

CWDC Induction Standards: Training Format for Standard 5

Standard 5: Understand the development of children and young people

1. Attachment and stages of attachment
 - a) Understand the basic principles of how children of all ages form attachments, effects on development and impact of interrupted development: Complete true or false worksheet
 - b) Understand child development and developmental needs of children and young people: Complete developmental needs of Children in your care worksheet.
 - c) Understand the difference between chronological age and stages of development: Highlight the milestones on the chart that the child in your care is achieving/or list the milestones they are achieving on the worksheet –make a note of any milestones you feel they are exceeding or not yet reaching for their age.

2. Resilience
 - a) Understand how Foster Carers can help children and young people develop 'resilience' and self-esteem: Complete encouraging children to have a positive identity worksheet.

3. Transitions
 - a) Explain significant milestones that mark transition and the range of responses: Complete significant milestones worksheet.
 - b) Understand how to support children and young people through significant life changes and challenges: Complete significant milestones worksheet.
 - c) Be able to work with young people to develop skills, self-confidence and knowledge to prepare them for independent living: Draw a preparing for adulthood spidergram.

4. Supporting play, learning and activities
 - a) Know how to encourage children and young people to participate in activities: Complete scenarios worksheet.
 - b) Explain how play, hobbies and interests are important to development: Complete how are play etc.... important worksheet.
 - c) Explain the importance of adhering to appropriate routines for children and young people: Either complete the daily routine log sheet or use an extract from your log book to show how you have a regular daily routine for child/ren in your care.

5. Supporting educational potential
 - a) Show how you can encourage and support children and young people with their education and help them overcome setbacks: Complete scenarios worksheet.
 - b) Be able to actively work with families, social worker and teachers to help children and young people achieve: Complete the not attending school flowchart –to show step by step what you would do if a child in your care was not attending school e.g. step 1 may be talk to child first. Alternatively a HHR/log/writing in workbook may be used as evidence to show how you have worked with a teacher/social worker to help a child in your care achieve in their education.
 - c) Know how to support young people in their further education, training and employment: Complete social exclusion worksheet.
 - d) Be able to advocate on behalf of children and young people to ensure their educational needs are met: Cross-ref to a + b and you can use HHR or log as evidence.

6. Understanding Context
 - a) Understand children and young people in the context of their wider family, caring or social network: Draw a spidergram of people in a child's family.
 - b) Understand the contribution family, caring and social networks make to the development of children and young people. Choose 2 different people from the diagram and note what effect each one may have.
 - c) Understand the impact of abuse, separation and loss on the behaviour of children and young people: List in workbook types of behaviours you would expect to see as a result of abuse, separation and loss.

7. Promote positive sexual health and sexual identity
 - a) Understand how to promote good sexual health with children and young people: Store sexual health leaflets and info and complete 'what have I learnt?' sheet.
 - b) Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexual identity: store leaflets and info and 'what have I learnt?' sheet.

8. Supporting disabled children and children with special educational needs
 - a) Understand the 'social model of disability' and what it means in relation to your work as a foster carer: Jot down your understanding of what being disabled means in the workbook, complete the diagram to show what the social model of disability is.
 - b) Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties: Underline on sheet or list in book things that may specifically affect children/young people.
 - c) Understand the need to adapt activities and experiences so individual children and young people can take part: Adapting activities worksheet.
 - d) Understand how you might support children and young people with special educational needs and their families: Note in workbook things

you could do to support a child and family, focusing on a specific special educational need.