



**National Training and
Development Curriculum**
FOR FOSTER AND ADOPTIVE PARENTS



NTDC Podcast Activity Packet

The National Training and Development Curriculum (NTDC) supports families preparing to care for children through foster care, kinship care, or adoption. By combining real-world insight with evidence-informed strategies, including podcasts featuring experts and individuals with lived experience, NTDC helps caregivers connect with key concepts and apply them in meaningful ways.

This Supplemental Podcast Activity Guide is designed to enrich your experience with the podcast content. It offers a collection of optional activities—including word searches, fill-in-the-blank prompts, mazes, and coloring sheets—to help you reflect, engage, and interact with key concepts in a fun and accessible way. You're encouraged to explore any of the activities that appeal to you as you listen. For deeper exploration, we encourage you to listen to the full-length podcast episodes, available on the NTDC website.



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Child Development

BRUCE PERRY INTERVIEW

Dr. Bruce Perry, a senior fellow of the Child Trauma Academy in Houston, Texas, an adjunct professor in the Department of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago, joins April Dinwoodie, in recording a podcast about child development. Together they explore some basics about development and what happens when cognitive development, motor development, emotional development, and social development, are misaligned. They discuss what you should know and what you can do, when it comes to supporting healthy development for the children in your care.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/bruce-perry-interview-child-development



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

(Part 1)

"...we see kids develop _ _ _ _ _ skills and _ _ _ _ _ skills."

"The _ _ _ _ _ world expects your six-year-old to be able to

_ _ _ like a six-year-old."

"...have _ _ _ _ _ of his behavior that are developmentally

_ _ _ _ _ to what he can really do."

(Part 2)

"The _ _ _ _ _ time you do that, actually _ _ _ _ _ them through it."

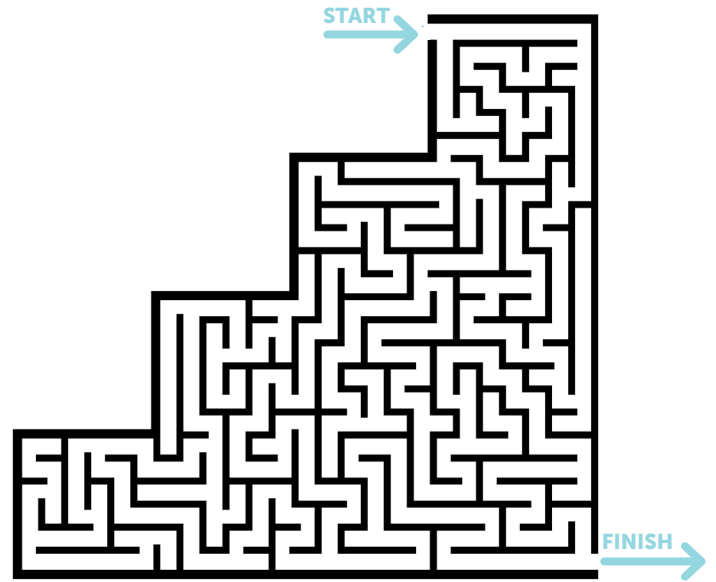
"And then you can set _ _ _ _ _ expectations."

FIND THESE 5 WORDS

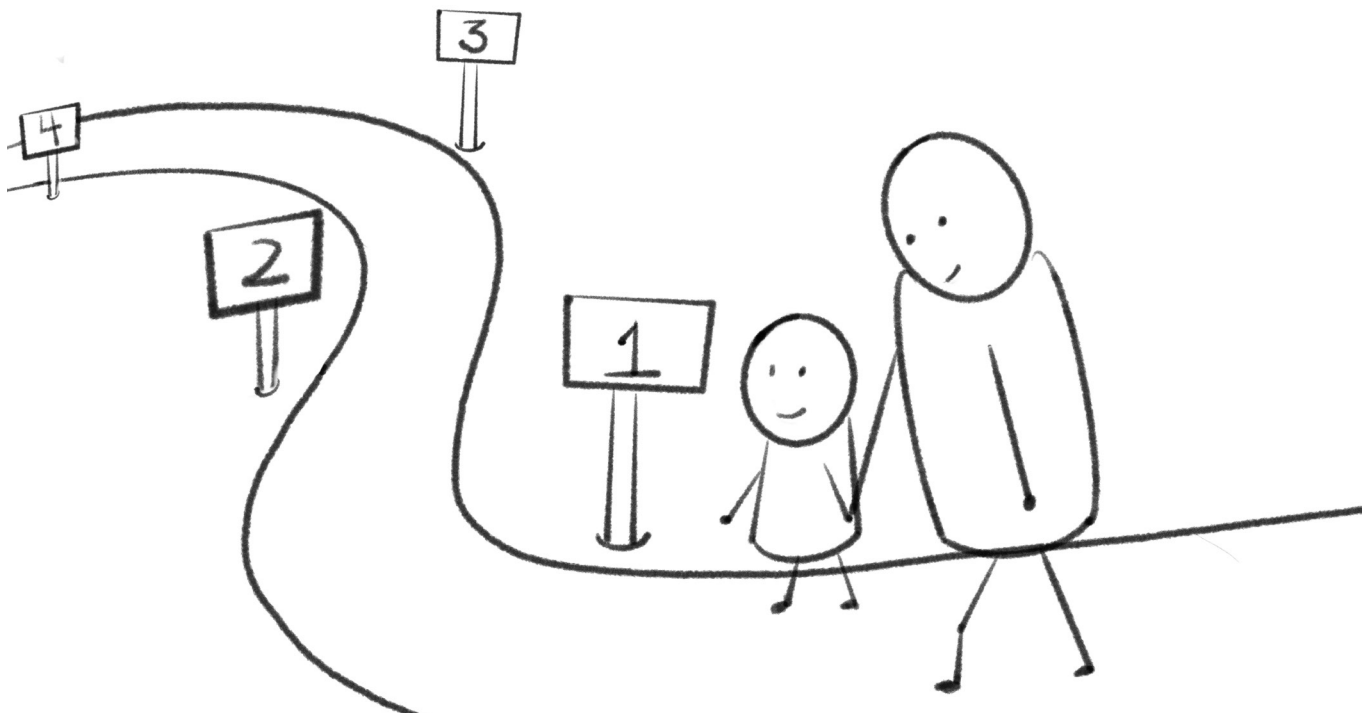
Emotional
Social
Cognitive
Motor
Development

H	I	T	C	A	E	R	G	I	V	C	O
L	E	D	N	T	A	R	V	L	N	E	T
P	O	M	A	C	H	Q	C	O	Z	A	N
M	I	H	Y	E	U	O	O	P	L	I	E
M	O	H	E	N	R	I	G	B	O	D	M
U	L	T	R	V	I	M	N	W	U	E	P
N	C	B	O	S	L	A	I	C	O	S	O
O	A	E	H	R	U	R	T	J	A	N	L
E	X	G	T	U	O	I	I	N	R	H	E
A	T	E	L	O	P	M	V	N	E	T	V
I	A	H	C	R	L	I	E	T	V	N	E
A	E	E	M	O	T	I	O	N	A	L	D
I	K	R	O	T	E	N	A	C	S	Y	D

COMPLETE THE MAZE



COLOR THE IMAGE



Trauma Informed Parenting

BRUCE PERRY INTERVIEW

Dr. Bruce Perry, a senior fellow of the Child Trauma Academy in Houston, Texas, an adjunct professor in the Department of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago, joins April Dinwoodie, in recording a podcast about trauma's impact on the brain. Together they explore some brain basics related to trauma and discuss what you should know, and what you can do, when it comes to working with children who may be behaviorally and emotionally impacted by trauma.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/bruce-perry-interview-trauma-informed-parenting



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

"...talking about trauma-informed _ _ _ _ _ ..."

"...there's a _ _ _ _ _ to processing."

"...the superhighway to the cortex is _ _ _ _ _ ..."

"The _ _ _ _ _ time you do that, actually _ _ _ _ _ them through it."

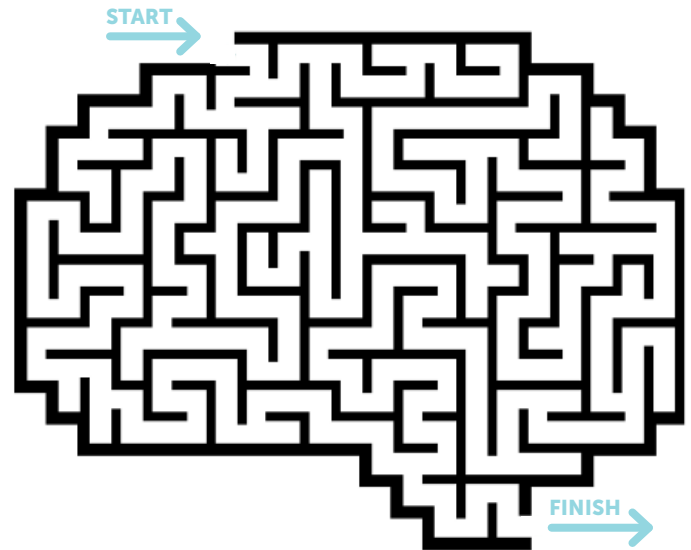
"And then you can set _ _ _ _ _ expectations."

FIND THESE 5 WORDS

Brain
Coregulator
Sequence
Diencephalon
Cortex

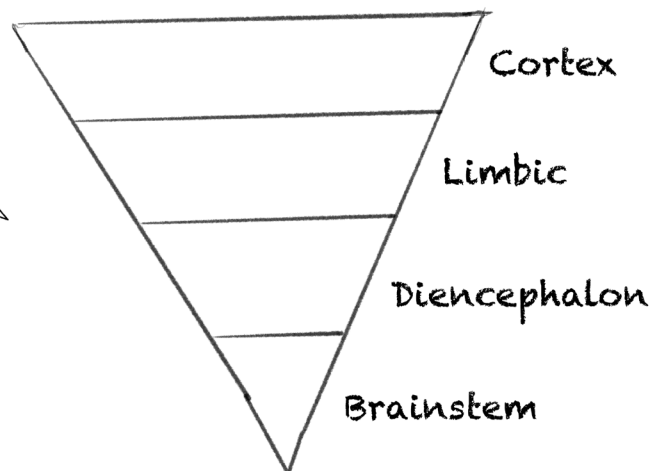
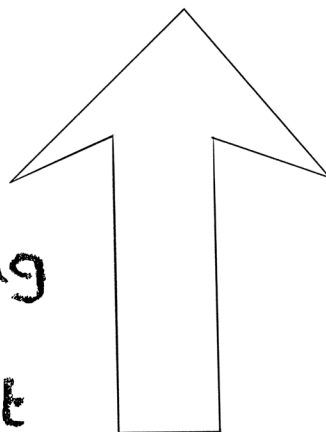
C O R E G U L A T O R E R
N B A L T P E I U S R N Y
O C P T O I E N C Y D T L
L E U B R A I N C W T O E
A I Y N D A S R T L E M C
H U P I D R E S O G I R N
P U T S Q L G Y K E P L E
E D S R M E N W G T A E U
C N U S I R C O R T E X Q
N A O E T I L P O R E T E
E Q D P R N E O I P T L S
I E N C W O I L S G N H O
D T E C U B P T M R D O Q
C Z A M R S T O I H V Y L

COMPLETE THE MAZE



COLOR THE IMAGE

Listening
to this
podcast



Trauma Informed Parenting

DIANE LANNI INTERVIEW

Diane Lanni, an experienced foster parent from Massachusetts, shares a specific example of a time she had to be an emotional container for her son, Alex. Diane highlights some of the struggles they had and what she did in response.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/diane-lanni-interview-parenting



FILL IN THE BLANK BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

"...in Alex's world I had _ _ _ _ _ him."

REFLECTION

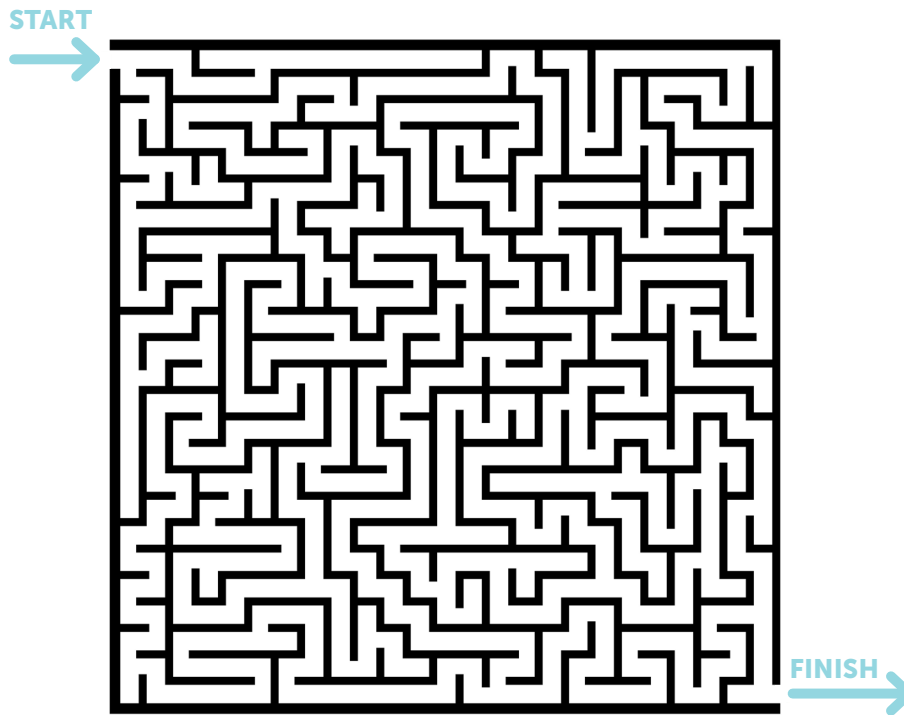
As you listen, write down the different emotions diane, and alex, feel below:

Diane's Emotions

Alex's Emotions

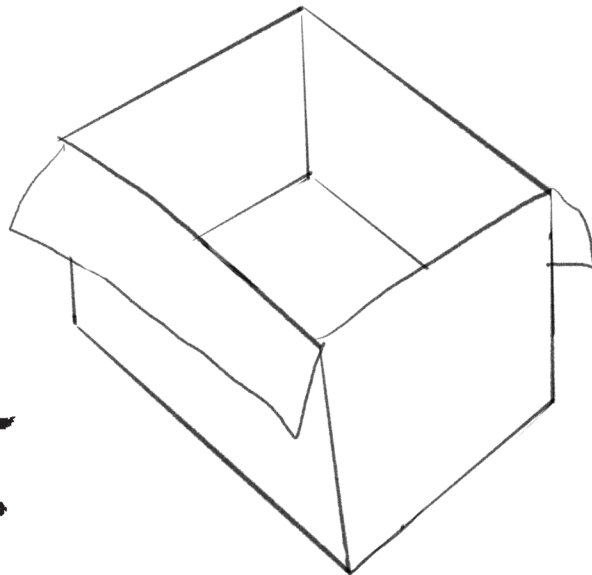
How was Diane able to work through this?

COMPLETE THE MAZE



COLOR THE IMAGE

Emotional
Container



Separation, Grief, And Loss

GREGORY MANNING INTERVIEW

Dr. Gregory Manning, a clinical psychologist, trainer, and national speaker, who has worked in government, non-profit organizations and mental health agencies for youth in care, joins April Dinwoodie, in recording a podcast about separation, grief, and loss. Together they explore how this topic impacts children in the child welfare system. They discuss what you should know and what you can do, when it comes to supporting children in your care, through separation, grief, and loss.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/gregory-manning-interview-separation-grief-and-loss



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

(Part 1)

"...the younger the child, the more likely it is that the _ _ _ _ _

is to be expressed _ _ _ _ _."

"...that _ _ _ _ _ is a huge _ _ _ _ _ for them."

"...when losses are not _ _ _ _ _ , it prevents any closure.

(Part 2)

"...easier to be _ _ _ _ _ and to _ _ _ _ _ out than to work through the grief and loss..."

"...focus a lot on the words _ _ _ and _ _ _ ."

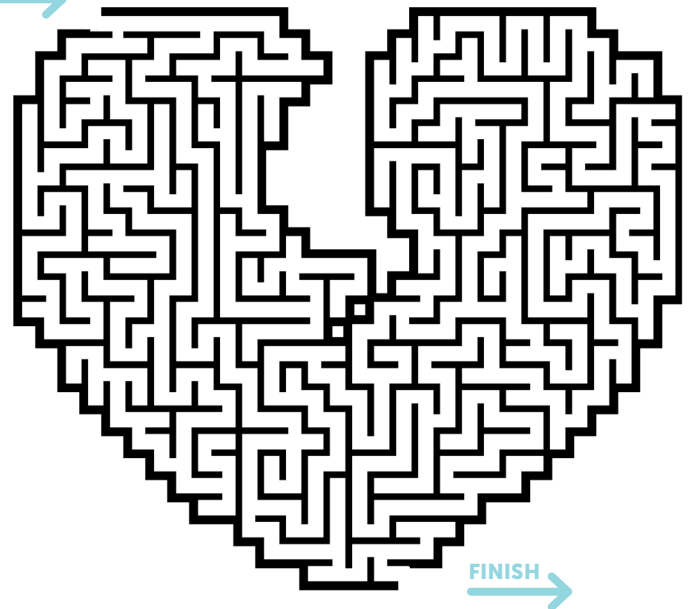
FIND THESE 5 WORDS

Grief
Loss
Closure
Validate
Separation

A	L	E	T	A	D	I	L	A	V	D	U
S	E	P	A	R	A	T	I	O	N	R	O
S	S	O	L	A	L	C	B	M	U	P	A
I	E	T	Y	R	N	U	E	O	A	D	V
B	N	L	I	A	U	T	D	E	E	L	Y
B	K	R	I	U	P	E	R	Y	N	S	I
A	D	T	O	E	I	U	R	H	T	M	L
U	R	F	E	S	S	B	K	I	C	T	M
R	B	S	E	O	E	I	L	A	U	O	E
F	L	I	L	I	V	N	T	E	U	A	H
Y	W	C	D	O	R	C	B	Y	E	A	O
R	T	N	Y	C	S	G	R	O	I	X	Y
E	T	O	A	N	I	Y	D	H	G	E	V

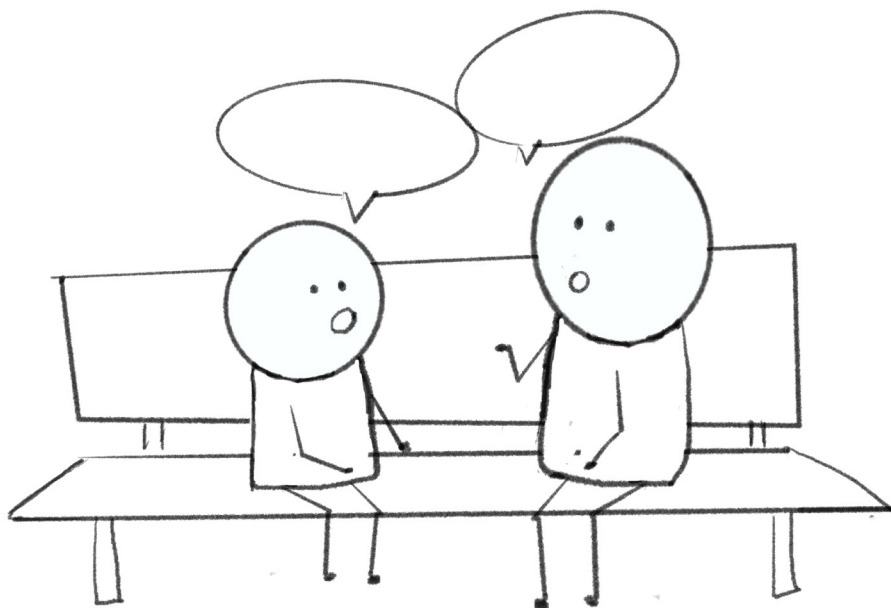
COMPLETE THE MAZE

START →



→ FINISH

COLOR THE IMAGE



Impact Of Substance Use

BRUCE PERRY INTERVIEW

Dr. Bruce Perry, a senior fellow of the Child Trauma Academy in Houston, Texas, an adjunct professor in the Department of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago, joins April Dinwoodie, in recording a podcast about the impact of prenatal substance use on children. Together they explore how substance use impacts children at different stages of their development. They discuss what you should know, and what you can do, when it comes to working with children who may be impacted by prenatal substance exposure.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/bruce-perry-interview-impact-of-substance-use



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

"...a child may be on _ _ _ _ _ developmentally in some areas, but
_ _ _ _ _ in others."

"... the _ _ _ _ _ is so sensitive to experiences _ _ _ _ _ on..."

"...they end up being the _ _ _ _ _ age, but they have very
_ _ _ _ _ experiences..."

"...they aren't given these _ _ _ _ _ ..."

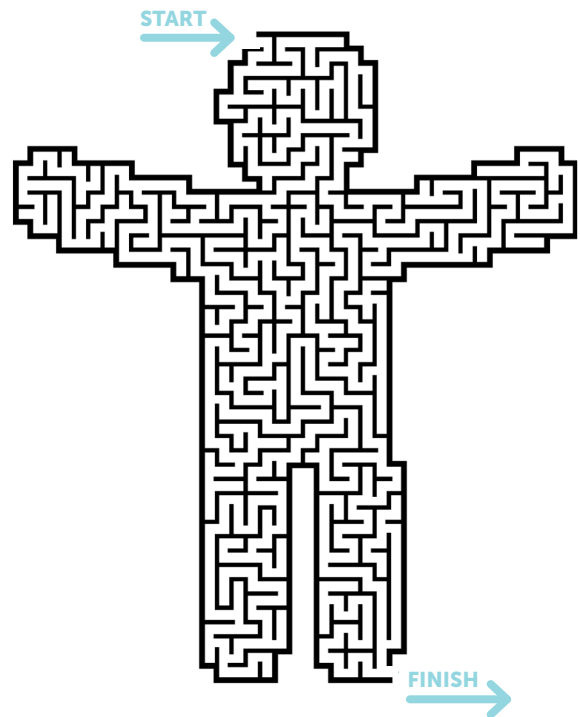
"... _ _ _ _ _ , coming into care, is a really important..."

FIND THESE 5 WORDS

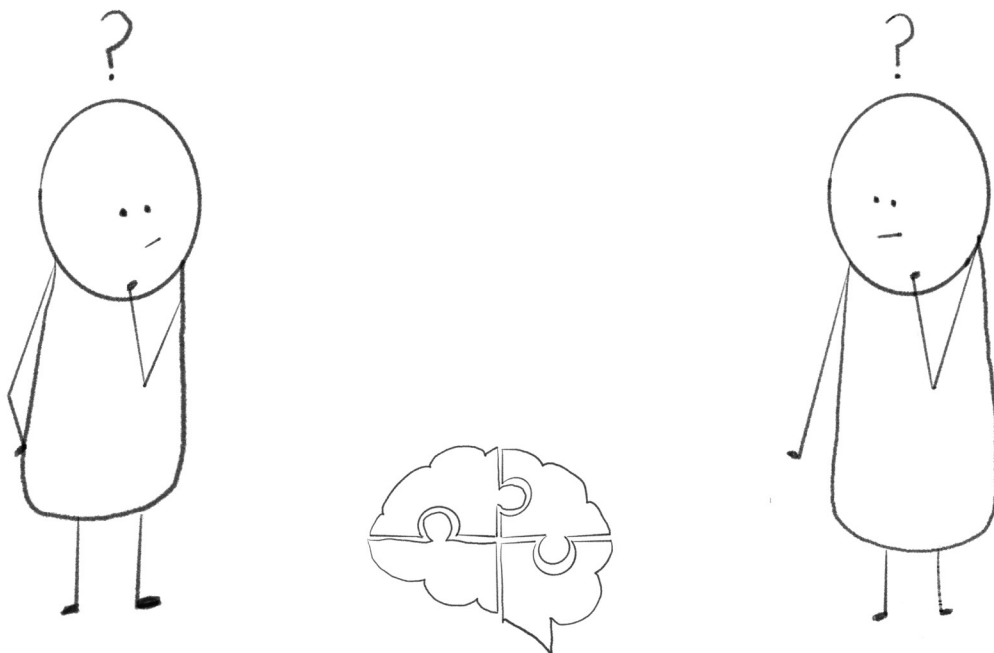
Sponge
Intrauterine
Toxic
Brain
Assessment

S	R	G	T	T	L	K	M	P	R	T	N
I	E	S	L	O	B	A	H	N	E	P	O
N	R	G	L	A	X	G	N	T	E	V	P
T	I	N	N	G	S	I	T	O	M	Z	N
R	R	F	S	O	E	M	C	T	A	O	B
A	R	S	M	U	P	X	C	E	I	N	S
U	T	O	B	H	P	S	M	A	T	S	F
T	N	E	M	S	S	E	S	S	A	O	L
E	H	G	C	N	R	X	I	P	S	L	E
R	D	A	O	T	H	M	N	Z	I	B	K
I	P	A	M	T	G	R	Y	L	O	U	E
N	N	A	I	L	O	R	M	T	I	G	C
E	N	E	S	Y	B	R	A	I	N	I	A
N	O	T	M	E	D	P	G	N	I	E	D

COMPLETE THE MAZE



COLOR THE IMAGE



Foster Care — A Means to Support Families

ROBBIN PINEDA INTERVIEW

Robbin Pineda, a foster care and adoptive parent for over 20 years, who has successfully maintained relationships with birth families, and assisted in reunifications, joins April Dinwoodie, in recording a podcast about how foster families can be a means to support families. Together they explore the role of foster parents when it comes to working with a child's family, and discuss what you should know and what you can do, to potentially help them be successful.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/robbin-pineda-interview-foster-care-a-means-to-support-families



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

"...let them _ _ _ _ that you're not trying to _ _ _ _ their _ _ _ _."

"...just try to be _ _ _ _ _ _ _ _ of people and their beliefs."

"Foster parents are only _ _ _ _ _ _ _ _"

"...try to _ _ _ _ that into something that also _ _ _ _ _ with our family."

"...give them _ _ _ _ _ and help them become _ _ _ _ _ parents."

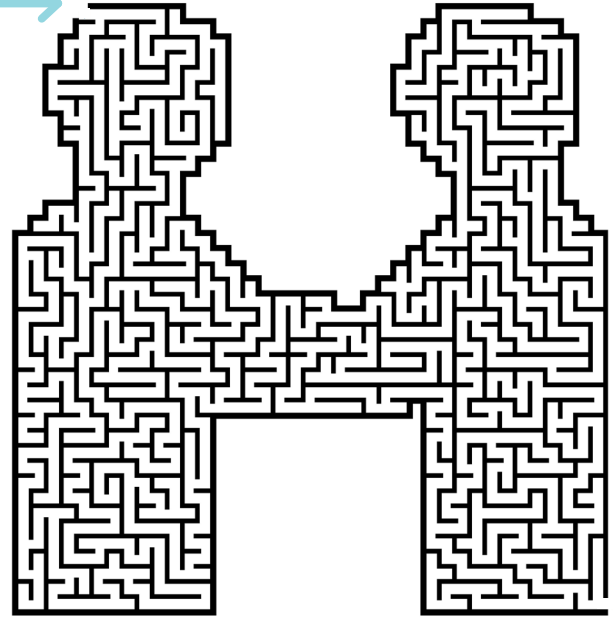
FIND THESE 5 WORDS

Included
Welcoming
Tools
Coparenting
Empower

I	W	L	T	O	E	H	C	I	G	N	B
E	M	O	O	P	A	I	T	L	Q	E	A
U	R	D	O	C	T	O	E	I	S	N	K
G	P	B	L	A	L	C	E	O	N	I	T
P	N	Y	S	I	N	C	L	U	D	E	D
N	I	I	H	U	P	O	E	D	L	N	R
F	G	E	M	T	E	M	P	O	W	E	R
Y	N	G	O	O	I	W	R	E	M	N	S
I	A	L	R	P	C	E	U	I	C	D	B
T	G	C	A	L	E	L	N	U	H	B	T
R	A	I	K	E	G	O	E	T	I	S	C
O	E	G	I	D	K	M	O	W	E	L	S
G	N	I	T	N	E	R	A	P	O	C	A

COMPLETE THE MAZE

START →



→ FINISH

COLOR THE IMAGE



Kinship Parenting

KATHLEEN ASSAAD INTERVIEW

Kathleen Assaad, a parent liaison for Lilliput Families Kinship Support Services Program (KSSP), who is facilitator of four monthly groups for kinship caregivers, and who has adopted four of her nieces through emergency foster care, joins April Dinwoodie, in recording a podcast about the ups and downs of kinship parenting. Together they explore some of the major changes that can occur when becoming a kinship parent, and discuss what you should know and what you can do, to address challenges as a kinship parent.

You can find the entirety of this podcast and other resources related to NTDC at:

ntdctraining.org/kathleen-assaad-interview-kinship-parenting



FILL IN THE BLANKS BASED ON THE WORDS HIGHLIGHTED IN THE PODCAST:

"Huge _ _ _ _ _ had to be made to accommodate our
expanding _ _ _ _ _."

"...we really didn't know what an _ _ _ _ _ kinship Care would have on our _ _ _ _ _."

"We were a _ _ _ _ _."

"...she quietly called me _ _ _."

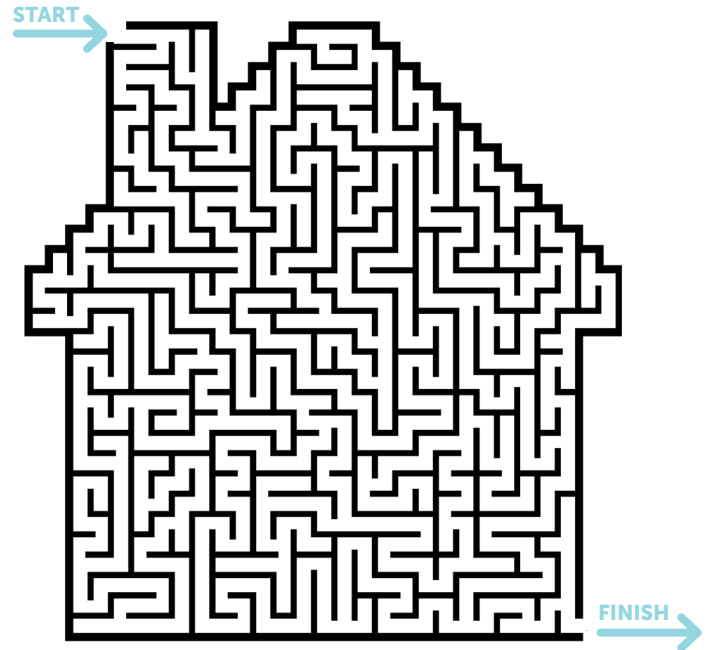
"Caregivers must put their _ _ _ _ _ and wellbeing _ _ _ _ _."

FIND THESE 5 WORDS

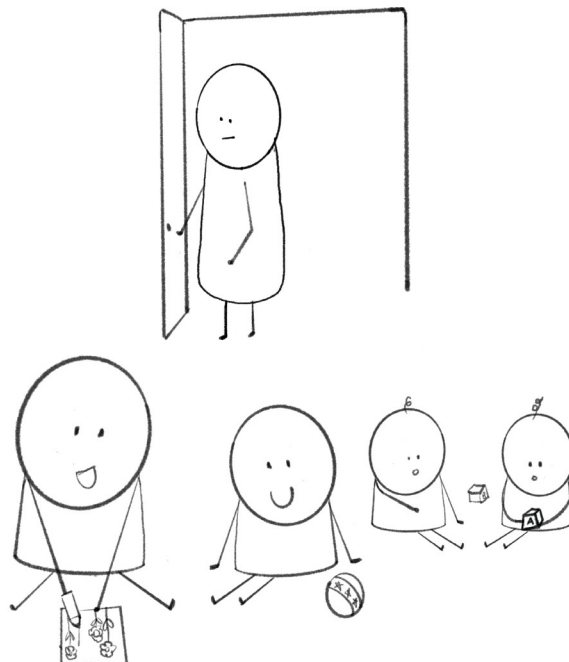
Together
Adjustments
Visitation
Accommodate
Caregiver

E	C	G	Y	A	T	S	R	D	N	E	O
I	A	C	G	T	R	A	M	O	H	E	S
I	R	C	M	O	A	C	N	O	D	L	E
Y	E	U	A	G	N	C	O	M	D	T	R
P	G	V	U	E	S	O	I	L	E	I	A
K	I	D	C	T	O	M	T	E	G	A	S
U	V	C	H	H	I	M	A	M	N	W	D
G	E	C	E	E	T	O	T	M	R	D	F
E	R	T	B	R	V	D	I	D	N	H	A
O	R	P	T	U	B	A	S	E	N	A	R
O	C	S	U	A	D	T	I	F	E	N	I
T	L	H	R	C	F	E	V	T	O	P	Y
S	T	N	E	M	T	S	U	J	D	A	E

COMPLETE THE MAZE



COLOR THE IMAGE



Answer Key

Child Development (PAGE 3)

...we see kids develop **SOCIAL** skills and **COGNITIVE** skills."

The **ADULT** world expects your six-year-old to be able to **ACT** like a six-year-old.

...have **EXPECTATION** of his behavior that are developmentally

MATCHED to what he can really do.

The **FIRST** time you do that, actually **WALK** them through it.

And then you can set **REALISTIC** expectations.

Trauma Informed Parenting - Bruce Perry Interview (PAGE 5)

...talking about trauma-informed **PARENTING** ...

...there's a **SEQUENCE** to processing.

...the superhighway to the cortex is **CONNECTEDNESS**...

The **FIRST** time you do that, actually **WALK** them through it."

And then you can set **REALISTIC** expectations.

Trauma Informed Parenting - Diane Lanni Interview (page 7)

...in Alex's world I had **ABANDONED** him.

Separation, Grief and Loss (PAGE 9)

...the younger the child, the more likely it is that the **GRIEF** is to be expressed **OUTWARDLY**.

...that **SEPARATION** is a huge **LOSS** for them.

...when losses are not **VALIDATED**, it prevents any closure.

...easier to be **ANGRY** and to **ACT** out than to work through the grief and loss...

...focus a lot on the words **WE** and **US**

Impact of Substance Use (PAGE 11)

...a child may be on **TARGET** developmentally in some areas, but **BEHIND** in others.

... the **BRAIN** is so sensitive to experiences **EARLY** on...

...they end up being the **SAME** age, but they have very **DIFFERENT** experiences...

...they aren't given these **OPPORTUNITIES** ...

...**ASSESSMENTS**, coming into care, is a really important...

Foster Care - A Means to Support Families (PAGE 13)

...let them **KNOW** that you're not trying to **TAKE** their **PLACE**.

...just try to be **RESPECTFUL** of people and their beliefs.

Foster parents are only **HUMAN**...

...try to **WORK** that into something that also **WORKS** with our family.

...give them **TOOLS** and help them become **BETTER** parents.

Kinship Parenting (PAGE 15)

Huge **ADJUSTMENTS** had to be made to accommodate our expanding **FAMILY**.

...we really didn't know what an **IMPACT** kinship Care would have on our **CHILD**.

We were a **FAMILY**.

...she quietly called me **MOM**.

Caregivers must put their **HEALTH** and wellbeing **FIRST**.

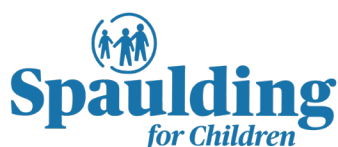
Acknowledgements

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- Center for Adoption Support and Education
- The North American Council on Adoptable Children
- National Council for Adoption
- ChildTrauma Academy
- The University of Washington

These agencies have worked collaboratively with staff; families who have fostered, adopted, and provided kinship care; young adults with lived experience in the child welfare systems; and expert consultants to develop the curriculum and all accompanying documents.

We want to express our deep appreciation to the Children's Bureau, Administration on Children, Youth, and Families for providing the funding to make this project possible.



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