



Implementing ARC Reflections for Foster Parents

A GUIDE FOR CHILD WELFARE AGENCIES

SUMMER 2017



THE ANNIE E. CASEY FOUNDATION

ARC REFLECTIONS

ARC, or Attachment, Regulation and Competency, is a framework for working with children and teens who have experienced trauma. Developed by Margaret Blaustein and Kristine Kinniburgh of the Justice Resource Institute, ARC builds on the resilience of children, teens and families.

ARC Reflections — an ARC-informed caregiver training curriculum for foster parents, kin and other caregivers — was written by Blaustein and Kinniburgh with support and consultation from the Annie E. Casey Foundation. The model was piloted in six child welfare agencies in 2015 and evaluated by Child Trends, a nonprofit, nonpartisan research center with a focus on child welfare.

ARC REFLECTIONS CURRICULUM

The nine-session ARC Reflections curriculum is available free of charge from the Annie E. Casey Foundation. In addition to this implementation guide, the curriculum includes:

- Nine training presentations
- Nine facilitator guides
- Handouts for foster parents
- Olivia's story
- A case manager guide
- A facilitator welcome and handouts booklet
- Survey and feedback materials

TECHNICAL ASSISTANCE

For more information about ARC Reflections, please contact:

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At Justice Resource Institute

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THANK YOU

Thank you for your interest in ARC Reflections for Foster Parents! Children and teens in out-of-home placements fare better when child welfare systems have more and better supported foster families, including kin caregivers. That's a key lesson learned by the Annie E. Casey Foundation through two decades of working with public child welfare agencies to improve outcomes for children and families.

With this in mind, the Casey Foundation is excited to share ARC Reflections. It is a promising curriculum piloted in six child welfare agencies in 2015 and evaluated by Child Trends, a nonprofit, nonpartisan research center. Foster parents who used it found it immediately helpful in understanding and supporting children and teens in their care.

ARC Reflections includes detailed facilitator guides, training presentations, handouts for participants, Olivia's story and a case manager guide. ARC Reflections is a high-quality, skill-building curriculum that adds a trauma focus to your agency's array of foster parent resources.

ARC Reflections has benefits beyond training. Its framework for addressing trauma is best used when implemented throughout your agency to give staff and foster parents a shared language for discussing children's needs, guiding caregiving strategies and bringing an understanding of trauma to treatment conferences and family meetings. It also gives your agency a way to involve foster parents as frontline practitioners, bringing their expertise and commitment front and center as you work together to help children and teens thrive.

The Casey Foundation hopes your agency will use this curriculum and share it widely with colleagues and partners. Child welfare systems and programs throughout the country are helping children and families thrive, and it is the Foundation's honor and pleasure to offer this resource to support you.

Tracey Feild

Managing Director

Child Welfare Strategy Group

The Annie E. Casey Foundation

INTRODUCTION

Over the past decade, child welfare systems across the country have been transforming their agencies to be more sensitive and responsive to trauma.¹ However, foster parents² and kin — the team members who spend the most time with children placed in their homes — are often last to learn about the impact of trauma on child behavior, along with skills to help children and teens who have experienced trauma.

We know the impact of trauma has far-reaching consequences for children and caregivers. Caregivers need to know that trauma affects development, behavior and, most importantly, relationships. Fortunately, there are approaches to treating traumatic stress for children and teens that are available to the general public and now, with the help of this guide, to child welfare practitioners.

ARC Reflections is a skills-based parenting curriculum for caregivers of children and teens in foster care. This implementation guide serves as a primer for child welfare agencies interested in installing the curriculum within their existing in-service foster care training program. The guide includes two parts:

- **Part 1:** Installing ARC Reflections. This describes ARC Reflections' components, logistics and planning steps.
- **Part II:** Implementation considerations. Here we share lessons learned from jurisdictions that have piloted ARC Reflections.

What is ARC Reflections?

ARC is a resilience-based comprehensive framework for intervention with children and teens exposed to complex trauma.

Recently, ARC has been adapted for use with kin and non-relative foster parents of children in traditional and treatment-level foster care. This adaptation, ARC Reflections, is a collaboration between the Annie E. Casey Foundation and the Justice Resource Institute. ARC Reflections seeks to support:

- foster parents and kin in understanding how trauma may affect youth in their care;
- foster parents and kin in developing tools for managing the stress of caring for kids who have experienced trauma;
- foster parents and kin in learning about and using parenting skills that enhance the well-being, stability and permanency of the youth in their care; and
- agencies in retaining motivated, skilled foster parents.

PART I - INSTALLING ARC REFLECTIONS

ABOUT THE ARC FRAMEWORK

The Attachment, Regulation and Competency (ARC) treatment framework is a components-based model for working with youth and caregivers of youth who have experienced and been affected by trauma. It focuses on:

- building healthy attachments among youth and caregivers;
- supporting youth in their ability to identify, understand, tolerate and shift emotional and physiological responses and experiences;
- supporting normative developmental competencies that may have been derailed by trauma exposure; and
- integrating trauma experiences.

ARC Reflections is based on ARC concepts and is designed to be a freestanding parenting course. To learn more about ARC, visit the Justice Resource Institute's website at www.traumacenter.org/research/ascot.php. You can also visit the ARC website at <http://arcframework.org>.

WHY ARC REFLECTIONS FOR FOSTER PARENTS?

Foster parents, including kin, can benefit from furthering their knowledge of children's complex behavioral health needs. To do this, they must be supported by — and contribute to — the work of agency professionals.

The ARC Reflections curriculum makes this possible through nine two-hour modules that cover trauma's imprint at different ages and stages of development while demonstrating strategies for managing children's emotional and behavioral dysregulation and secondary traumatic stress.

The curriculum is designed to develop caregivers' understanding of traumatic stress, increase their own emotional regulation and provide tools to support their parenting. Additional benefits of ARC Reflections include:

- **Tools for foster parents.** Trauma treatment concepts are translated into tools that can help the foster family support a youth's emotions and behavior.

The Nine ARC Reflections Modules

1. Understanding Trauma
2. Behavior Makes Sense
3. Put on Your Oxygen Mask
4. Cultivate Connection
5. Mirror, Mirror
6. Calm, Cool, Connected
7. Respond, Don't React
8. Who Are You? All About Identity
9. Endings and Beginnings

- **A case manager/social worker guide.** The guide is designed to parallel the caregiver training modules. It includes information about each session's key concepts, examples of ways agency staff can support foster parents as they learn and tips for integrating ARC concepts in discussions, action and evaluation.

The case manager's guide is a quick reference for staff. In addition to providing a content overview of each session, there are concrete suggestions for promoting learning and supporting foster parents.

A CLOSER LOOK

ARC Reflections focuses on:

- Attachment by strengthening and enhancing caregivers' skills, knowledge and network of relationships.
- Regulation by cultivating children's and teens' awareness and skills in identifying, understanding, tolerating and managing their inner lives.
- Competency by addressing key factors associated with resilience, increasing opportunities for choice and empowerment and building effective self-identity and decision-making skills.

Nine key themes or content areas are covered in the curriculum:

- **Understanding trauma.** The first session introduces participants to the training structure, supports cohesion among group members and introduces important information about the role of trauma in children's and teens' lives.
- **Behavior makes sense.** This session builds on earlier content, emphasizing that many challenging behaviors displayed by children and teens make sense when you look at their life experiences. Caregivers are encouraged to explore the lens children and adolescents may be using to understand themselves, their relationships and their world.
- **Put on your oxygen mask.** Parenting in the best of circumstances may be challenging, and parenting children and teens in the child welfare system may include many additional challenges. To be effective caregivers, foster/resource/kin caregivers need to tune in to their own experience and needs. In this session, participants learn to understand their own responses to stress and trauma, identify their strengths and vulnerabilities and identify self-care resources.
- **Building relationships.** In this session, participants are invited to think about the range of strategies for building and sustaining relationships with children and teens who have experienced profound harm and loss in previous relationships. Participants are encouraged to share their own experiences and strategies with other group members.
- **Mirror, mirror.** Relationships are most effective when people can accurately read and respond to others' communications. With children and teens who send confusing or extreme emotional signals,

Implementation Checklist

- ✓ Create implementation team
- ✓ Develop communications plan and messaging for stakeholders and staff
- ✓ Identify trainers and plan training-of-trainers sessions
- ✓ Identify and engage all stakeholders
- ✓ Create plan for engaging foster and kin caregivers
- ✓ Collect data (from pre- and post-tests and feedback forms) and adjust training logistics in response

this is particularly difficult. This session encourages caregivers to be curious about children's and teens' communications style and learn to respond supportively.

- **Calm, cool, connected.** Managing emotions and behavior can be difficult for children and teens whose lives have included trauma; too often these difficult behaviors lead to placement disruption. In this session, caregivers build toolboxes for responding to children and teens in difficult moments and helping them develop their own self-regulation skills.
- **Respond, don't react.** When children and teens have experienced many kinds of harm and danger, it can be hard to create situations in which everyone in the family — the child, caregiver and other family members — feel safe. This session shows caregivers how to experiment to find and grow their ability to stay calm in the midst of trying circumstances. Caregivers learn to understand where behaviors come from and engage strategies that work.
- **Who are you? All about identity.** An important goal for all children and teens is to build a positive understanding of who they are. Caregivers contribute profoundly to this sense of self, even for children and teens in brief placements. In this session, caregivers examine ways to support positive identity in children and teens in their homes.
- **Endings and beginnings.** The final meeting addresses a key challenge: managing a child or teen's transition to reunification or some other form of permanence, in a safe, supportive way. Group members discuss how a foster placement might end, examine real-world factors that influence how children and caregivers experience this phase and discuss helpful transition strategies. Participants also have an opportunity to process their own transition as the ARC Reflections training ends.

Throughout the nine sessions of ARC Reflections, training participants also follow the life and development of a young girl named Olivia. Facilitators use the experiences of Olivia and her caregivers to illustrate many concepts and skills.

ARC Reflections requires a large time commitment. But its benefits are considerable. Foster parents and staff alike will benefit from thorough psychoeducation on trauma and use of hands-on tools and skills.

AGENCY READINESS

Agency support for foster and kin caregivers begins with agency leaders. Leaders must value and prioritize foster parents and provide the right mix of resources to ensure they have the necessary skills and support to succeed. Leadership buy-in is critical to ARC Reflections, which is designed to increase teamwork among adults, from foster parents and caseworkers to other professionals who are focused on helping a child or teen to thrive.

Agency leaders and the foster parent training department need to be able to perform the following tasks:

- talk confidently about ARC Reflections and how it will benefit caregivers, staff and children;

- designate staff to support foster parents;
- identify a team of champions to be responsible for implementing and sustaining foster parent training;
- clarify roles and responsibilities for casework teams that support foster parents;
- provide flexible funding for any needed child care, meals or other supports; and
- access community- and neighborhood-based resources to assist foster parents in their parenting roles.

In addition to leadership buy-in, you will need to communicate widely about the benefits of ARC Reflections, reaching agency administrators, managers and supervisors, management from community mental health agencies or providers and other key stakeholders with the authority to improve their systems or services.

Staff participating in ARC Reflections should include those who work directly with children and youth in foster care and with foster and kinship caregivers. This includes frontline investigators, child welfare caseworkers and mental health providers. For ideas on how to share ARC Reflections with stakeholders, see Appendix 2: Sample handout introducing ARC Reflections.

AGENCY INTEGRATION

ARC Reflections is more than just another in-service training option for foster parents. It incorporates a framework for addressing child traumatic stress that can be installed throughout your agency. In addition to serving as a skill-building tool for foster parents, ARC Reflections gives staff and foster parents a shared language to discuss youth needs and guide parenting strategies. Therefore, it is essential that agency staff also participate in ARC Reflections training so that they can assist families in applying the concepts. In addition, staff who have been trained can bring a trauma lens into treatment conferences, family meetings, court proceedings and collaboration with community partners.

To achieve maximum benefits from ARC Reflections, agency policies, structures and practices should be reviewed and updated as needed to increase the trauma competence of your organization. A communications plan will be needed to identify messages, steps and a timeline to inform staff, foster parents, kin and other partners about ARC Reflections and describe how they will be involved.

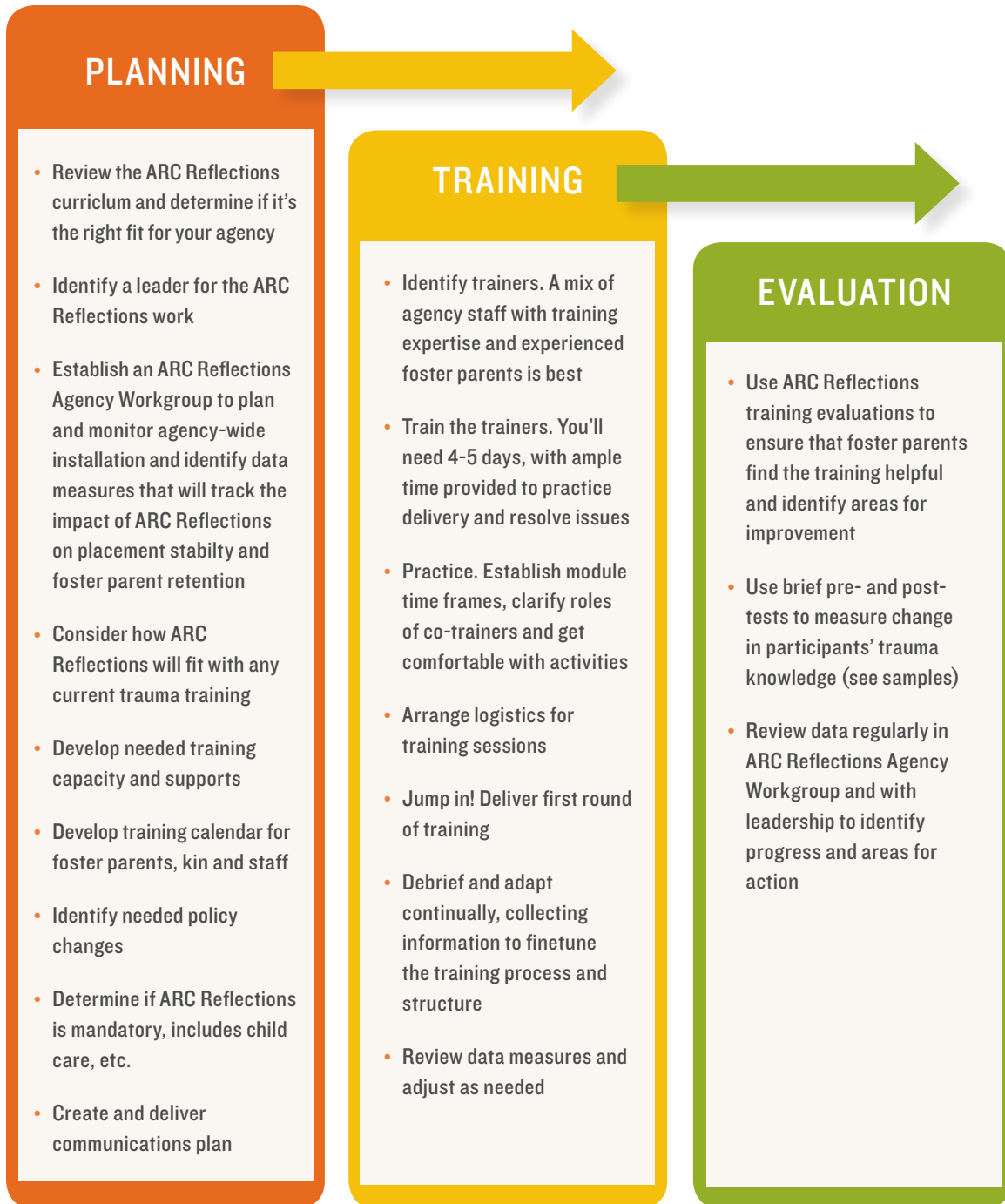
Dollars and Cents

Adding a training curriculum requires a financial investment. Plan for costs related to:

- \$ Staff time
- \$ Child care
- \$ Meals
- \$ Location costs
- \$ Training materials

LOGISTICS AND PLANNING

There are three phases of installing ARC Reflections: planning, training and evaluation.



We recommend three to six months of planning, messaging and training staff before inviting foster parents and kin to their first ARC Reflections training. Ideally, make one person responsible for the entire project, preferably someone with decision-making authority, such as a program manager. Once the Agency Workgroup is chosen, trainers can be identified and prepared to deliver the new curriculum. Barriers to participation should be identified and addressed; then foster parents can be invited and trained.

ARC Reflections is an in-service training curriculum. It has been found to be most valuable to families who have some experience caring for children with trauma histories. It is not intended to be a replacement for comprehensive pre-service training for new foster and kin families.

The remainder of this guide focuses on considerations that can affect the success of ARC Reflections as both a training approach and a new practice for supporting foster parents.

PART II – IMPLEMENTATION CONSIDERATIONS

PLANNING FOR IMPLEMENTATION AND SUSTAINABILITY

For ARC Reflections to become an essential element of your foster parent training program, its core principles must be embedded throughout your entire system. There must be a continuous emphasis on the need for teamwork on behalf of each child and building an agency culture that supports caregivers and caseworkers who do this difficult work. Early on, the agency workgroup will need to identify policy and practice changes that will ensure that this culture is supported and grows. Also, make sure everyone with whom kids and caregivers come into contact, from service providers to judges and others, understands the effect of trauma on child development and behavior.

Another critical early task is deciding which data should be measured to track whether training is having the intended result. For example, are children who are having multiple placement changes from ARC Reflections-trained homes? The goal of collecting data is to assess whether placement stability and foster parent retention are improving. A period is defined as a quarter, fiscal or calendar year. Knowing that racial disparities are common throughout the child welfare system, the agency should collect all data by race and ethnicity to track whether training is benefiting all families or some more than others. This will help you identify whether aspects of the training need to be adapted to better target your caregiver population. Tracking how long foster parents remain in your agency is also important. Data can help determine if this training has an impact on foster home retention and placement stability over time. Eventually, it will also help you tell the story of how ARC Reflections, and the changes it has made in your agency, is benefiting children and families. This is a key element of sustainability. For sample data collection template, see Appendix 3.

Your agency can implement and sustain ARC Reflections without additional support, since all materials are available free of charge online. Technical assistance and training can be arranged directly with the developers, if desired. Look for contact information on the inside cover of this guide.

Data Collection Suggestions

- Number of homes approved/certified/closed
- Types of homes in which children are placed
- Percentage of homes closed due to adoption, foster parent decision or agency decision
- Number of homes trained in ARC Reflections
- Number of children in ARC Reflections homes on first day of period
- Number of children who exited an ARC Reflections home during period
- Reasons why children exited ARC Reflections homes during period

WHAT DOES IT TAKE TO MAKE ARC REFLECTIONS SUCCESSFUL?

ARC Reflections is an interactive curriculum that comes alive with experienced trainers who have a background in trauma, experience with parenting and a knack for storytelling. A training-of-trainers (TOT) process will be necessary to prepare trainers to deliver the curriculum. We recommend developing a four- to five-day TOT process to allow trainers to learn the curriculum, practice delivery and solve any issues that arise.

The TOT process can also help you determine whether to allow more time to some sessions. Trainers who participated in the ARC Reflections pilot suggested that, depending on how many foster parents are in your group, you may wish to lengthen some of the sessions from two hours to three hours to allow more time for participants to discuss and review the material.

Using seasoned staff and foster parent trainers adds value to the curriculum, as does finding creative ways to present the information. The right mixture of foster parents is also important; 12 parents per group is ideal. Please see Appendix 1 for a list of trainer competencies.

TIPS FOR SUCCESS

In 2015, the Casey Foundation piloted ARC Reflections with more than 100 foster parents in six public child welfare agencies. Below you will find four lessons learned from this implementation.

Preparation is key

- Take staff workload and capacity into account. An extensive time commitment is necessary to get ARC Reflections up and running and woven into your agency's practice and culture.
- A small implementation team (the Agency Workgroup) requires at least one representative from senior leadership, one from the training department and a resource worker.
- Work backward from the number of caregivers that you want to train to create your work plan, including developing deadlines for communicating about ARC Reflections, holding your TOT, preparing copies of training materials and finding space for and inviting foster parents.
- Having the right space (and food!) can improve the experience for participants.
- Making the training mandatory underscores its importance and improves attendance. Pilot sites allowed foster parents a window of time for completing the training (generally 6-12 months).
- Once a training session is under way, make sure there are enough materials for everyone. And make sure the audiovisual equipment is working so everyone can see the PowerPoints!

TIP: Consider hosting an ARC Reflections information session to kick off this new type of caregiver support.

Caregivers Are Awesome Co-Trainers!

It may take more work to involve foster parents and kin as ARC Reflections co-trainers. But the benefits are huge. These caregivers can:

- Vouch for the information being provided
- Help their peers navigate your system
- Relate to first-time foster parents
- Share stories with their peers about their experiences

- The impact of the curriculum was enhanced when caseworkers who work with caregivers were involved in and aware of training content so they could follow up with families who were struggling with concepts or simply wanted to talk further.

Plan to celebrate success and support foster parents as needed

- How will you celebrate when staff and foster parents finish the ARC Reflections curriculum? Be thoughtful about what will be meaningful and find ways to applaud success.

Select the right trainers

- Trainers must be well versed in complex trauma and child development. Allow trainers time to learn the curriculum. If possible, allow them to preview the curriculum with a live audience as part of the TOT process. Trainers should be comfortable addressing difficult conversations that may arise in sessions, including conversations about race, ethnicity, gender and sexual identity and challenges of parenting children whose identity is different than theirs.
- Train all staff — foster parents, kin, foster care and adoption workers and case-carrying staff. Why? That way they can see immediate connections to their work and use the same language to talk about key concepts.
- Adjust the way the training is organized to work for your agency. Figure out whether you want to train all caregivers — kin and otherwise — together or separately. Also, while the modules are written as two-hour sessions, you may decide that some sessions would benefit from being three hours.

TIP: Flexibility is key. Use the facilitator materials as a guide. If you see concepts that would work better as an activity than a lecture, for example, test your theory!

Communicate like crazy

- If you want everyone to be trauma aware, you need buy-in from supervisors, staff, youth, birth parents, resource parents and foster families.
- Track foster parent experiences with the curriculum. Use pre- and post-tests to measure knowledge, approval and feedback. Also, use training evaluations at the end of each session.

TIP: Consider investing in reusable posters and other visual reminders about trauma-informed care and the language of ARC Reflections. See Appendix 4 for ideas.

SUSTAINABILITY

ARC Reflections for foster parents is both a systems approach and a training curriculum. If implemented well, it can lead to improvements in your system's ability to provide trauma-informed services, reduce placement disruptions and foster parent turnover, and allow children and their caregivers to focus on relationship building and permanence. Foster parents and kin will feel more confident in their ability to parent. Children and teens will be supported in processing their experiences and reducing traumatic stress. To see the dividends of the approach, embed the approach systemwide, incorporate trauma-informed practice and policy and offer ARC Reflections as an ongoing complement to other in-service trainings.

CONCLUSION

For most children in out-of-home placements, foster family care is the child welfare system's primary intervention. Caregivers — both foster parents, kin and others — are the face of that intervention. When communities and child welfare systems support foster parents by helping them build stronger caregiving skills and including them in all aspects of a child's life, children and teens have a better chance to heal from the trauma of maltreatment and separation from their families. Everyone benefits when agencies regard kin and other foster parents as frontline practitioners who are valued members of the agency's team.

We envision ARC Reflections as a model that will enable caregivers to better meet the needs of children and teens in their homes. By giving traditional and treatment foster parents more trauma-informed training and more hands-on skills for managing child and teen behavior, we believe fewer kids will disrupt from their foster or kin homes and more will be able to build stronger relationships and move toward permanence.

To move decisively in this direction, your agency can develop and maintain a cadre of professionals — staff, foster parents and kinship caregivers — who can competently identify trauma symptoms and provide appropriate supports to children who have been exposed to trauma. Implementing a systemwide trauma focus, as ARC Reflections does, can be critical to developing well-prepared, confident foster parents and caseworkers who know how to work together as a team and ensure that children and teens who have experienced trauma can thrive, now and in the future.

APPENDICES

APPENDIX I: RECOMMENDED TRAINER COMPETENCIES³

Each ARC Reflections session is led by two co-trainers, each of whom is responsible for collaborating to conduct the training. What makes for a good trainer? Professional trainers can be excellent, as can foster parents and agency staff. We strongly recommend having at least one professional trainer in each session plus a foster or kin caregiver.

Make sure both trainers understand they will play an important role in customizing and evaluating the training. Trainers should have a working knowledge of complex trauma and child development. They should understand and be able to apply basic instructional design principles (such as how to organize the training to effectively share information and engage diverse participants) and learning theory (such as being aware of various learning styles, adult learner motivations and techniques of experiential learning) to the design and presentation of the curriculum.

Effective trainers will be able to do the following:

- Adapt the training curricula and materials for relevance to each audience.
- Practice creative and effective training techniques, including involving participants in activities and discussions and using a variety of approaches to accommodate learning styles and motivate participants.
- Present ideas clearly, concisely and effectively and demonstrate a passion for transferring knowledge and understanding to participants.
- Demonstrate commitment to become more knowledgeable about unfamiliar aspects of childhood trauma, grief and loss.
- Demonstrate openness to feedback or supervision.
- Plan and prepare for training sessions efficiently, including preparation of the room and materials, as well as gathering information about participants.
- Assume and maintain control during the training sessions, make decisions quickly, address problems or conflicts in training participant groups and propose effective solutions in a group environment.
- Demonstrate sensitivity, respect and professionalism, as well as patience and empathy for diverse groups of participants; be able to listen actively for learner input.
- Address and facilitate difficult conversations, including how race, ethnicity, gender and sexual identity affect children, teens and their caregivers.
- Participate in the evaluation of the training, accept feedback on effectiveness of the training and seek opportunities to improve techniques and behavior.

APPENDIX 2: SAMPLE HANDOUT INTRODUCING ARC REFLECTIONS

COMING SOON: ARC REFLECTIONS TRAINING!

[Name of agency] is pleased to announce the kick off of ARC Reflections, a trauma-informed training for foster and kin caregivers

WHAT IS ARC REFLECTIONS?	This trauma-informed training teaches specific tools foster and kin caregivers can use to help kids and teens learn to regulate their emotions, feel connected and build strengths and relationships.
WHY?	We want to share new information to help children and teens who have experienced adverse childhood traumatic events. We aim to: <ul style="list-style-type: none">• provide more supports to foster parents and kin;• share hands-on techniques to address difficult behavior;• help foster parents plan to take good care of themselves; and• increase placement stability.
WHEN?	The first training will be held in January The training consists of nine modules, two hours each Child care and meals will be provided
WHERE?	To be announced

Multiple training series will be offered over the next seven months.
You will receive a formal invitation from your resource workers.

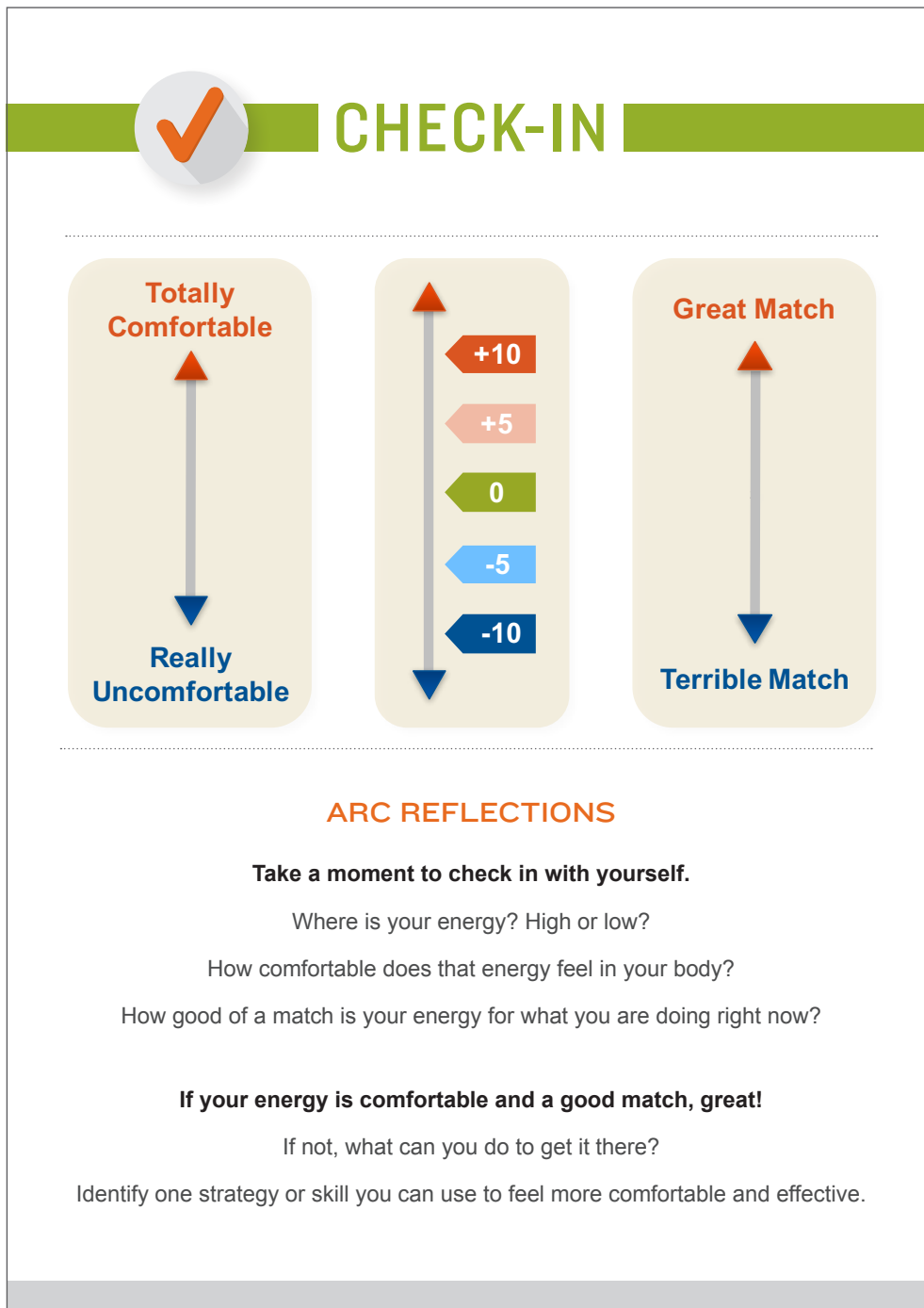
Stay tuned! More information to follow!

APPENDIX 3: SAMPLE DATA SUMMARY REPORT⁴

Find an Excel spreadsheet your agency can use or adjust here:

<http://www.aecf.org/m/resourcedoc/aecf-ARCReflectionsQuarterlyDataSpreadsheet-2017.xls>

APPENDIX 4: SAMPLE ARC CHECK-IN POSTER



The poster features a green header with a white checkmark icon and the text "CHECK-IN". Below the header are three vertical panels. The first panel shows a scale from "Really Uncomfortable" at the bottom to "Totally Comfortable" at the top. The second panel shows a scale from "-10" at the bottom to "+10" at the top, with "0" in the middle. The third panel shows a scale from "Terrible Match" at the bottom to "Great Match" at the top. Below these panels is the section "ARC REFLECTIONS" with several prompts for self-reflection.

CHECK-IN

Totally Comfortable

Really Uncomfortable

+10

+5

0

-5

-10

Great Match

Terrible Match

ARC REFLECTIONS

Take a moment to check in with yourself.

Where is your energy? High or low?

How comfortable does that energy feel in your body?

How good of a match is your energy for what you are doing right now?

If your energy is comfortable and a good match, great!

If not, what can you do to get it there?

Identify one strategy or skill you can use to feel more comfortable and effective.

APPENDIX 5: SAMPLE POSTER ON ARC REFLECTIONS CONCEPTS

ARC REFLECTIONS

empathetic nurturing

LET'S TALK ABOUT TRAUMA

- Trauma comes in all shapes and sizes
- Sometimes, trauma isn't obvious
- Trauma affects development
- Trauma shapes the lens through which youth sees themselves and the world
- Most often, behaviors are a means of survival

OPEN relational

curious SUPPORTED

ARC REFLECTIONS

- ARC Reflections is a training for foster parents. It:
 - helps foster and kin families understand trauma and the way it can affect behavior
 - is a skill-building curriculum that teaches foster and kin parents to manage difficult behaviors

engaged loving

TRAUMA INFORMED intentional FLEXIBLE

ENDNOTES

- 1 Child Welfare Information Gateway (2015). *Developing a trauma-informed child welfare system*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
- 2 References to *foster parents* always include kinship caregivers. *Caregivers* refers to both foster parents and relatives.
- 3 Adapted from Public Library Association (2007). *Turning the page: Supporting libraries, strengthening communities — Advocacy training implementation guide*. Chicago, IL: Author. Retrieved from www.publiclibraryadvocacy.org
- 4 Wildfire, J. (2015). *Summary data report*. Durham, NC: Wildfire Associates.