TSDS Induction Standards: Training Format for Standard 5

Standard 5: Understand the development of children and young people

1. **Attachment and stages of attachment**

1. 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
2. Understand child development and developmental needs of children and young people: Complete developmental needs of Children in your care worksheet.
3. 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.
4. **Resilience**
5. Understand how Foster Carers can help children and young people develop ‘resilience’ and self-esteem: Complete encouraging children to have a positive identity worksheet.
6. **Transitions**
7. Explain significant milestones that mark transition and the range of responses: Complete significant milestones worksheet.
8. Understand how to support children and young people through significant life changes and challenges: Complete significant milestones worksheet.
9. 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.
10. **Supporting play, learning and activities**
11. Know how to encourage children and young people to participate in activities: Complete scenarios worksheet.
12. Explain how play, hobbies and interests are important to development: Complete how are play etc…. important worksheet.
13. 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.
14. **Supporting educational potential**
15. Show how you can encourage and support children and young people with their education and help them overcome setbacks: Complete scenarios worksheet.
16. 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 FHR/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.
17. Know how to support young people in their further education, training and employment: Complete social exclusion worksheet.
18. 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 FHR or log as evidence.
19. **Understanding Contexts**
20. 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.
21. 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.
22. 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.
23. **Promote positive sexual health and sexual identity**
24. 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.
25. 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.
26. **Supporting disabled children and children with special educational needs**
27. 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.
28. 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.
29. Understand the need to adapt activities and experiences so individual children and young people can take part: Adapting activities worksheet.
30. 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.