

How to Observe, Record and Report Participant's Manual



Ministry of Children's Services

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Alberta

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How to Observe, Record and Report (Participant)

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Agenda

1. Why are Observing, Recording, and Reporting Important in Caregiving?
2. What is Observing?
3. Behaviour Description vs. Interpretation
4. Avoiding Labeling
5. What Affects Observation
6. Observation Process
7. Observation Skills
8. What to Record
9. Effective Report Writing Skills
10. Types of Reports

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Learning Objectives

At the end of this session you will be able to:

- Describe the purpose and importance of observing, recording, and reporting information about a child in care
- Demonstrate the differences between behaviour description and interpretation
- Understand what influences your own observations
- Record information regarding a child
- Describe what to include in a daily log and a monthly report
- Work with Children's Services/DFNAs

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Documentation

Documentation is an extremely important part of the work that we do in Children's Services. It is important that all documentation be timely, objective and detailed. As caregivers you will have the most interaction with the children served by the department and it is imperative that the observations and knowledge you have be recorded and shared with the child's caseworker.

The *Child Youth and Family Enhancement Act* Policy Manual addresses documentation requirements for Caregivers:

CYFEA 3.1.4 Caregivers are required to provide relevant information about the child and his/her family to the case worker through the use of:

1. Memory Books — records the child's lived experiences while in care and may include photos, mementos, written stories, report cards, child's artwork, etc.
2. Daily Record Keeping — recording of significant information relevant to the child's health, education, behaviour, development, family contact, case plan (and any other relevant information)
3. Incident Reporting — a record of significant and/or critical events provided within 24 hours of the incident's occurrence

The documentation that you provide supports strong decision making for children by:

1. Giving the child a record of their life and experience
2. Tracking the child's progress (social, emotional, developmental)
3. Providing evidence of the child's need for supports and services
4. Providing firsthand observations and information about the child and child's biological family
5. Providing evidence in the event of assessment (investigation), non-compliance, or legal matters
6. Assisting in reunification, permanency planning, goal setting and case management

You will now see an excerpt from a Toy Story video and we will complete an activity after the video. Enjoy!

Why do we need to go to the effort of recording the information that we gather from observing?

1. **To see clearly.** Observing and recording support the safety, development, and identity of the child and their family:
 - To give the child a record of their life experiences, celebrations, and accomplishments
 - To not exaggerate or minimize and to separate feelings from facts
 - To generate ideas for the case plan by tracking social, emotional, and developmental progress
 - To better understand the child
 - To recognize and document growth and success
 - To provide first-hand observations and information about the child and/or the child's biological family
 - To observe and report to the case team any changes that result from medication/treatment/therapy
 - To provide first-hand observations in the event of an assessment, non-compliance, or legal matters
 - To help to safeguard against the possibility of an allegation
2. **To answer questions.** Helps to better understand the child and provide quality care as a result. To provide specific, concrete information while advocating for the child:
 - To record a child's development and progress
 - What behaviours are occurring? Not occurring?
 - To answer specific questions to assist in reunification, permanency planning, goal setting, and case management
 - To determine how frequent and how intense the behaviours are
 - To see if there is progress towards goals and thereby to provide evidence for the child's need for supports and services
 - To determine how adjustment is proceeding
3. **To relay information.** Reporting is an essential part of the team approach, which helps to ensure a consistent level of care, and supports good decisions:
 - To preserve memories for the child
 - To parents, case workers, and other professionals
 - To show the need for specialized services
 - For legal purposes and court decisions
 - To assess level of development
 - To help to prevent unfounded allegations

Identify each of the following statements as an Observation (behaviour **description**) or **Interpretation** (I). Use O or I in the space.

- _____ Bob's eyes filled with tears.
- _____ Bob was crying.
- _____ Bob had a cold.
- _____ Bob felt proud of himself.
- _____ Alex was 20 minutes late for the meeting.
- _____ Alex is very conscientious.
- _____ Joe's face was red.
- _____ Joe was embarrassed.
- _____ Daniel is exercising.
- _____ Alice was walking very slowly today and did not participate in any of the discussions.
- _____ Daniel was drunk.
- _____ Daniel's speech was slurred, he staggered and fell. I smelled liquor on his breath.
- _____ Jane is very excited.
- _____ Jane has refused to eat for two days.
- _____ Joel repeatedly tells us a story about being locked in a cage and cutting his way out with a knife.
- _____ Joel cannot differentiate between fantasy and reality.
- _____ Sally's mother loves her.
- _____ Sally's mother visits and phones her every week.
- _____ John is a fire setter.
- _____ John has been caught playing with matches on three occasions.

Behaviour Description:

Observable, measurable movement or activity

Verbal or non-verbal activities

What you actually saw, heard, touched, smelled, or tasted

Anyone else observing the same behaviour would see, hear, touch, smell, or taste the same thing

Interpretation:

A guess or impression about the intent of what happened

May include labeling

If used, indicate that it is your interpretation (use "I think," "In my opinion")

Should be used as little as possible in recording and reporting

When you are recording behavioural descriptions, you are effectively making observations that are far more likely to be objective than our own personal interpretations.

Labeling

A label is a bit of information we attach to something so that other people do not have to think about something in more detail. They make assumptions about what we have labeled.

Labels are problematic because:

- They are simplifications
- They tend to stick with a person
- They may be incorrect

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Human beings are all too quick to attach a label to people, events, and items around them. Usually these labels are of a negative nature more so than of a positive one. These labels can create problems when used to describe a child in care and his or her behaviour as you see on this slide.

If a label is used like “lazy,” “tired,” or “disrespectful,” the way you know it is a label is by asking, “How do I know they are tired, lazy, disrespectful, or any other? What am I observing?”

You should be able to list behavioural descriptions or observations. For example, the child could not keep their eyes open, they were asleep with their head falling down on their chest at the dinner table, they were rubbing their eyes, crying, and reaching for their blanket, etc.

One of the dangers of using labels is that other people may begin to use them as well. Then the label can begin to stick to the person!

What Affects Your Observation?

- Focus: Be very specific about what you are looking for at this time. Do not allow other behaviours, words, or observations to interfere with this current focus
- Experience and training: Take a moment to reflect on what you already know about what you are about to observe and what you have been trained to do
- Value judgments: Be sure that you do not apply your personal value judgments to this observation. (E.g. All children should respect adults, education is the most important part of childhood, parents should always or never do...)
- Expectations: Be sure that you do not come at this observation with preformed expectations based on previous experiences
- Biases, preconceptions, attitudes: Everyone has these, but this is the time to set them aside and not allow them to interfere with this observation
- How involved the caregiver is in the life of the child being observed: This involves questions like how long you have known this child, what is your current relationship like, etc.
- Mental and physical health and mood of the caregiver (observer): Be careful with taking these factors into account and honestly admitting that they may have an effect on your observation. i.e. We can be less effective at observing if we are not feeling well, have not been sleeping enough, are experiencing other stressors like difficulty in marital relationship, ailing parent etc.
- Caregiver's level of tolerance: This involves being aware of your hot buttons and not allowing them to interfere with the observation
- Stressors that may be occurring at the time: These can be many and varied, but must be taken into account
- Expectations of Children's Services: Be sure that you understand what is expected and needed by the worker in order to contribute to positive outcomes for the child

Being Self Aware

**What behaviours are you sensitive to? (Or,
another way to say this might be: “What are
your hot buttons?”)**

YOU are the one in
charge of *your* emotions!

The Observation Process:

Data gathering:

- Who is involved? Who is observing the incident?
- What is actually happening?
- Where is this happening?
- When is this happening?

Notice the “who, what, where, and when” connection. “Why” is not included on this list because “why” involves interpretation.

Interpretation:

- It is the writer’s point of view/opinion/perception of what is being observed
- It may be influenced by many factors that the writer sees from their perspective, but most situations can have many perspectives
- It is the writer’s perspective of why this is happening
- It may contain the writer’s guesses or impressions about the intent or motivation for what is happening
- Another person observing the same incident would likely have different interpretations
- It can be included in a report of the incident, but needs to be preceded by words such as “It is my opinion that...” or “I think that...” and followed up with evidence to support the interpretation... “I think that it upsets Susan when her mom leaves because she has cried at the end of each visit for the past six weeks”

Acknowledgement of Feelings and Reactions:

- Are you upset? Are you taking anything personally?
- Are you keeping a balance? Is there a balance between the child’s challenges and his or her strengths and resources?
- Are you observing this sort of behaviour in only one setting or has it happened in other settings or scenarios? Is anyone else observing similar situations?
- Do your observations include the child’s point of view?

Observing Skills

1. Select Behaviours and Situations Skillfully
2. Consider Body Language and Expressions
3. Involve Multiple Observers
4. Use Various Strategies
5. Be Self-Aware
6. Keep a Balance
7. Design a Plan

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1. **Select Behaviours and Situations Skillfully:**

You need to be able to choose the right thing to look for, and the right time and place to look for it. Be able to notice particular aspects of the current situation. Be able to select the correct behaviours and situations to observe.

What are some aspects in a situation that may cause a child to behave differently?

- Who was there?
- Where is the child?
- What happened just before?
- Are there any health problems or recent illnesses?
- Any other major events that have occurred?
- How long has the child lived with you as caregivers?
- What is the child's relationship like with you as caregivers?
- Does the child know that they are being observed?
- Are there aspects of the weather or the time of day that may be affecting behaviour?

2. **Consider Body Language and Expression:**

Body language is important to observe, especially when it is very different from (incongruent with) what the person is saying.

Body language is an important source of information about what is going on with the person.

You should be just as objective with body language as with other behaviour – Remember, describe, do not interpret.

Remember, about 87 per cent of everything we communicate is without words, so observation of body language, facial expressions, volume, tone, and expression tells us a lot.

3. **Involve Multiple Observers:**

List should include:

- Teachers
- Other professionals
- Other adults
- Older children may be used in some cases
- Other caregivers/adults, including the child's biological family
- Other family members

Remember: Other sources have to be objective in order to be used. They must be describing rather than interpreting. Caregivers are still responsible for the objectivity of their reports.

This is especially valuable when different people actually observe different things in the child and when a perception may need validation.

There is also certain credibility in evaluating a situation when more than one person is experiencing the same thing.

4. **Use Various Strategies:**

There are two main categories of observing strategies:

- Strategies that involve describing (qualitative). "His shirt was red."
- Strategies that involve counting (quantitative). "He wore a red shirt three times last week."

As you can see, the two approaches go together very well. Be aware of both approaches. Each has its benefits and limitations for observing and recording behaviours.

Think back to what was said earlier in this course about what kinds of things are considered behavioural descriptions.

It was anything that we can see, hear, smell, taste, or touch.

What kinds of things can you count?

Examples would be: How many times a particular behaviour occurs (frequency) in a specific time period and how long did the behaviour last (duration). Time is also quantitative (when was it?).

Neither of these is preferable. The key point is that the observation should have a focus, and the manner of observation should support the focus.

5. **Be Self-Aware:**

We have already discussed this earlier in this session, but it is very important to remember when discussing these observing skills.

6. **Keep a Balance:**

The focus of the observation is critical since it sets the tone for the case plan. Be sure that your observations are balanced. This means that there is a balance between the child's strengths and resources and their challenges.

The observer needs to ask himself or herself:

- Am I observing only one kind of situation?
- Do my observations include the child's point of view? Can I include this in the child's own words?

There is a danger of only observing one aspect of the child because that may be the one that is problematic. The more balanced the documentation is, the more useful it will ultimately be to the child.

Remember: children can come back after time in care and request their file information. What if they only read a negative perspective of what life was like for them?

7. **Design a Plan:**

In order to make a plan, you need to ask yourself the following questions:

- a. What specifically do I want to know? What is the focus? Decide on the target behaviour; the behaviour to be observed. Ask: "What do I want to know more about?"
- b. How will the information be used and by whom? What is the purpose? Examples of this might be:
 - To give the child's view of the issue
 - To help the child's team understand the child's needs and make a case plan
 - To determine the child's ability and progress towards change

What to Record

There are several areas to consider when recording behaviour:

1. **Response to Routine** (how is the child adjusting to and fitting into the rhythm of the family?)
2. **Response to Positive Discipline and Praise** (What discipline methods have been used and the child's response?)
3. **Response to Activities** (What is the activity? Who chose it? Who else was involved? Participation? Skills?)
4. **Relationship with Peers** (How is the child getting along with peers? Any behaviour patterns? Is the child a leader or follower? Are there particular challenges with certain peers?)
5. **Relationship with Adults** (How is the child getting along with adults and caregivers? Which adults? Is there a variety of responses with different adults?)
6. **Attitude toward Self** (Is it positive or negative? Has the child made any comments about their abilities, school, etc.?)
7. **Critical Incidents**
 - Elements of danger or risk
 - Crisis or turning point for the child
 - Disclosures
8. **Interaction with Members of their Biological Family** (visits, phone calls, statements, behaviour changes)
9. **Physical and Mental Health** (medications, appointments, state of health)
10. **Significant Events** (birthdays, graduation, Christmas, outings, etc.)
11. **School** (Attendance, progress, reports, peer interaction, teacher interaction)
12. **Absences** (AWOL)
13. **Relationship to Case Plan** (changes? goals being met? goals that may need to be changed?)

Obstacles to Recording

It is fair to say paperwork is not considered a favourite task by many, but why is it necessary? Why do you need to overcome the obstacles?

It supports:

- the well-being of children
- a record for the child
- case plans, including reunification, adoption
- court applications
- the safeguarding of your family against false allegations
- your potential to improve



Effective Report-Writing Skills

The following checklist helps a report writer to be sure that they are being clear and concise and giving the right information.

- Present supportive information when giving recommendations
- Show clear thinking in your writing
- Know and state the central theme of the report
- Be aware of personal challenges around reporting and overcome them
- Focus on all aspects of the child's development and well-being
- Be clear and factual in your observations
- Avoid using exaggerated, definitive terms like never, always, all the time, etc.
- Make realistic and practical statements of strengths, needs, concerns and issues
- Keep it brief
- Repeat critical information
- Get feedback and think about it
- Start and end with a positive comment
- Follow a useful format, such as:
 - Purpose of the report
 - Central theme
 - The methods used to attain the information
 - The relevant history/current information on the child
 - Core (heart, purpose) of the report
 - Summary
 - Recommendations (if appropriate)
- Give an outline of the report
- Make copies of detailed reports and send them ahead of time if possible

There is a rule of thumb for report writing:

“As little as possible, as much as necessary.”

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Some caregivers are much too wordy in their reports, some do not include enough information.

Memory Books/Lifebooks

Memory Books — or Lifebooks, as they are sometimes called — are very important for all children, especially children in care who may have scrambled memories of the events of their life and not be in contact with anyone from their past who can help them to better understand their history. Many children in care also experience moves that do not allow contact with previous caregivers and make preserving memories a challenge.

These books are not scrapbooks. The differences between a scrapbook and a Lifebook are:

- Scrapbooks usually contain happy memories of family events. A Lifebook contains information about all aspects of a child’s life, whether the memories are happy or not. It incorporates the whole of a child’s experiences with an emphasis on happy memories and events
- A scrapbook is commonly shared with other people. A Lifebook is more private and shared only with significant people in a child’s life
- An adult or child usually makes a scrapbook. An adult **and** a child make a Lifebook together
- A scrapbook is completed and finished. A Lifebook is always an ongoing process. It celebrates the child’s life

A child’s Lifebook should contain as much of the child’s perspective, wording, and viewpoint as possible.

A Lifebook incorporates a variety of media: words, photos, documents, artwork, and memorabilia. It becomes tangible proof that a child is valued and special.

Contents of Lifebooks:

Information about the Child:

- The Child's Birth: month, day, year, place, name of hospital, time, anything else that is available
- The Child's Developmental Milestones, if known
- Medical and Developmental Documents
- School Documents and Information
- Sports, clubs, lessons, other interests, new learning
- Description of the Child (Updated regularly): size, personality, favourites: activities: books, TV shows, video games, foods, colours etc.
- The Child's Dreams and Aspirations

Information about the Child's Family:

- This includes information about the child's parents, siblings, extended family members, pets, and any significant other people who have had a substantial relationship with the child

Special Events in the Child's Life:

- Birthdays, holidays, vacations

Sources of Information:

Caregivers must put on their detective hats and constantly seek information. Some of the sources of information that might be used are: birth parents, siblings (and the caregivers of siblings), extended family, case files, former caregivers, doctors, hospitals, medical records, schools, preschools, daycare centres, teachers, court records, counsellors, therapists, others.

There are five Rules of Lifebooks that you must remember:

1. Child Involvement
2. Be Honest
3. Be Positive
4. Developmental Appropriateness
5. Process Not Product, (Lifebooks are ongoing)

The Format of a Lifebook:

One of the best formats is a sturdy three-ring binder which takes page covers. Make sure that the page covers are archival safe and will not stick to the pages or remove the ink from the pages. This makes it easy for anyone to put pages of any sort right into the book. If you have large artwork that will not fit into the binder, take a photograph of it and be sure to include that.

This format is better than using a computer to make the book because the child can take the binder down any time and look through it. However, it is a good idea to have a digital copy for safe keeping, if possible.

You may want to make and keep a photo album as well as the Lifebook.

The Mechanics of Reporting

Use of a Computer:

If you are keeping your report forms and records on the computer, make sure that:

- Your computer is password protected so that no one has access to the files that you keep on the children you care for
- You keep separate files for every child
- You back up your files regularly and consider storing records on an external drive or memory stick
- When you send your reports electronically it is best to send them as attachments that are password protected. Send the password separately, unless otherwise directed by your GOA worker, agency or the child's caseworker
- When children leave your home, their electronic records must be deleted from your computer after making sure that everything has been shared/forwarded to the caseworker in some format

If you use handwritten reports, you must use a page-numbered notebook. The notebook must not be missing pages. Be sure to date every entry. Each child must have their own notebook. When a child leaves your home, the notebooks must be submitted to the child's worker for filing.

Agency Caregivers:

For those of you who are caregiving with agencies, your agency will have specific expectations with their own training around paperwork expectations. You will follow their guidelines for reporting formats and timelines.

Remember, you may need to report directly to the child(ren)'s caseworker(s) as well. Be sure that you are always keeping communication open about what is expected.

Documentation for Children's Services (CS)/Designated First Nations Agencies (DFNA)

Those of you who are kinship or foster caregivers for CS or a DFNA will receive guidelines from workers and children's caseworkers as to what documentation is expected from you.

Other Forms and Paperwork

There are some forms you should all have some familiarity with.

Many of Children's Services financial pieces are managed electronically, but you should all have copies of the Caregivers Handbook or Kinship Handbook. If you do not, please ask your worker for one.

You should all have blank copies of Administrative Review Forms, Appeal Forms, and approved Critical Incident Report Forms in your home office. You can get copies of forms at the Children's Services Office that you work with.

The Administrative Review and Appeal process would have been discussed in A2: Your Role on the Fostering Team. This is just a reminder about paperwork that you may require for safeguarding.

Phone Messages and E-mail Etiquette

This may seem obvious, but it is a good reminder about how to be the best at all of our communicating.

When leaving a phone message be sure to speak slowly and clearly. Leave your name and number, even if the person you are calling already has them. Leave the time and date and a BRIEF comment about why you are calling.

Examples might be:

- Changing a visit time or date
- Information regarding the child's biological family
- Time and date of an appointment that the worker needs to attend, e.g. school, assessment, doctor etc.

If it is urgent that you speak to a staff member, try an alternate number that you may have or press 0 if that is an option to speak with administrative staff.

When using email, make sure you address it to all those included in the matter or discussion. Use polite, professional language. Please edit and spell check your message. If there is a follow-up action required, be clear about what needs to be done and timelines, if relevant.

Emails regarding children in your home should be kept to child specific content. That means do not discuss children from different families in the same email. If the matter involves multiple children from different families, only include non-identifying information. (For example, “another child in the home struck Susan.”)

You may want to consider sending an email as a follow-up to some of your phone conversations and say, “As per our conversation on this date, at this time, regarding this child,” and so on. Include what was discussed and follow-up actions, if relevant. Invite whoever you have emailed to contact you if there is something that requires clarification or further discussion.

Contacting a Staff Member

You can access information online for all government staff at

<https://www.alberta.ca/staff-directory.cfm>, or;

Contact by telephone

Toll free: [310-0000](tel:310-0000) (in Alberta)

Phone: [780-427-2711](tel:780-427-2711) (outside Alberta, long distance charges apply)

Even with the convenience of email and cellphones, sometimes the nature of working with families and their children in need can keep workers away from their offices with limited time for phone and email follow-up. If you are having difficulty connecting with a worker and a matter can wait no longer you have a couple of options.

You can first leave a message, saying, “It is imperative/ important/urgent that I speak with you. I have left a message (at this time and date) and sent you an email(s) and I am letting you know I will ask your Administrative Support or Supervisor for assistance.”

OR You can call their office phone number and press 0 to speak with the Administrative Support, explaining the need to speak with someone.

Also, remember to be in the practice of “cc’ing” your support worker and supervisor and/or manager if necessary. Depending on the urgency of your matter, many units and offices have backup or emergency cover systems in place.

Conclusion:

As you can see, there is a lot required of caregivers when it comes to documentation. Do not assume that because you have not been directly informed/asked to provide documentation that it is not required of you.

Remember, the *Child Youth and Family Enhancement Act* speaks to the requirements for caregivers to provide memory books, daily record keeping, and incident reports, for children/youth in care.

If you are uncertain or have not been given specific direction, ask your worker and the child's caseworker for direction.

It is SO essential that caregivers continue to be diligent in the areas of Observing, Recording, and Reporting. One of the reasons for that is the topic of the next course in this series: A-4 Safeguarding Against Allegations of Abuse.

References

Province of Alberta:

Child, Youth and Family Enhancement Act (Current as of October 30, 2019)

The Foster Care Handbook: a Guide for Caregivers (2017)

Shurlow, Laurel, *Lifebooks*, 2010

YouTube:

<https://www.youtube.com/watch?v=vf9-ERYcfSk>

<https://www.youtube.com/watch?v=HF70FZbW8rY>

Reaction/Knowledge Survey:

Course name: How to Observe, Record and Report Date(s): _____
 Facilitator(s) name: _____ Location: _____

A. Learning Objectives

Based on the training you received in this course, rate how your knowledge of each learning objective has increased:

(Circle one number.)

1: Little/no increase ----- 5: Significant increase

1. Describe the purpose and importance of observing, recording, and reporting information about a child in care	1	2	3	4	5
2. Demonstrate the difference between behaviour description and interpretation	1	2	3	4	5
3. Understand what influences your own observations	1	2	3	4	5
4. Record information regarding a child	1	2	3	4	5
5. Describe what to include in a daily log and a monthly report	1	2	3	4	5
6. Work with Children’s Services / DFNAs	1	2	3	4	5

B. Course Presentation - Caregiver Training

To what extent do you agree or disagree with the following statements:

(Circle one number.)

- 0. Not Applicable
- 1. Strongly Disagree
- 2. Disagree
- 3. Agree
- 4. Strongly Agree

N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
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a) This course was needed in my role as a caregiver.	0	1	2	3	4
b) I will be able to use what I learned in this course.	0	1	2	3	4
c) The instructor(s) was knowledgeable.	0	1	2	3	4
d) The instructor(s) presented the information clearly.	0	1	2	3	4
e) The instructor(s) listened to my questions and answered them.	0	1	2	3	4
f) The instructor(s) helped me learn.	0	1	2	3	4
g) Written materials and handouts were useful and easy to follow.	0	1	2	3	4
h) I will use the material(s) after the course is over.	0	1	2	3	4
i) I feel confident applying what I learned.	0	1	2	3	4

C. Structure of the Program

For each of the following, please suggest whether changes should be made:

(Check the column that applies.)

	Increase	Decrease	Stay the same	Not applicable
a. Amount of course content				
b. Course difficulty				
c. Pace of the course				
d. Amount of audio-visual materials (videos, graphics, PowerPoint)				
e. Small group activities				
f. Skill practice activities (role play, scenarios)				
g. Large group discussion				
h. Presentations/Guest Speakers/Elders				

What elements of this course were most relevant in supporting you in your role as a caregiver?

What suggestions do you have that would increase your involvement/engagement in the course?

E. Demographic Information:

Which of the following best describes your current position?

Foster Caregiver	
Adoptive Caregiver	
Agency Caregiver	
Kinship Caregiver	
Child Intervention Staff	
DFNA Staff	
Other (please indicate)	

Which of the following best describes the format your training was delivered?

One to one (facilitator and you)	
Small Group (3-10 people)	
Large Group (9-25 people)	
Video Conference	
Annual Conference	
Other (please indicate)	

Thank you for completing this survey. The information that you provide in this form is to be used in the evaluation of the course, presenter(s)/facilitator(s), and presentation methods. It is collected under the authority of, and in compliance with the Freedom of Information and Protection of Privacy Act, and will not be used for any other purpose.