

## **Executive Summary**

### **Child and Youth Development in a Child Welfare Context**

#### **Course Description**

The Child and Youth Development Training provides an overview of development both along the course of three developmental theories as well as the challenges which impact the course of development. The training explores some of these challenges such as drug influenced gestations, MH concerns, and neurological issues. This training will also touch on the process of healthy brain development and the process of bonding. Finally, participants will explore the impact of cultural practices and beliefs and the strength based practices on child and youth development. The course utilizes lecturette, case studies, small group interaction, and case scenarios to help participants integrate the information.

#### **Target Audience**

This training is appropriate for new workers. New workers will be exposed to child and youth development theories, concepts, challenges, and barriers that may impact work with families.

#### **Outcome Objectives**

1. Recognize key concepts of three developmental theories and explain and give examples of the processes and milestones of normal development of infants, toddlers, pre-schoolers, school-age children, and adolescents across the physical, cognitive, social, emotional, and sexual domains and describe their relevance to child welfare practice.
2. Provide examples of how cultural variations, such as parenting practices, can influence the manifestation and timing of developmental skills and stages.
3. Explain how parent-child interactions affect early brain development, and provide examples of parenting behaviors that stimulate optimal brain development and development of attachment and bonding.
4. Explain how physical and emotional trauma and neglect affect brain function and development and recognize the symptoms of PTSD in children and adolescents.
5. Recognize possible adverse consequences and identify symptoms of in utero drug and alcohol abuse on infant and child development, including fetal alcohol syndrome, mental retardation, developmental delays, and failure to thrive and be able to articulate when a medical assessment is useful or necessary.
6. Recognize the principal characteristics of Attention Deficit Hyperactivity Disorder and the basic concepts underlying current methods of assessment and treatment, and identify the social, communication, and behavioral indicators associated with autism and other pervasive developmental disorders and explain why early intervention is important.

#### **Ways that Supervisors can support the Transfer of Learning from the classroom to the job...**

##### ***BEFORE the training***

1. Supervisors should ask the trainee to pay particular attention to the link between trauma and development and be prepared to discuss when he/she returns to office.
2. Supervisors should ask the trainee to describe a healthy bonding process and how this is achieved between an infant and a primary caregiver.

***AFTER the training***

1. Supervisors should follow up with the trainee and request the trainee discuss the link between trauma and development.
2. Supervisors should ask the trainee to identify developmental implications (information learned in the training) to two families with whom the trainee is familiar either through file review, secondary case management, or case discussion.