	<p>Pre survey and post survey.</p> <p>Role playing scenarios</p>
<p>Cognitive Engagement</p> <p>Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.</p>	<ol style="list-style-type: none"> 1. Opening Prayer, Housekeeping, Agenda (20 mins) 2. Each table will be given a pre-survey sheet that will include questions and a suggestion section. (5 mins) 3. To engage all participants, we will begin with the clip from the film <i>Removed</i>. (15 mins) 4. Teachers and foster parents will be paired up at each table. Pairs will discuss their feelings from the video. Each participant will produce a list of at least 3 feelings that they felt after watching the clip from <i>Removed</i>. (15mins) 5. Debriefing and Introduction to the Workshop by Saint Regis Mohawk Tribe Department of Social Services Commissioner Hawi Thomas (15 min) 6. Division of Social Services-Lawyer will begin presentation on the removal process. Presenter will discuss and outline the overview of Articles 1021, 1023, and 1024. (15 mins) 7. Presenters and helpers will place basket of scenario cards on each table. (5 mins) 8. Presenters will show an example of how the role play should work. (5 mins) 9. In pairs of two (teachers and parents) will pick scenario cards and be given time to go over and plan their role play for their scenario cards. (15 mins) 10. Each pair will perform their scenario cards and have discussion with their group. (15 min) 11. Break (20 mins) 12. All teachers will be sitting together and foster

parents will sit together. At each round table discussion, teachers and parents will discuss common behaviors that they have noticed in foster children. Foster parents will discuss and list common behaviors of their foster children at home. (15 mins)

13. Presenters will record a list of behaviors in foster children that the parents and teachers groups came up with. Common behaviors will be highlighted and discussed (20 mins)
14. School counselors will begin their presentation on Foster Children's Behaviors. (15 mins)
15. Teachers will discuss possible behavior plans to implement in their classrooms to aid the foster children. Foster Parents will discuss possible behavior plans to use at home with their foster children. The groups will draft up behavioral plans. (15 mins)
16. **Working Lunch Provided (Key Note Speaker- Naomi Haines Griffith, Key-Note Speaker)**
17. Groups will be given time to make a list of elements of behavior plans. Teachers will create one poster board with at least 5 elements to be used in a behavior plan. Parents will create a list of at least 5 elements on their poster boards. (15 mins)
18. Groups will review commonalities on the poster board and will present to the group as a whole. Time will be given at the end for suggestions. (25 mins)
19. Teachers, parents and instructors will make a list of support system ideas that they would like to try and implement.
20. Teachers and parents will return to their original groups and re- visit scenario cards based on the

	<p>new strategies developed by the team (20 mins).</p> <ol style="list-style-type: none"> 21. Experts will review the role play and give feedback 22. Break (15 min) 23. Parents and teachers will be given scenario cards with behaviors to role play. Beverly Cook will be assisting participants with expert evaluation on correcting behaviors. 24. Teachers and parents will discuss ways to improve support systems. 25. Commissioner of Social Services will introduce supervisors of each program under the Division. We will discuss the overall vision of the programs and the necessary support systems available. (20 mins) 26. Question and Answer session for the Commissioner of Social Services (10 min) 27. Break (10 min) 28. Presenter Anita Plann will discuss her slide show on Trauma and Recovery. (15 min) 29. Groups will be given time to jot down their thoughts of trauma and recovery. (5mins) 30. Historical Trauma Informed Care- Bev Cook will discuss the effects of trauma on a child through traditional teachings. The slide show will highlight key points of trauma. (20 mins) 31. Groups will be given time to discuss any questions or concerns they have from the slideshow. (5 mins) 32. Post survey and suggestions will be distributed to all participants. 33. Closing Prayers
<p>Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.</p>	<p>The times in each part of the presentation may need to be adjusted depending on how long each group needs to further their discussion.</p>

<p>Groups How will students be grouped for each activity of the lesson?</p>	<p>Participants will sit in small groups during the presentation. Groups will be composed of Foster Parents and Teachers.</p>
<p>Resources Identify resources and material needed for lessons.</p>	<p>Powerpoint presentations and notes will be provided. Screen projector, laptop, microphone, handouts, brochures and caseworkers on hand to discuss information. Pre Survey Post Survey Scenario Cards</p>

Formative Evaluation and Revision Plan

After two evaluations from staff at the Preventive Foster Care Unit, the team made changes to reflect the feedback. Here are the suggested changes for the *Changing Communities, Changing Lives* conference.

1. Our first evaluator did not present valid feedback to our plan, the evaluator thought the plan looked good and was not a good choice for the team. The second evaluator was more beneficial to the team and gave constructive feedback.
2. There are grammatical errors that need to be addressed to make the plan flow smoother. We will do another run through of the whole paper and get the errors fixed.
3. JABK seems to be a name that does not flow too well and it was suggested that we change our name and refer to ourselves as the instructors throughout the paper or make it clearer as to what it means.
4. It was suggested that we make it clear exactly who Hawi Thomas was in our project. We put her into the paper without a clear explanation of her role. Hawi Thomas has a huge role in the conference because she is the Commissioner of Social Services with the Saint Regis Mohawk Tribe. Our team knew who she was because we work within the field, so it was good that it was caught by our evaluators and we were able to correct it within the paper.
5. There were some inconsistencies with our plan in the beginning of the paper and at the with the participants in the conference. At the beginning we wanted to include potential foster parents, but as the information got more concrete we decided to take them out and have foster parents and teachers.

Interview Questions

1. How would you rate your intra/interpersonal skills with children?
2. Have you taken any courses that educate you about the Foster Care system?
3. Have you taken any courses or attended any trainings about Child Development?
4. Have you ever dealt with a child experiencing difficult behaviors?
5. How comfortable are you when dealing with difficult behaviors in children?
6. Why have you decided to become a foster parent or an educator?
7. How would you assist a child in your setting who is in the foster care system?
8. How would you rate your confidence in assisting the teacher/foster parent for the overall care of the child? On a scale of 1-5; 1 having no confidence at all and 5 being extremely confident.
9. What other areas of information do you seek to improve your knowledge of supporting children in foster care?
10. Name one action that you are doing that works well for your children in Foster Care.
11. Name one barrier that you face when working with Foster Care children.

Introduction:

This portfolio is built to show the reader an outline of our upcoming foster care training designed for current foster parents and teachers from the St. Regis Mohawk School. Currently there are gaps within the foster care system which prevent effective communication. The instructors realized, if we are able to bridge the gap between the two community resources, we would have a stronger team to help our families succeed.

The Instructors:

Amanda King is a teacher at the St. Regis Mohawk School and experiences first hand the struggles that families go through in the community. Amanda has seen the effects that a removal can have on children and how it can disrupt their daily routine at school. The workshop will enable teachers, foster care parents and staff of social services to build a solution to better fit the needs of our children in foster care and develop a toolbox of solutions that may help the child that is going through a rough time.

April Seymour is a Child Protective Caseworker with the Saint Regis Mohawk Tribe Department of Social Services. April has worked in the field for two years and has gained a deep insight on what the families in Akwesasne are lacking and is determined to build a community that is focused on helping our families in need.

Breanne Herne is a Preventive Foster Care Caseworker with the Saint Regis Mohawk Tribe Department of Social Services. Breanne has worked in the field for two years and works daily with foster parents and children. Working daily with families she is able to see first hand what is lacking in our system and get feedback from current foster parents and children.

Jodele Currier is a Child Protective Caseworker (CPS) with the Saint Regis Mohawk Tribe Department of Social Services. Jodele has been in the field for a year and has a deep connection to the people of Akwesasne. Jodele worked in the ChildCare field for over ten years before transferring to CPS so has been involved with the community for a while and knows the ins and outs of what our children and families need in the community.

Other Instructors will be current Child Protective Workers and Preventive Foster Care Caseworkers that work daily with our foster care families. The workers will be engaged and open for feedback from the participants. The workshop is designed to bridge the gap between foster parents, teaching staff and the staff from the Department. It is crucial that all Instructors have an open mind and stay focused on what the workshop is for and that is our families and children.

Conclusion

This workshop is designed to help in “bridging the gap” between the Saint Regis Mohawk Tribe Department of Social Services, current foster parents and teaching staff from the St. Regis Mohawk School. It is designed to be very interactive and meaningful for the participants. Opinions, Emotions, etc. will be shared in an open safe environment so issues and problems can be resolved. The training is meant to open the eyes of everyone involved to the issues that are current in place within the Department. Everyone that will be participating in the training from the instructors to the participants have some experience with foster children and the community. The Akwesasne community is very special, in which community members will come together for a family in need and the participants and instructors of this training are extremely special because they do it on a daily basis. Our hopes are that a connection can be made between all parties in the workshop to help build a strong foundation for the foster children and families, and all participants will leave with a sense of renewal and reminder of why they are in the field that they are in.

The Film, Removed

A little girl's story is so beautifully told, that it will haunt the viewers to think of how many children are in her shoes on a daily basis. Unfortunately, this is the world that we live in today. Making our participants aware of the background and effects that trauma have on the lives of our children will improve the quality of care that they are currently providing for the children.

The Instructors chose this video to make a lasting effect on all the participants in the workshop. This little girl's story is deep and it is difficult to watch at times but it gets the lasting message through to the viewers.



Naomi Haines Griffith



Naomi Haines Griffith has become a national speaker and consultant on child welfare issues, speaking at conferences throughout the United States and Canada.

A well-known storyteller and family systems specialist, she uses humor and her own experiences to challenge and inspire audiences in business, education, juvenile justice, mental health, child abuse prevention, and family violence systems.

Griffith is a true Southerner, having grown up in Alabama and Mississippi. She holds a BS from the University of North Alabama, an MA from George Peabody College of Vanderbilt University, and a Masters in Social Work from the University of Alabama.

She worked in the North Carolina and Alabama child welfare systems and became Executive Director of PACT, a pioneer child abuse prevention agency she helped to found. She has also served on the State Board of the Alabama Department of Human Resources.

Griffith is a member of the Alabama Corporate Foundation for Children, a former board member for the Alabama Children's Trust Fund and has worked as a consultant to the National Committee to Prevent Child Abuse. She is the President of Red Clay & Vinegar LLP. It was noted in one conference program that: "Naomi weaves her common sense pragmatism and 30 years experience working with children and families into inspirational and heart-warming stories that motivate her audiences both personally and professionally.

Chief Beverly Cook



Beverly Cook is a Family Nurse Practitioner and the Clinic Coordinator at St. Regis Mohawk Health Services, where she is leading an innovative tribal healthcare facility and systems redesign from acute medical care to mind/body prevention, care and wellness. Beverly is dedicated to the integration of traditional cultural elements and empowerment practices into routine care, building capacity, and improving the health status of Akwesasne community members.

In 2010, Beverly directed the implementation of Centering Pregnancy at Saint Regis Mohawk Health Services. Centering is an empowerment model of group pre-natal care that brings community members together for health assessment, learning and support. Under her direct leadership SRMHS became the first tribally run, official Centering site in the United States.

In her clinic work and as a trained Sexual Assault Nurse Examiner (SANE), Beverly integrates formal biomedical knowledge and authoritative Native American socio-cultural teachings. Her unique visual presentation, "You Are Creation," weaves together traditional Haudenosaunee cultural beliefs with basic physiology lessons that broaden perspectives of reproductive health and encourage a deeper appreciation of the responsibilities of men and women in restoring the status of indigenous women.

Beverly is a member of the St. Regis Mohawk Tribe's Sexual Assault Response Team (SART), the Healing to Wellness Drug Court, and the Multidisciplinary Team at the Partridge House, the only Native-run alcohol and chemical dependency inpatient

treatment facility east of the Mississippi. She was a Robert Wood Johnson Foundation Community Health Leader nominee in 2011.

“It’s important to integrate our traditional ways back into our contemporary lives,” says Beverly. “The central fire that held everything together was nearly blown out. These teachings and ways help gather that fire back up.”

Beverly is a mother of four and grandmother of three. An enrolled member of the St. Regis Mohawk Tribe and a citizen of the Mohawk Nation, she resides on the Akwesasne Mohawk territory.

Anita Plann

Anita is a licensed psychologist that has worked with the Saint Regis Mohawk Tribe Mental Health Program for over fifteen years. Although Anita is not from the community she has a deep love and connection to the Akwesasne Community. Anita puts her patients first and will be willing to give them 100% if they can give her it back. Anita is always there for her clients during work hours and after work hours. Anita is very knowledgeable about Trauma and Recovery and works with 75% of the Department of Social Services clients. Anita will give the workshop tips on working with children and families who have a history of Trauma and how to work towards Recovery.

Scenario Cards

SCENARIO A – YOUTH ROLE

You are an 18-year old who is nearing completion of high school. You were not a very good student although you will manage to graduate. You don't like being in school, although that is as much due to the social environment as it is due to the classes. You also have a hard time sitting in a classroom. You have no idea what your plans are after graduation. Although you have some awareness of college, you don't know anything about your options and assume that college isn't an option for you given your poor performance in high school. You've never visited a college campus or talked with anyone who is going to college and find the whole prospect very intimidating. You've decided to stay in foster care for the time being so that you can continue to live with your aunt but she hasn't been providing you with any help regarding what to do next with your life. You have two younger siblings who look up to you.

SCENARIO B – YOUTH ROLE

**SCENARIO A – SOCIAL
WORKER ROLE**

The youth you are speaking with is 18 years old and is nearing completion of high school. She was not a very good student although will manage to graduate. The youth strikes you as being intelligent and primarily hasn't excelled in school due to several changes in schools over the years, lack of support from her aunt, the primary caregiver, and an overall lack of motivation. She has struggled socially and has expressed in the past that she hates sitting in a classroom all day long. She has decided to stay in foster care for the time being and the aunt is willing to keep the youth as long as she continues to receive payments. None of the youth's family, including the aunt, ever went to college and the aunt does not offer the youth much encouragement. The youth has two younger siblings who look up to the youth.

SCENARIO B – SOCIAL

You are a high school junior and just came back from a field trip that your school took to the local UC campus. You found being on the campus to be very exciting and although you hadn't given any thought about college up to this point, you've now become interested. Your grades are moderate (currently you have a 2.6 GPA). You don't have a clue where to start to figure out if you can go to college and you're afraid to ask anyone. You have some friends who are talking about college but they all seem to have help from their parents and you don't want to let them know you don't have parents to ask. You also assume that because you don't have someone to pay for college, it's probably not an option.

WORKER ROLE

You are meeting with a youth on your caseload who is a junior in high school for her monthly site visit. She lives with foster parents and her grades are moderate (currently you have a 2.6 GPA). She seems higher energy than usual but you don't know what she is excited about.

Mary



Age: 4 months

Date into care: December 15, 2014

Siblings: None

Reason for Removal: Inadequate Guardianship, mother left Mary alone for the night while she went out drinking with friends.

Background of Family Structure: Mom is 20 years old. Frequent alcohol use, no reported drug use. Father is unknown. No family members that are interested in caring for Mary.

Peter



Age: 9

Date into Care: July 5th, 2012

Siblings: 12 year old Sister, 7 year old brother
and 4 year old brother

Reason for Placement: Physical Abuse from Mother and Father

Background of Family: Mother and Father are married, reported physical abuse for only Peter. Peter seems to be the black sheep of the family. Mother and Father have no interest in taking him back into their care and willing to give him up for adoption. Peter has severe mental health concerns, he is seeing the same mental health counselor for the past two years and he is making progress forward.

Jessica



Age: 7

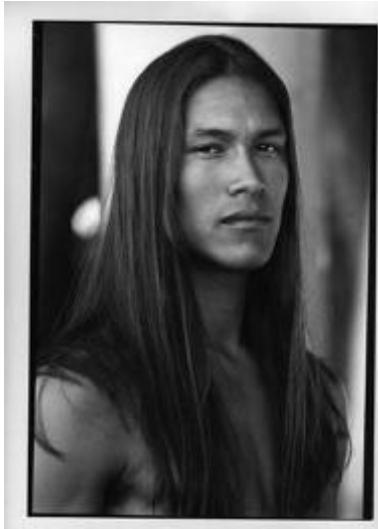
Date into Care: May 29, 2014

Siblings: Older Brother 17 years old, Thomas

Reason for Placement: Drug Use of the parents

Background of the Family: Mother and Father have a long history of drug abuse. Brother Thomas was taken when he was ten years old and returned to the parents care after they successfully completed treatment. Jessica has witnessed drug use first hand in the home.

Thomas



Age: 17

Date into Care: May 29, 2014

Siblings: 7 year old sister named Jessica.

Reason for Placement: Drug Use of the parents

Background of the Family: Mother and Father have a long history of drug abuse. Brother Thomas was taken when he was ten years old and returned to the parents care after they successfully completed treatment. Jessica and Thomas have witnessed drug use first hand in the home.

Jake



Age: 3

Date into Care: September 11, 2014

Siblings: 1 ½ year old sister, 4 year old brother, 5 year old sister, 7 year old sister

Reason for Removal: Physical and Mental Abuse

Background of the Family Structure: Jake's mother was killed in a car accident on July 14, 2014. Jake's grandmother took him and his siblings into her care. Jake's grandmother became overwhelmed and started to physically abuse and mentally abuse the children. All children were removed and placed in separate foster homes. The children receive sibling visitation two times a week at a local child advocacy center.

Patti



Age: 6

Date into Care: June 11, 2011

Siblings: None

Reason for Removal: Domestic Violence in the home/Sexual abuse

Background of Family Structure: Patti's mother is single and struggles to make ends meet, she brings home random men to help provide for herself and Patti, which result in Domestic Violence. On one account, a random man which Patti's mother brought home inappropriately touched Patti and performed sexual acts on the 5 year old. On several occasions Patti has been caught in the middle of the violence and struck several times. Patti's mother is making no changes in her life and the Department is looking towards adoption for Patti.