TRANSFER OF LEARNING
FOR ND CHILD WELFARE SUPERVISORS
For New Case Managers going through Child Welfare Certification

OVERVIEW

True or False? Caseworkers who take Child Welfare Certification should return to the job with the skills necessary to do the child welfare casework.

False! Child Welfare Certification provides caseworkers with the foundational knowledge and understanding necessary to do the work. Participants are given the opportunity to practice some skills in the certification sessions but most of their skill development will actually happen on the job. You, as supervisors, have an important role in this development. In order to support this, it is helpful for you to know what they have learned in Child Welfare Certification and to be able to help them transfer that learning to the job.

For many of you, it may have been some time ago that you completed Child Welfare Certification. Our curriculum certainly has changed as we strive to keep up with new federal laws, expectations and best practice. It is quite possible that you are not sure of what is taught in Child Welfare Certification. Let’s be honest, how can you keep up with all those changes while still doing everything you are required to do?

To support supervisors, the UND CFSTC has created transfer of learning bulletins to provide a brief overview of each week of Certification, give a few details about how you can prepare your worker before training, and then provide some questions you can use to guide discussion, practice and follow up activities. Using the information obtained during the discussion, may allow you to identify where additional learning is needed and where you can assist your worker in developing their skills.

Before Training Begins:

- Be verbally supportive of the training
- Stress the importance of training and self-development from the start of employment.
- Convey that training and application is of high priority.
- Arrange with your workers for them to have their caseloads covered by a coworker when they are away in training. Encourage your workers to meet with the coverage person prior to their being away to inform them about what crisis may arise on their cases while they are in training. **In order for your workers to gain the knowledge and skills intended through training, they need to be fully present, both physically and psychologically.**
- Encourage your workers to communicate with the families that are on their caseloads that they will be unavailable during the training and letting families know what worker to contact during an emergency should it arise.
- Create a personal development plan that builds on the worker’s training needs assessment. Do you know what will be presented in the week of training? If not, review the overview and talk specifically about any content that you want them to pay special attention to. Link the training to personal need and to the work before the worker begins.
- Ensure that their hotel and travel arrangements have been secured.
- If your worker will not be attending training for any reason, make sure that this is communicated to CFSTC staff so that we are aware of any changes. We want to be sure that all parties arrive safely.
- If the worker will no longer needs a room at the hotel, please be sure to cancel those reservations with the hotel directly and contact the Training Center to assure that we are aware of the cancelation.

**Assignments prior to training:**
Complete the on-line module: Child Maltreatment and the Child Maltreatment Test

**During Training:**

Whenever possible, avoid calling/emailing or texting your worker while they are in training. We start at 9 a.m. and end at 4 pm. With an hour lunch from 12-1 each day. We are hopeful that any phone calls and contacts can be made before or after our time of instruction. We do know that emergencies take place but we encourage you to try to keep those to a minimum.

If you as the supervisor, have questions or want feedback regarding your worker’s participation in Child Welfare Certification training, please feel free to contact us at the Training Center at any time.

***Any time spent away from the training may need to be made up during a following week of training.***

**Child Welfare Certification- Week #1- What’s Covered?**

*Philosophical, ethical and legal mandates of child welfare with a special emphasis on child abuse and neglect assessment*

- Values and Beliefs – Model of practice
- Child Abuse and Neglect Law /Administrative Rules and Policies
- Trauma Informed Practice
- CPS Roles and Responsibilities
• CPS- category of the case and CPS workers responsibilities
• Legal Rights of Parents
• Administrative Assessments/ Terminated in Progress
• Planning the Assessment-CPS Decision Making Guide
• Documenting for Safety, Strengths and Risks using behaviorally specific language
• Completion of the Family Assessment instrument
• Writing Letters to the Subject
• Alternative Response

Assignments for Week #1:

Following Week #1 of Training

For all Participants:

Complete a written test on Child Abuse and Neglect Law following presentation in class.

For County Employed Participants:

• Workers are required to participate in a Child Abuse and Neglect Assessment. The worker will need to be present for all or most of the interviews, actively participate in the interviews (as appropriate) attend the Child Protection Team Meeting if possible and complete the final written report. For Child Welfare Certification Training purposes, the worker must write the final report. In some cases, an “official” report may be written by the agency CPS social worker while the CWCT participant will submit a report to CFSTC “For Training Purposes Only”. This may occur when the training participant does not complete CPS Assessment as part of their regular job responsibilities.
• Submit an example of a Service Required letter of notification to the subject of the report.

For Non-County Child Welfare Workers:

• If the worker is working in a non-County agency, he/she will need to attend a Child Protection Team Staffing and verification of the worker’s attendance must be sent to Pete Tunseth. Specific instructions on who to contact in different regions will be provided at training.
• The worker is to submit a completed SSRA/Family Assessment Instrument on a family with whom the worker is currently engaged with or with whom they have had contact with based upon their work in adoptions, licensing, etc. A Template is provided on Blackboard

After Week #1 Training:

• Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
• Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
• Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
• Remember that this is a continuum of learning and that all skills will take time to develop.
• The following are a series of points and questions that can serve to guide discussion, practice and follow – up
How does your knowledge of trauma informed care impact you and how you interact with children and families? (For more information on Trauma informed Care please see National Child Traumatic Stress Network for helpful links and resources on how to support families and workers.)

What are some steps that you can take prior to going out on a Child Protection Assessment to ensure that you are well prepared?

What are the physical, emotional and behavioral indicators of physical and sexual abuse, neglect and emotional maltreatment?

How do we as an agency ensure that the necessary documentation is present in an Assessment or in the 21 factors of the Family Assessment Instrument? (These factors were covered at length during training but ongoing supervision and consultation may be needed to ensure that both areas of risk and strengths are identified for families.)

What are necessary elements that need to be included in a letter to the subject of a Services Required finding? Does your agency have a template for such a letter?

Discuss the parent’s rights to due process as well as the limitations of the agency during the Child Protection Assessment Process. Areas of confidentiality, interviewing children on school property, conducting home visits and legal limitations of the CPS Worker are additional areas addressed in training but may need additional reinforcement.

How does the approach in Alternative Response look different than the other CPS assessments and who is involved with that process?

Additional Resource: Click here for additional resources on Alternative Response in ND

Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.

Remember that this is a continuum of learning and that all skills will take time to develop.

Child Welfare Certification- Week #2- What’s Covered?

Providing wraparound strength-based case management services. (This week also serves as Wraparound Certification)

- Understanding and implementing the values, principles and beliefs of Wraparound Process
- Understanding the impact of culture and its impact on Child Welfare
- Understanding the Family’s Perspective and how that impacts our work
- The Family Assessment Process including:
  - Meeting with Families
  - Engagement
  - Identifying strengths and needs of a family.
  - Family Assessment Tools
- Creating Safety Plans
  - Protective Factors
  - Safety vs Risk
- Creating Family Service Plans that address needs and strengths of the family unit.
• Team Process- Understanding the importance of teaming with families and navigating barriers and conflict in teams
• Process of Conducting Children and Family Team meetings
• Engaging Absent Parents- Why this is important and how it assists in achieving permanency and stability faster.
• Youth Engagement- why is it important and some tips on engaging youth.

Assignments of Week #2:

For County Employed Participants:

• Workers will submit a completed family care plan based upon the family assessment tool/scenario obtained in class. They are to provide at least 2-3 goals with multiple tasks based upon the family assessment/scenario using the template provided.
• Workers are to complete on-line training modules covering ASFA/CFSR, PL 113-183 and Fostering Connections. Complete the corresponding tests on-line. ** Additional online modules may be added.

For Non-County Child Welfare Workers:

• Worker will submit a completed family care plan based upon the family assessment tool/scenario obtained in class. Please provide at least 2-3 goals with multiple tasks based upon the family assessment/scenario using the template provided.
• Workers are to complete on-line training modules covering ASFA/CFSR, PL 113-183 and Fostering Connections. Complete the corresponding tests on-line. ** Additional online modules may be added.

After Week #2 Training:

• Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
• Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
• Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
• Remember that this is a continuum of learning and that all skills will take time to develop.
• The following are a series of points and questions that can serve to guide discussion, practice and follow up:
  o Ask the worker to describe some of the values and principles of the Wraparound Process and how those are implemented within their daily work with families.
  o How did hearing from a parent that has had a child involved in the system change your perspective of what you/ we can do different for children and families? What are some things that we are already doing well?
  o What are some of the methods you have been using to engage the family?
  o How have the family’s cultural values/belief impact engagement efforts and results?
  o Does the child/family/team feel that services are adequate and sufficiently available? How do you know this?
  o Considering one of your cases, how has the ongoing family assessment changed from your initial family assessment or the previous worker’s assessment of the family?
To what degree are family members active in their case planning? How are you ensuring that each person has a voice in the creation of the family service plan?

How does the plan promote family strengths and enhance protective capacities?

How have you ensure that the plan is reflective of the collective intentions of the team?

Is the worker comfortable writing safety plans? Does your agency have a template for safety plans; if not, is the worker aware of the steps of a safety plan?

Review a current safety plan that is in place for a family that the worker is providing services: Does the safety plan provide immediate protection to the children? Are the parent’s protective capacities identified? Are the steps to the plan clear and known by all party members?

Helpful Resource: For additional information on how to enhance critical thinking for case managers in their assessment of families to determine safety, well being and permanency, click on the following link: Enhancing Critical Thinking: A Supervisor’s Guide

Child Welfare Certification- Week #3- What’s Covered?

Knowledge and skills in working with the legal system including understanding the role of the Indian Child Welfare Act and providing testimony in court.

- Juvenile Court and an Introduction to the Legal Process
- Guardian ad Litem-Program overview- Roles and Responsibilities of the GAL
- Role of the States Attorney/Writing Affidavits
- CPS Appeals Process
- The Court Process and the Art of Testifying- testimony procedures, suggestions for dress & decorum, and delivery of testimony.
- Adoption and Safe Families Act and how it applies to child welfare practice- online module
- Fostering Connections procedures and requirements – online module
- Preventing Sex Trafficking and Strengthening Families Act requirements – online module

Assignments of Week #3:

For Both County Employed and Non-County Employed:

- Interview a States Attorney. Submit a written report of the interviews.
- Complete online Module : Fostering Connections
- Complete online Module: Preventing Sex Trafficking and Strengthening Families Act.
- Worker are to reevaluate their completed family care plan from Week #2 with a lens that the family is Native American. Workers are to answer questions on how they would adjust their work with the family so that the spirit and the law of ICWA are upheld.
After Week #3 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop.
- The following are a series of points and questions that can serve to guide discussion, practice and follow up:
  - What is the child welfare system’s responsibility to ensure that Federal Laws governing child welfare practice, such as ICWA, are implemented?
  - How can we as workers identify when ICWA is applicable to a case and how does this impact future decisions?
  - What are you doing as a worker to ensure that active efforts are being implemented for families that are eligible under ICWA?
  - Can the worker identify the screening process and screening tool for youth in foster care that run away?
  - How are workers supporting “normalcy” for children in foster care?
  - There are 5 different permanency options identified in the Preventing Sex Trafficking and Strengthening Families Act – when are they appropriate and considered for youth?
  - How and when are Independent Living strategies implemented for youth in foster care?
  - What federal requirements are in place to ensure siblings are placed together in foster care? Is the worker aware of these requirements and the language required in court orders?
  - Are there exceptions to the federal requirements for relative searches? What are the exceptions and how can workers document this for the case file?
  - Are workers aware of what is included in the Fostering Connections Act regarding a transition plan for emancipation of youth?
  - Can the worker identify the processes of juvenile court hearings? (shelter care hearing, dispositional hearings and adjudication hearings)
  - Have the worker explain the role of the child welfare worker in juvenile court proceedings.
  - Does the worker have experience writing an affidavit? Does the agency have a template or protocol in regards to writing affidavits?
  - What is the process in preparing for court testimony? Can workers meet with the States Attorney prior to court to prepare?
  - Each worker received a book “Testifying Under Oath: how to be an effective witness” during Certification. This can be a valuable tool for new workers and can provide reminders to those that have been in the field for some time – encourage workers to use this as a resource when preparing for court.

- Additional Resources: Court Order Training Link: NDDHS Website: [http://www.nd.gov/dhs/info/pubs/family.html](http://www.nd.gov/dhs/info/pubs/family.html)
  - Applicability and Verification of ICWA Quick Links: [click here](#)
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
• Remember that this is a continuum of learning and that all skills will take time to develop.

Child Welfare Certification- Week #4- What’s Covered?

Understanding and working with children and families in out-of-home care with emphases on attachment and separation issues, concurrent and permanency planning, visitation, reunification and providing support to the foster family.

• Foster/Adopt PRIDE training and assessment and how that is integrated into the foster home development process
• Secondary Trauma- What is Secondary Trauma? Prevention tactics and how to get assistance and support
• Impact of attachment, separation and loss for foster children and their families.
• Permanency planning and the concurrent planning process
• Conducting planned, purposeful and progressive visits between children and their families.
• Conducting Caseworker/child visits with focus on safety, permanency and well being
• The Chafee Program- polices and requirements
• AASK Referral process
• Recruitment and Retention of foster homes.

Assignments for Week #4: No new assignments

Please note: All assignments from the previous weeks will need to be completed prior to any worker receiving the Child Welfare Worker Certificate.

For All State and County Employees: please note that workers have one year from the start of their employment to complete the certification training and all assignments.

After Week #4 Training:

• Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
• Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
• Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
• Remember that this is a continuum of learning and that all skills will take time to develop
• The following are a series of points and questions that can serve to guide discussion, practice and follow up:
  o How do multiple placements affecting bonding? How does bonding, or lack thereof, affect their placements? What can we do as an agency to work with children and parents affected by this as we work towards safety, permanency and well-being?
  o What is the caseworker’s roles and responsibilities before, during and after visits between children and their families? How can the agency plan visits that are planned, purposeful and progressive and good for families?
In keeping children in placements together with siblings, what needs to be considered?

In discussing permanency planning, what is concurrent planning, what kind of planning needs to take place and what kinds of discussions are leading up to that decision? Has there been a discussion with parents about the plan?

What is the agency’s protocol and expectations for Children and Family Team Meetings? When are these meetings held? Who is present? What additional requirements should be addressed during the meeting? What limits of confidentiality come into play during meetings and after? Please note: workers were provided in their manuals with a checklist of basic items to cover at Children and Family Team Meetings- does your agency have such a checklist that workers should be aware of? If not, would adopting such a checklist ensure that mandated items are covered?

What is Secondary Trauma? Is your agency and worker aware of risk factors? Does your agency have protocol or supports available for employees dealing with secondary stress? Helpful Resource: Secondary Traumatic Stress in Child Welfare Practice: Trauma-Informed Guidelines for Organizations and Webinar link: Dealing with the Effects of Secondary Trauma

Conducting worker/ child and worker/ parent visits – are workers asking questions that promote and assess safety, permanency and well-being? What is the agency’s expectations regarding those visits and what can be done to ensure that they not only take place but that they are purposeful and promote positive outcomes? Helpful resource: Quality Matters

What are worker’s impressions about recruitment of foster parents – do we as an agency see this as an agency wide effort and in what ways do we support foster parents?

When working with teens, are workers aware of the requirements of The Chafee Program? What is the role of the case manager and the protocol within your Region? Resource: http://www.nd.gov/dhs/policymanuals/62410/62410.htm

When working with a child and their family when does a referral to AASK take place and how is that done? What is the protocol in your Region?

Are workers aware of the Foster/ Adopt PRIDE training and the assessment tool? How does this come into play when working with foster parents? When can it be useful to refer back to the competencies for foster parents? Has your worker had the opportunity to attend PRIDE training?

- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills. Remember that this is a continuum of learning and that all skills will take time to develop.

Follow up: Is there a content area, or a skill, where your worker is struggling or is not as confident as you think they should be? Think about connecting that worker to another more experience worker that is skilled in that area. An example would be linking a new worker to a worker/ mentor who is skilled at writing service plans, safety plans or a worker that has great skills at interviewing small children or working with parents that struggle with addiction. You cannot possibly have all of the answers all of the time but you can remove barriers for workers and locate resources for them to learn. In a strong team, each member brings different strengths to the table, great leadership identifies those strengths and uses them to meet the needs of children and families.