



NTI Transfer of Learning Guide



National Adoption Competency
Mental Health **Training Initiative**
Advancing Practice for Permanency & Well-Being

NTI Transfer of Learning (TOL) Guide

Experience Real Learning that Makes a Difference!



The National Adoption Mental Health Training Initiative’s “Transfer of Learning (TOL) Guide” provides a review of concepts that can increase the transfer of learning from NTI training modules into day-to-day practice. This guide gives you strategies to improve knowledge gains, including tools and examples to integrate into the training experience. You’ll learn specific ways participants can bring the acquired NTI

knowledge, values and skills into their work with children and families. Links to additional resources provide in-depth information to support the concepts in this guide.

Goals of the Guide

The [National Adoption Competency Mental Health Training Initiative \(NTI\)](#) is a comprehensive, standardized, web-based training comprised of two separate curriculums – **one for Child Welfare Professionals, and one for Mental Health Professionals**. NTI provides strategies, tools and a shared language to help professionals more effectively support the unique needs of families connected to foster care, adoption and guardianship.

Our goal is to increase the capacity of our systems to address the mental health needs of and improve well-being outcomes for children and their families in foster care and moving toward or having achieved adoption or guardianship. Completion of NTI training is a step in the right direction.

To effect system change, successful implementation ideally incorporates a plan for transfer of learning, the process of incorporating knowledge, skills and values gleaned from the training into real life situations and *every day* practice.

Can You Easily Explain “Transfer of Learning?”

Transfer of Learning (TOL) refers to the “**ability of a trainee to apply the behavior, knowledge, and skills acquired in one learning situation to another.**” It’s what makes a job easier and progressively faster as a learner becomes more skilled. Then they can apply what they already know to the day-to-day work.

Transfer of Learning (TOL) is the degree to which trainees apply the knowledge, skills, and attitudes learned in training when they return to the job, and the degree to which the new learning is maintained over time. ¹



In Education...

TOL refers to learning in one context and *applying* it to another, i.e., the capacity to apply acquired knowledge and skills to new situations. Transfer of learning is one of the most important ideas in teaching and learning. *Every student can benefit by learning in a manner that supports integrating their new knowledge and skills into their current knowledge and skills and improve job performance.*

Why Is TOL So Important?

Transfer of Learning is important because it **increases retention and utilization of new knowledge and skills.** Research indicates that there is a significantly higher rate of training transfer when training *plus* reinforcement was provided. **TOL activities also ensure desired results are met by:**

- ▶ Promoting a work environment of life-long learning
- ▶ Incorporating accountability through supervision
- ▶ Fostering an atmosphere that supports transfer of learning to practice
- ▶ Inspiring leadership involvement and reinforcement
- ▶ Providing opportunity to track effect of training
- ▶ Offering opportunities to provide feedback regarding results
- ▶ Supporting risk management – a well-trained workforce improves decision-making, productivity, and expertise, and realizes improved outcomes for children and families

6 Key Principles of Transfer of Learning include:

- #1 Learning Is a Process, Not an Event
- #2 Knowing Is Not the Same as Doing
- #3 Passing Isn't Good Enough
- #4 Time Is Money
- #5 Training Is Everybody's Responsibility
- #6 The Goal is Progress Not Perfection

(Transfer of learning is hard work)

Successful implementation of evidence into practice requires strategizing at multiple levels including departmentally, organizationally, and system-wide. NTI recommends establishing a Transfer of Learning Plan **prior** to implementation of the training in your state, agency, or organization.



*“A transfer of learning is all about building **bridges that transport us between knowing and doing**, making us translators in the most conscious and deliberate of ways as we engage each new client and each new situation.”*

Anita Barbee & Marcia Martin

Creating a TOL Team: Key Principles and Transfer of Knowledge Activities

To ensure that training is retained and utilized in every day work, it is important to create a team of leaders responsible for supporting transfer of learning. Again, ideally, transfer of learning planning begins prior to engaging participants.



Teams will differ depending on organizational structure, policies and procedures. Teams might include department supervisors and managers, training directors, and other strategic partners. It is recommended that the team also include one or two key leaders who have the authority to hold staff accountable for increasing knowledge and skills in the workplace.

Research indicates that **managers play a critical role in facilitating and promoting training concepts, knowledge and skills into day-to-day practice.**** Therefore, it is essential that supervisors and managers be part of the TOL team. In fact, the manager has the greatest impact both **before training** (in messaging the value of training) **and after training** (in supporting the application of learning).

**Examples of research supporting this foundational statement on the critical role of managers:

- Julie Kirsch, CPTM, and Shannon Wzientek, CPLP, The Manager’s Role in Reinforcing Learning, Training Industry Magazine, March/April 2018.
<https://trainingindustry.com/magazine/mar-apr-2018/the-managers-role-in-reinforcing-learning/>

- Berk, J. (2008), 'The manager's responsibility for employee learning', Chief Learning Officer, 7, 7, 46–8. <https://www.chieflearningofficer.com/2008/07/03/the-managers-responsibility-for-employee-learning/>



Developing a TOL Action Plan and Key Considerations

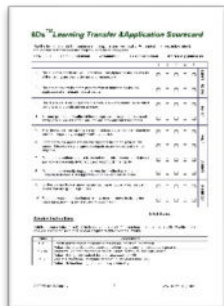
Now that you are focused on enhancing the adoption and mental health competencies of your staff, you will want to identify steps to serve as a foundation for the reinforcement of learning and ongoing practical application. This roadmap can help you and your staff in planning and implementing various strategies designed to incorporate the new knowledge and skills gained from this training into actual practice.



Sample TOL Action Plan

[A sample TOL Action Plan](#) has been provided in the Appendices (pg. 11) and as a link. It is focused on individual transfer of learning but can be modified to address TOL at the team or agency level as well.

You can modify the plan based upon the needs of the individual, team or organization. You may want to complete multiple versions of the Action Plan depending upon the number and types of goals and activities identified. Further, it should be revisited to monitor progress and adjust as needed.



6Ds™ Learning Transfer & Application Scorecard

Another tool to support TOL at the organizational level is the [6Ds™ Learning Transfer & Application Scorecard](#), also provided in the Appendices (pg. 12) and as a link. It can be used to evaluate the readiness of your agency or program to deliver desired training results. Specifically, the 6Ds include:

- D1: DEFINE** the outcomes in business
- D2: DESIGN** the complete experience
- D3: DELIVERY** for application
- D4: DRIVE** follow-through
- D5: DEPLOY** active results
- D6: DOCUMENT** results

REMEMBER – for successful Transfer of Learning:



1. **Include all key staff**, team members and others that are critical to ensure successful execution of TOL activities.
2. **Discuss and identify specific area(s) to address** in terms of key goals and activities
3. **Determine anticipated challenges to meeting those goals**, and how you will address those challenges
4. **Identify key detailed and specific action steps**; person(s) responsible, resources, date/time for ongoing activities, if applicable and what changes to look for.
5. **Review, Reassess and Modify** the plan as needed.

Strategies to Promote Transfer of Learning

It is important to use **multiple strategies** to be most effective in promoting transfer of learning. This may include being proactive about the groups of



staff you select for training (or training cohorts). For instance, assuring that you include staff who are “natural champions” or leaders among staff can help create interest and excitement for how to apply new learning into practice.



It is also helpful to find ways to induce **higher levels of supervisor and peer support** in the work environment. When supervisors are intentional about supporting their staff to use what they’ve learned and there are peer networks that support this application, the transfer will be more successful.

For transfer of learning to be successful, **supervisors must assume an "encouraging" and a "requiring" response to staff development activities.**

Encouraging responses include:

- Discuss the training course with the staff before the training
- Attempt to create readiness to learn
- Encourage staff to apply learning after training

Requiring responses include:

- Know what the staff member learned (supervisors should also take the training)
- Design activities to promote transfer
- Provide coaching and feedback
- Assess achievement via training surveys to determine the level of learning application and transfer



*“Unless **planned** transfer of learning (TOL) activities, including supervised practice and feedback, are formalized in **learning plans and rigorously applied**, much of what is acquired in education and training will never be used on the job.”*

Dr. Judith Rycus, Training Administrator, OCWT

Need more strategies to use throughout the training life cycle and beyond?

The following are additional strategies that managers and trainers can use as they examine training delivery and curriculum development before, during, and after training.



Before Training Begins:

- Set clear goals and objectives
- Orient supervisors and trainees to the curriculum
- Provide a training description and create opportunities for stakeholders, supervisors and trainees to share expectations/desired outcomes
- Encourage supervisors and trainees to create preliminary TOL Action Plans to support transfer of knowledge and application
- Connect new knowledge and skills to future use (e.g., Why are we doing this?)

During Training:

- Provide adequate repetition, practice and feedback to prepare trainees for implementation of new skills
- Ask trainees to predict possible on the job learning applications
- Provide multiple activities that reinforce the same skill set
- Give immediate individualized constructive feedback
- Provide ways for trainees to support each other – feedback and discussion
- Use authentic and meaningful tasks that harness trainees existing knowledge (role playing, real life scenarios to connect training concepts to trainees’ home or work)

After Completion of Training:

- Provide opportunities for reflection and self-monitoring
- Help trainees develop job aids and other reference materials
- Provide tools to help supervisors coach, evaluate and support training
- Ask impactful and stimulating questions to cue engagement:
 - What does this remind you of?
 - Have you done anything similar before?
 - Do you think this will work here?

Additional Activities Can Be Provided Anytime:

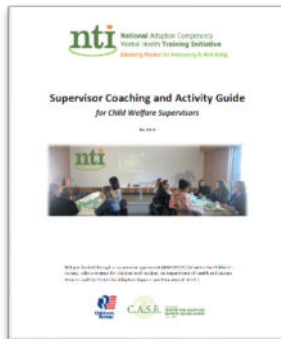
Provide Micro-learning and Microteaching Opportunities (i.e., Video Clips, Podcasts, Infographics, Brief Q & A documents, etc.)



Examples of TOL Activities related to NTI

TIP Sheets: NTI developed module-related TIP Sheets for **both** curricula. Each training module has a corresponding TIP sheet full of practical ideas and resources. These TIP Sheets are available as downloadable PDFs at the NTI website:

<https://adoptionsupport.org/nti/transfer-of-learning/>



NTI Supervisor Coaching and Activity Guide: [A Supervisor Coaching and Activity Guide for Child Welfare Supervisors](#) has been developed by NTI to support transfer of learning. The Guide provides various activities that supervisors can use with staff individually or in team settings to support their application into practice of three key skills identified for each module.

Live Coaching: One of the TOL strategies used during the NTI pilot for Mental Health Professionals was a coaching model used to bridge the classroom curriculum to practice by using coaches and case vignettes based on actual case scenarios. The coaching occurred via live webinar at three points during the curriculum, allowing participants the opportunity to see how adoption competent knowledge, values and skills can be applied to a variety of case examples. The process focused on the concepts and application of adoption competent assessment, treatment planning and treatment strategies. Attention was also given to exploring issues such as race, culture, diversity and openness as they relate to fostering and adoptive families. For more information on coaching options available through C.A.S.E., contact NTI Director, Dawn Wilson:

wilson@adoptionsupport.org



NTI Transfer of Learning Matrix: This resource, provided in the appendices, includes ideas compiled from TIP sheets, NTI pilot sites, and other sources for transfer of learning activities that can be incorporated into the TOL plan **before, during and after** training. It also incorporates specific TOL activities that NTI pilot sites have used during and after implementation.

Additional TOL examples from NTI's pilot sites include:

- Reviewing modules in regular team meetings, relating concepts to case specific situations
- Arranging a training room where team members complete modules on individual computers with time to discuss learning as they move through the training
- Facilitating lunch break training discussions
- Virtual group coaching sessions after each module for reviewing module content and applying to open cases



A Few More Transfer of Learning Resources:

Academy of Professional Excellence, Transfer of Learning Guide, 12/16:

<https://theacademy.sdsu.edu/wp-content/uploads/2015/01/transfer-of-learning-guide-dec-2016.pdf>

Publication: Determinants of Transfer of training: A Comprehensive Literature Review.

Tonhauser, C. & Buker, L. (2016). International Journal for Research in Vocational Education and Training, 3(2), 127-165. DOI: 10.13152/IJRNET.3.2.4

Transfer of Learning Workforce Summary:

www.ncwwi.org.

Publication: Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results. Wick, Pollock, Jefferson, and Flanagan (Pfeiffer, 2006 ISBN: 0787982547).

Professional Excellence TOL Slide Share:

<https://www.slideshare.net/linashuja/transfer-of-learning-29424617>

Transfer of Learning Tools Sheet :

<http://ocwtp.net/PDFs/Trainer%20Resources/Transfer%20of%20Learning%20Tools.pdf>

Transfer of Learning Practice Guide:

<https://www.retrievalpractice.org/strategies/2018/5/18/transfer-guide>

Transfer of Training:

<https://elegantlearning.wordpress.com/2011/11/21/the-transfer-of-training/>

Response Ways to Promote Transfer of Learning:

https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/05/response_ways_to_promote_transfer_of_learning.html

How Adults Learn: The Push of Training and the Pull of Learning Guide:

<https://www.trainingzone.co.uk/deliver/training/understanding-the-push-of-training-and-the-pull-of-learning-how-adults-learn>

Appendices: References & Resources

This next section will include copies of the planning resources used earlier in this guide:



- TOL Action Plan
- 6 Ds Scorecard
- NTI Learning Transfer Matrix

NTI TRANSFER OF LEARNING ACTION PLAN

Learner:		Date:		
My Support Team/Network		Supervisor:		
Co-worker(s):				
Specific Areas to Improve: (Think about distinct accomplishments and activities to be achieved.)				
Problems to Overcome: (Describe the barriers that must be eliminated or reduced and how this will be done.)				
Detailed Specific Actions in Sequence (Include regular progress reviews with the support team as a part of the specific actions)	Responsible person(s)	Resources	Date/Time*	Changes To Look For
Step 1:				
Step 2:				
Step 3:				
Step 4:				
Step 5:				
Step 6:				
Step 7:				
Step 8:				
Step 9:				
Step 10:				
Step 11:				
Commitment of Support Team/Network:				
Signature of learner:				
Signature of supervisor:				
Signatures of co-workers:				

6Ds™ Learning Transfer & Application Scorecard

Use this tool to evaluate the readiness of a program to deliver results. For each of the items below, check the box that best describes the program using the following key:

1 = Not at all 2 = To a small extent 3 = Somewhat 4 = To a large extent 5 = To a very great extent

	1	2	3	4	5	
1. The business needs are well understood. Anticipated on-the-job results of the training are clearly defined and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Define
2. The design covers the <u>entire</u> process from invitation to on-the-job application and measurement of results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design
3. The relevance of learning to the business is explicitly stated; expectation for transfer and application is stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deliver
4. A robust process and sufficient time are provided for participants to set strong goals, plan for action, and prepare communications to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. After the course, participants are reminded periodically of their objectives and their opportunity to apply what they learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drive
6. Participants' managers are actively engaged during the post-course period. They review and agree on objectives and expect and monitor progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Participants continue to learn from each other after the course. Materials and advice are available to help them accomplish their goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deploy
8. Participants can easily engage coaches for feedback and advice. Progress is tracked and supported during the application phase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. On-the-job results are measured and compared to the outcomes the course was designed to produce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document
10. Results are used in a continuous improvement process to strengthen preparation, learning, transfer, and follow-through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Total Score: _____

Scoring Instructions

Add the numeric value (1 to 5) of the boxes you selected. The maximum possible score is 50. Use the table below to assess the readiness of your program to deliver optimal results.

Points	Assessment
> 45	Excellent likelihood of measurable results and return on investment. Action: Continue disciplined approach to learning; strengthen lowest scoring items.
33 - 44	Moderate likelihood for positive results, but return may be less than desired. Action: Strengthen weakest items to raise score to > 44.
< 32	Valuable results and adequate return on investment is less likely. Action: Revise learning initiative in a systemic way.

NTI Transfer of Learning Matrix

	Child Welfare Professionals	Mental Health Professionals
Before	<ul style="list-style-type: none"> • Work closely with your team to create an Action Plan for Implementation and TOL • Consider the importance, the purpose, content, processes, expected outcomes, and benefits of training • Make a firm commitment to complete NTI training yielding a Completion of Training Certificate and CEUs • Arrange training room where team members complete modules on individual computers with time to discuss learning as they move through training. 	<ul style="list-style-type: none"> • Work closely with your team to create an Action Plan for Implementation and TOL, if appropriate • Consider the importance, the purpose, content, processes, expected outcomes, and benefits of training • Create a list of ways training can be incorporated into your practice • Make a firm commitment to complete NTI training yielding a Completion of Training Certificate and CEUs
During	<p><i>Module 1: The Case for Adoption Competency</i></p> <ul style="list-style-type: none"> • Print the NTI Training Objectives and post it to check your progress <p><i>Module 2: Understanding & Addressing Complex Mental Health Needs</i></p> <ul style="list-style-type: none"> • Identify risk and protective factors for case reviews. • Discuss developmental trauma disorder and how it is different from PTSD. (Handout 2.1.2) • Develop program directory listing available area programs/providers. (Handout M2L2) • Watch the Module 3.2.3 video and try new tool presented in Lesson 3 to help a child tell their story • Use Handout 2.5.1 to help families find an adoption competent therapist • Use Child Welfare Information Gateway Foster Care and Adoption Directory or State Foster/Adoptive Coalitions for resources. • Talk to therapists in your area about participation in NTI for Mental Health professionals. <p><i>Module 3: Attachment and Separation</i></p> <ul style="list-style-type: none"> • Use Handout 3.1.1 with parents to help them recognize their child's attachment style and develop secure attachments. • Choose a treatment technique for addressing grief to use in current practice 	<p><i>Module 1: The Case for Adoption Competency</i></p> <ul style="list-style-type: none"> • Assess your current Adoption Competence: TAKE THE QUIZ (pg. 3). <p><i>Module 2: Understanding & Addressing Complex Mental Health Needs</i></p> <ul style="list-style-type: none"> • Using the Risk and Protective Factors resource, identify risk and protective factors present in a case of a youth with whom you have worked. • Review a current case using Developmental Trauma Disorder diagnosis tool • Try one new tool in Lesson 3 to help children integrate their stories • Review Program Directory of Practice Models and learn more <p><i>Module 3: Attachment, Child Development, and Mental Health</i></p> <ul style="list-style-type: none"> • Review the article, The Child Attachment Interview: A Narrative Review and learn more about using the Child Attachment Interview Protocol with clients. <p><i>Module 4: Impact of Loss and Grief</i></p> <ul style="list-style-type: none"> • Review Handout, Understanding and Treating Adoptive Families.

- Review the approach piloted by Iowa Department of Human services (Lesson 3); discuss as a group how your team might use these strategies
- Using the Resources in Module 5 of interventions supporting healthy attachments, share [Handout 3.5.1](#) with mental health practitioners.

Module 4: The Impact of Race, Ethnicity, and Culture and Diversity

- Show Anthony Peterson’s Ted Talk to discuss “race” construct and use [Handout 4.1.3](#)
- Using questions in [Lesson 5](#) to assess provider’s capacity to work with diverse population, ask providers these questions to ensure that your families are receiving help they need
- Host open forums and invite your mental health providers to learn about diversity issues impacting use including LGBTQ.

Module 5: Impact of Loss and Grief

- Include a “Loss Exercise” ([Lesson 1](#)) in a staff meeting where each person is asked key questions independently then discuss as a group.
- Assess the [Impact of Complex Trauma](#) with a youth/teen with whom you have worked.
- Using [Handout M2L2 Program Directory](#), develop a program directory listing programs providers in your area.
- Complete/Score the [Professional Quality of Life Scale \(ProQOL\)](#); determine how to incorporate into your practice.
- Watch video in [Module 3.2.4](#) and use one new tool in Lesson 3 to help a child tell their story

Module 6: Trauma’s Impact on Child Mental Health

- View video, “The ACES” ([Lesson 1](#)) and brainstorm ways to promote resilience through positive experiences
- Use a group supervision activity focusing on goals for attachment using TBRI principles. [Tip Sheet: Module 6 Child Welfare Professionals, pg. 2](#)
- Use questions in [Handout 2.5.1](#) to help families find an adoption competent therapist

Module 7: Identity Matters

- Utilize WHO AM I? Activity to engage staff in a discussion around their values and important aspects of their identity. [Tip Sheet Module 7, pg. 1.](#)

- Choose a [treatment technique](#) for addressing grief to use in your current practice
- Evaluate your own experiences and attitudes related to youth maintaining contact with previous attachment figures.

Module 5: Addressing Trauma’s Impact

- Assess the [Impact of Complex Trauma](#) with a youth/teen with whom you have worked.
- Review [Standardized Measures to Assess Complex Trauma](#) and ways you can add to your assessment protocol
- Complete and score the [Professional Quality of Life Scale \(ProQOL\)](#); determine how to incorporate into your practice.

Module 6: Impact of Race, Ethnicity, Culture Class and Diversity

- Discuss with a friend/colleague your own socialization experiences related to race, ethnicity, gender, etc. and how biases might impact your practice
- Review the Executive Summary of the resource, [Beyond Culture Camp](#), and determine relevance to your practice.
- Review the resource, [Seven Tasks for Parents, Developing Positive Racial Identity](#). Consider sharing these with the parents when working with a transracial adoptive family.
- Explore the referral resources at the end of Lesson 5, and review the [practice guide](#) for *Helping Families Support Their LGBT Youth*.

Module 7: Identity Formation and the Impact of Adoption and Guardianship

- Choose a youth from your practice and assess their mastery of developmental and adoption tasks in life stages according to this resource: [Psychosocial Model of Adoption Adjustment](#)
- Choose a youth from your practice, identify issues where adopted youth and their parents may get stuck ([Lessons 2 and 5](#)) and write a new treatment plan.
- Review [Searching for Birth Relatives](#) resource and explore possible responses and repercussions that youth may experience in your practice
- Review [The Effect of Family Communication Patterns on Adopted Adolescent Adjustment](#). How can you apply this in your practice?

- Plan a “movie night” for parents, invite transracially/transculturally adopted youth and facilitate open discussion about the film.
- Discuss case example at staff meeting reflecting difficulties with the child’s history and include role play activity. [Tip Sheet Module 7, page 2.](#)
- Ask a staff member to bring a case example of a youth who is intent on search and reunion to your next team meeting. After sharing the example, conduct a Role Play. [Topical Tip Sheet, page 2.](#)

Module 8: Promoting Family Stability

- Send [Handout 8.2.1](#) listing characteristics/skills of an adoption competent therapist to clinicians with whom you work.
- Become A Coach: Share resources with families and support them in their post-adoption experience.
- Use [Handout 8.3.1](#) “Finding and Using Post Adoption Resources” as a resource for families.
- Brainstorm in team meetings a list of needs that your families have identified and useful resources

Additional Ideas:

- Review modules in regular team meetings, relating concepts to case specific situations
- Facilitate lunch break training discussions

Module 8: Assessment and Treatment Planning

- Choose a youth in your practice, complete an assessment of the 5 domains addressed in *Using Clinical Assessment to Enhance Adoption Success: child trauma and traumatic stress, child/adolescent functioning, parent-child relationship and attachment, parent functioning, and adoption specific adjustment.*
- Review video training series, *Engaging Kinship Caregivers: Managing Stress in Kinship Care*, assess the presence of the 5 Dynamics presented and write treatment plan accordingly
- Become familiar with the range of symptoms and diagnoses related to FASD, from the NIH brief, *Fetal Alcohol Exposure.*
- Evaluate the *Common Dynamics in At-Risk Families* and how these dynamics might guide your work with a family.
- Choose a family struggling with challenging behaviors and apply TBRI or ARC models (*Lessons 2 and 3*) and jot down how you address each model’s component.

Module 9: Using Therapeutic Strategies to Assess Challenging Behaviors

- Think of a family whose child is at risk of being placed outside the home and *evaluate any common dynamics* present and how dynamics will guide your response.
- Review the article, [Application of the Neurosequential Model of Therapeutics© \(NMT\) in Maltreated Children](#) and determine application for practice using the case study example.
- Review [Assessing Attachment-Readiness and Capabilities in Prospective Adoptive Parents.](#) Apply this in your work with an adoptive or foster parent.

Module 10: Family Stability and Wellness Post-Permanency

- Choose a family who has experienced a relationship breakdown, list key risk factors and determine what supports would have been for healing.
- Think of a family whose child is at risk of being placed outside the home consider the *Common Dynamics in At-Risk Families* and how they guide your work with the family.

		<ul style="list-style-type: none"> Review Finding and Using Post Adoption Services and find out what post-adoption services are available in your state/community.
<p>After</p>	<ul style="list-style-type: none"> Continue to use the NTI training tools and resources and practice the skills you have acquired during the training Incorporate tools and skills into your practice Do roleplays with your team members to reinforce learning and skills Use NTI TIP Sheets to reinforce learning and skills Use questions in Handout 2.5.1 in Module 2 to help families find an adoption competent therapist Use Child Welfare Information Gateway Foster Care and Adoption Directory or State Foster/Adoptive Coalitions for resources. <p><i>Additional Ideas:</i></p> <ul style="list-style-type: none"> Review modules in regular team meetings, relating concepts to case specific situations Facilitate lunch break training discussions 	<ul style="list-style-type: none"> Continue to use the NTI training tools and practice the skills you have acquired during the training Incorporate tools and skills into your practice Use NTI TIP Sheets to reinforce learning and skills Use Child Welfare Information Gateway Foster Care and Adoption Directory or State Foster/Adoptive Coalitions for resources

