

**SUPERVISOR  
& MENTOR  
GUIDE  
FY 2009**

October 1, 2008

## TABLE OF CONTENTS

Introduction.....	Page 1
Overview of CORE Training.....	Page 2 - 4
On-The-Job Training.....	Page 5
Pre CORE Activities.....	Page 6 - 8
Structured Mentoring.....	Page 9
Intensive Supervision for New CW Workers.....	Page 10 - 12
Mandatory Specialized Workshops.....	Page 13 - 15
Pre-CORE Training Checklist .....	Page 16 - 17
Pre-CORE and CORE Shadow Forms.....	Page 18 - 21
Community Resource Directory.....	Page 22
Reporter Intake Information Guide.....	Page 23 – 24
CPS Intake Prompter Questions When Interviewing a Reporter.....	Page 25 - 27
CORE Training Content.....	Page 28 – 50
Knowledge & Skill Competencies at 6 months after CORE Training.....	Page 51 - 54
Training Observation Summary.....	Page 55
Extended Probationary Period.....	Page 56
FY 2009 Schedule.....	Page 57

## **INTRODUCTION TO THE CHILD WELFARE NEW WORKER DEVELOPMENT PLAN**

With positive feedback from the field, the New Worker Development Plan which includes CW CORE training will be continued in FY 2009 with only minor changes. The Child Welfare New Worker Development Plan's expected outcome is to have "full performance workers" at the end of 36 months. The plan includes:

- 5 weeks of CORE Training;
- Mandatory specialized workshops;
- On-the-Job training;
- Structured mentoring; and
- Intensive supervision.

This "*Guide for Supervisors and Mentors*" will explain the New Worker Development Plan concept, outline what you can expect from the CW Training Section, and detail what is expected from you and your worker.

The New Worker Development Plan attempts to ensure a uniform level of competency among all child welfare workers, regardless of their level of education or field of study. A common knowledge of laws, policies, and practice standards gives workers a more consistent philosophical framework within practice. Increased knowledge also promotes a more comprehensive approach to child welfare services throughout the agency. CORE Training reflects a commitment to train workers in the full range of child welfare skills in order to focus on the needs of clients, regardless of the process.

The benefit of allowing workers to complete basic or "CORE" training prior to being assigned a caseload can also be its greatest limitation because the workers do not have any actual casework experience to which they can relate the training. Because of this lack of field experience, the training content must be kept at a very basic level in order to keep from overwhelming the participants. Despite our best efforts to "keep it simple" we often find the new workers drowning in a sea of information which makes no sense to them.

**REMINDER:** Policy covered in CORE is only current as of that date. It is the participants' responsibility to ensure their reference is with current policy.

(Note: Policy changes are on going and we can only insure that the policy covered during CORE is current as of their date.)

## OVERVIEW OF CORE TRAINING

**Length:** Five weeks with a combination of classroom, KIDS, and structured on-the-job activities.

**Location:** The training site is located at the OU/DHS Training Center at 617 W. Rock Creek Road, Norman, OK 73069. The telephone number is 405-573-9191.

**Frequency:** THIRTEEN CORE Training sessions are offered in FY 09 in Norman. (See FY 09 schedule on Page 53).

**Lodging:** To reduce the out-of-pocket expenses for new workers, lodging costs are direct billed to the Agency. **Specific lodging information is included in the workshop announcement. Lodging will be secured for eligible participants by the Training Unit.**

**Mileage & Per-diem:** Mileage for all participants and per-diem for those in travel status are filed on the participants' regular travel claim and are paid from the Field Operations budget. Mileage may be claimed from the hotel to the training site but mileage is NOT claimed for personal travel including lunch and dinner. Lunch is provided to participants on Monday, Wednesday and Friday's. Participants need to subtract ¼ of the day's per-diem from their mileage claim for each lunch provided. **Mileage should be claimed from duty station or home, whichever is closer.**

**Caseloads: UNDER NO CIRCUMSTANCES WILL THE WORKER BE ASSIGNED A CASELOAD.** When the participant comes with a caseload, we have found they are constantly called out of the room to answer pages from the county office, or they arrive late for training because they have been working on cases. New workers will not be assigned caseload responsibilities prior to completion of CORE Training. **It will be brought to the attention of the County Director regarding any CORE Training participant who is carrying cases.**

**Timing:** Each County has the option of when to start the new employee in CORE Training. However, per policy, no later than six weeks after the participant's start date.

**Sequencing:** New workers must begin CORE Training in Week 1 and continue straight through Week 5.

**Enrollment:** At the time the county receives a report date for a new CW Specialist, only the CW Supervisor or County Director will E-mail **Debbie Hannah** with the new worker's name, county, hire date, and if the new worker will need lodging. CORE Training enrollment is not done on the KIDS System. As per policy, the new worker must attend CORE no later than six weeks after their hire date.

**Classroom Training:** CORE Training consists of four weeks of classroom training that will cover foundation level knowledge and skill competencies and CW policy. Content will be presented by a combination of DHS staff from Children and Family Services Division and contracted trainers.

**CORE Training Hours:** The classroom training will be five days a week. Training hours are:  
**9:00 A.M. thru 4:30 P.M. Monday thru Thursday and  
9:00 A.M. thru 3:30 P.M. on Friday.**

**Timeliness:** Full participation in the CORE Training is critical to the development of new workers. It is our goal to develop professional behavior in new workers. If the new worker is late for class or late returning from breaks on a regular basis, it will be discussed with the new worker and the supervisor will be contacted. The new worker will be expected to correct the problem.

**Attendance:** Attendance each day of CORE Training is extremely important. Successful completion of the CORE Training is the new worker's only job responsibility; therefore, absences should be minimal. It is important for the participants to be present for all sessions. Non-emergency appointments should be made when the worker returns to the county office.

**Approval of Leave:** Annual leave should not be approved during CORE Training. If a participant must miss training, the absence must be reported to the CORE Liaison by the participant's supervisor. The CORE Liaison will report all absences to the participant's supervisor by E-mail. CORE Training is the new employee's job and when the participant is late or absent, the county office should file the appropriate type and amount of leave. (Many participants do not understand they are on duty when in training, and when they are absent leave must be charged.) **Any worker with planned leave will be required to wait until the next available CW CORE Training Session.**

**Inclement Weather:** Under no circumstance should participants feel they are forced to travel in inclement weather if they feel uncomfortable or unsafe in doing so. If participants choose not to attend due to inclement weather, they are expected to contact their supervisor to discuss plans to return to the county office or take appropriate leave. If they have questions, they need to call the CORE Liaison.

**Make-up Days:** The decision to make up days due to emergencies or inclement weather will be made on an individual basis. The decision will be based on the amount of time missed, the content missed, and the participant's progress. Many modules are more than one day and the content builds on each day. In these situations, a participant who misses the first day may be asked to wait for the next session.

**ADA:** If you have any special needs, please notify the Training Unit as soon as possible with your request.

**Training Observation Summary:** A CORE Liaison from the CW Training Section is assigned to each new worker. Input for the end of the CORE Training evaluation will be obtained from the trainers, the on-site coordinator and the liaison's personal observations of the worker. The information will include group participation, attitude, and relevance of questions, commitment to Child Welfare, attendance, and punctuality and the identified strengths and needs of the worker. The CORE liaison will be responsible for maintaining all classroom and OJT training records, materials and participant evaluations and will submit them to the Supervisor at the end of training.

**PLEASE ADVISE YOUR WORKER THAT THIS REPORT WILL BE SENT AND INFORMATION CAN BE USED IN DETERMINING RECOMMENDATIONS ON PERMANENT STATUS. ALWAYS DISCUSS THE REPORTS CONTENTS WITH THE WORKER.**

## ON-THE-JOB TRAINING

On-The-Job training activities are part of the transfer of learning process and the new workers must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. Supervisors MUST insure that new workers have an opportunity to do all the assigned OJT activities.

**OJT activities have been divided into activities before and during CORE Training.**

**Following is a list of resources the new worker should read prior to CORE Training:**

- Child Protective Services: A Guide for Caseworkers;
- A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice
- A selection of articles related to aspects of Child Welfare Services
- DHS publication The Halo Girls
- DHS publication Domestic Violence
- Volume I of the Field Guide to Child Welfare (All Supervisors have a copy). **Please send a set of the guide with your new worker to CORE Training.**
- Volume IV of the Field Guide to Child Welfare pg. 733-764.
- Bridges Out Of Poverty

**An Assessment of Pre-CORE Activities will be given the first day of CORE. Please be prepared. Information covered in the assessment is located in the Selected CW readings and the following DVD's; *Prenatal Drug Exposure and Recognizing and Caring for Children with Fetal Alcohol Syndrome.***

A packet will be sent to all enrolled participants, however all counties should have the books available in their office. Therefore, new workers can begin work on their pre-CORE Training activities as soon as possible.

## **Pre-CORE Activities include:**

**These activities are not to be confused with the OJT Activities completed during week three of CORE Training. These activities are different but share some of the same shadow forms.**

1. Accompany or “shadow” the mentor or another well-qualified worker on investigations, home visits, and to court. It is important that the new worker attend court as much as possible. The more familiar the new worker becomes with various aspects of the job, the more relevant the CORE Training will be. Shadow forms must be completed on all activities and submitted the **first day of CORE Training**. Copies of the shadow forms for *Taking a Referral*, *Juvenile Court*, *CPS* and *Permanency Planning* are available on pages 18 through 21. The *Community Resource Directory* form is available on page 22. *Referral Guideline* is on pages 23 and 24; they may refer to this for *Taking a Referral* shadow form. The number of required shadow forms is in relationship to the amount of time the worker has been in the county office.

### **Following are the requirements for shadow forms:**

- **Less than one week in the office - Rebecca Bogard, CW Training Section must be notified of any individual who will be attending CORE with less than one week in the County Office.** These situations must be staffed on a case-by-case basis and a decision will be made if it is in the best interest of the individual to attend CORE or wait until the next session. If the decision is for the individual to attend, the Checklist Form must be as complete as possible and signed by the Supervisor and County Director.
- **One to Two weeks in the office** – Take at least Two Referrals - completing One *Taking a Referral* shadow form for each. Complete One *Juvenile Court* shadow form, Three *CPS* shadow forms, and Three *Permanency Planning* shadow forms.
- **Two to Three weeks in the office** – Take at least Three Referrals – completing One *Taking a Referral* shadow form for each. Complete Three *Juvenile Court* shadow forms, Six *CPS* shadow forms, and Six *Permanency Planning* shadow forms.
- **Three to Four weeks in the office** - Take at least Four Referrals – completing One *Taking a Referral* shadow form for each. Complete five *Juvenile Courts* shadow forms, ten *CPS* shadow forms, and ten *Permanency Planning* shadow Forms.
- **Over Four weeks** - Take at least Five Referrals – completing one *Shadow Experience for Taking a Referral* Form (pg. 18) for each. Complete seven *Court Shadow* Forms, fifteen *CPS Shadow* Forms, and fifteen *Permanency Planning Shadow* Forms.

2. Visit key community agencies and record the agency information in the *Community Resource Directory* form on page 22. **(Please do not merely provide the worker with a photocopied list. Workers must meet with community resources before resource can be listed.)**

**If the Pre-CORE Activities listed above are not completed and given to the DHS Coordinator on the first day of CORE Training, the individual will be asked to return to the County Office.**

3. Read cases that will eventually be assigned to the new worker to gain a clearer picture of the child and family's situation.
4. Take the On-line Introduction to KIDS navigation training prior to attending CORE. Introduction to KIDS is a one-hour, interactive on-line training designed to help new workers become familiar with navigating the KIDS system. This on-line training is a compliment to the two-day classroom training (CW 5762). Participants will manipulate software features such as radio buttons, checkboxes and drop-down menus and will perform computer functions such as copying and pasting. Participants will have the opportunity to practice identifying the correct KIDS menu to access the spell-check feature and will identify the appropriate toolbar icons to perform general job functions. Participants will also practice entering and exiting sub-menus and navigating drill-down sub-menus. Completing this course on-line is a Pre-CORE requirement.
5. Attend the Pre-CORE KIDS Class (CW 5762). The Introduction to KIDS course is a navigational training of the OKDHS KIDS database system. This two-day training will focus on the function of the database system and will cover both CPS/Intake screens as well as Permanency Planning portions of the KIDS database system. Students will learn how to navigate through screens, save and change information, perform record copy functions, request approval as well as gain exposure to the majority of the screens in the KIDS system. While content will be covered in a limited capacity, for the purposes of the actual training, functional navigation of the system will be stressed as opposed to policy and content. Individuals who have taken this course have had less difficulty during the KIDS portions of CORE training. Completing this course is now a Pre-CORE Requirement.

**Schedule for Pre-CORE KIDS Class for FY 09:**

July 21-22, 2008	January 5-6, 2009
August 12-13, 2008	January 7-8, 2009
August 14-15, 2008	February 18-19, 2009
September 17-18, 2008	March 17-18, 2009
October 16-17, 2008	March 19-20, 2009
October 27-28, 2008	April 15-16, 2009
December 2-3, 2008	May 12-13, 2009
December 4-5, 2008	May 14-15, 2009
December 29-30, 2008	

**In order for the new worker to be successful in CORE Training the worker must be able to perform the following computer skills:**

- Sign on to the Computer;
- Open and operate in KIDS;
- Open and operate in IMS;
- Use the Taskbars;
- Open and operate in Explorer;
- Locate DHS Policy in Explorer;
- Locate and use forms and templates in Explorer;
- Utilize Basic Word functions:
  - Cut and Paste
  - Save As
  - Spell-check
  - Print

If the new worker does not have the needed computer skills, a request must be made through the County Director for the Computer Services Technician (CST) to assist the new worker.

## **STRUCTURED MENTORING**

**Mentor Relationship:** Working with a skilled mentor is the most effective method for a new worker to transfer learning from the classroom to the job. A mentoring relationship is essential in giving the new worker the opportunity to take concepts, knowledge, and skills obtained in the classroom setting and integrate them into safe and closely supervised real-life situations which cannot be replicated in training.

**Mentor Assignment:** A mentor is assigned to each new worker at the beginning of employment and continues in that role until graduation. The Supervisor selects the most appropriate mentor available, based on the skills of the mentor and the specific job duties to be assigned to the new worker upon graduation. Ideally, the mentor should be a worker from within the same group. If there is no qualified worker available, a mentor may be assigned from outside the new worker's group. A Supervisor may serve as a mentor only if the Supervisor is able to fulfill all of the mentoring responsibilities.

**Mentor Qualifications:** A mentor must be an experienced (one year or more) CW staff member with unquestionable ethics and outstanding social work skills who can expose the new worker to the overall picture of the CW program. The mentor must have a good grasp of both the intent and the spirit of CW policy and be able to articulate the philosophy and mission of Child Welfare in the daily work routine. The mentor must be well respected by other CW staff and other children and family service professionals in the community.

**Mentor Responsibilities:** The new worker will initially accompany the mentor on various work assignments including investigations, foster care placements, parent/child visits and court appearances. As the worker progresses through training, the mentor will observe the new worker conducting interviews, supervising visits, making foster home placements, etc.

## **INTENSIVE SUPERVISION FOR NEW CW WORKERS**

New workers need a supportive environment that allows adequate time to acquire knowledge and skills and to practice them in a closely supervised setting. In order for the Child Welfare New Worker Development Plan to be successful, supervisors must provide the intensive supervision of new workers throughout the CORE Training and for 6 months thereafter.

### **BEFORE CORE**

- Do not assign the new worker a caseload.
- Review all of the pre-Core information with your new worker and explain the CW New Worker Development Plan format.
- Assist the worker in making lodging arrangements for CORE if necessary. (Participant must travel in excess of 60 miles one-way from their workstation to the training site to be eligible for overnight lodging. Participant must travel in excess of **120** miles to be eligible for overnight lodging on Sunday night before CORE on Monday. Lodging information is included in the Workshop Announcement.)
- Complete all activities on the pre-CORE Checklist included in this guide.
- Assign a mentor to the new worker, recognizing that the mentor will have a great influence on the attitude and philosophy the worker will develop. Make sure the mentor is familiar with his/her responsibilities.
- Allow the new worker to shadow experienced workers on a variety of job assignments.
- Discuss with employee the Probationary Period (see page 53), role of CORE Training in the probationary period, and the Training Observation Summary (see page 52.)

### **DURING CORE**

- The worker receives OJT assignments during the classroom training weeks. Monitor the completion of all OJT activities.
- Discuss the OJT activities with the worker, complete the comments section and sign documentation forms as required.
- Assure that the worker turns in the completed OJT assignment sheets with signatures to the OUHSC Coordinator the following week.
- Assist the worker in filing for mileage and per-diem, if appropriate, on the regular monthly mileage claim. **NOTE ON THE CLAIM THAT THE LODGING EXPENSES HAVE BEEN DIRECT BILLED TO THE UNIVERSITY OF OKLAHOMA.** Use the CORE Training workshop announcement to document travel.

## **AFTER CORE**

- Assign only 1/3 of a caseload when the worker returns from CORE.
- Assign another 1/3 of a caseload one month post-CORE and the remaining 1/3 caseload 2 months after CORE.
- Review with the worker his/her mandatory training schedule for next 12 months and put it on the calendar.
- Assure that the worker is able to attend all mandatory 12 month training. If for any reason the worker cannot attend a scheduled mandatory class, the supervisor must e-mail **CHILDWELFARETRAINING@okdhs.org** with permission for the worker to be canceled from the workshop and rescheduled.
- **Have regularly scheduled conferences every week.**
- Help the worker feel a sense of belonging to the unit.
- Provide direction, structure and stability.
- Clearly state expectations for performance.
- Provide detailed instructions for assignments.
- Provide frequent feedback for positive performance.
- Do not allow worker to perform new activities if they have not shadowed an experienced worker on a similar activity before, i.e., supervise visits, and testify in court.
- Debrief with worker after any new activities are completed.
- Accept worker's feelings of confusion and inadequacy as normal.
- Review all written work closely and provide written and verbal feedback.
- Be constructive - help worker identify mistakes.
- Point out good judgment.
- Refer worker back to information obtained in CORE.
- Expect and allow mistakes.
- Reinforce knowledge. Help the worker draw on knowledge they have gained and apply it to specific cases.

**ALWAYS**

- **CONTACT THE CW TRAINING SECTION IF YOU NEED ASSISTANCE.**
- Provide feedback, comments and suggestions to the State Office. Child Welfare Training Section regarding any and all aspects of the CW New Worker Development Plan. We are constantly striving to improve the training program, and your input is essential.

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## MANDATORY SPECIALIZED WORKSHOPS

After completion of the five week basic CORE Training, new workers will complete the mandatory workshops within the next six months. New workers will return from CORE pre-enrolled in the appropriate workshops. A written schedule will be provided and e-mail reminders will be sent two weeks prior to the scheduled training.

### **Mandatory Workshops (Level I)**

*This training MUST be completed within 12 months of the participant's end of CORE.*

### **Level I – Mandatory Specialized Training**

#### **Child Protective Services Track – 108 hours**

- **CW 1001** - Assessment Training 18 hours (3 days)
- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Cultural Diversity & CW Case Review 12 hours (2 days)
- **CW 1005** - Specialized Child Protective Services Policy 12 hours (2 days)
- **CW 1008** - Preparation for Court & Effective Witnessing 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 12 hours (2 days)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

#### **Permanency Planning Track – 108 hours**

- **CW 1001** - Assessment Training 18 hours (3 days)
- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Cultural Diversity & CW Case Review 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning Policy 12 hours (2 days)
- **CW 1008** - Preparation for Court & Effective Witnessing 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 12 hours (2 days)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

#### **Foster Care Specialist Track – 165 hours**

- **CW 1001** - Assessment Training 18 hours (3 days)
- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Cultural Diversity & CW Case Review 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning 12 hours (2 days)
- **CW 1007** - Specialized Foster Care 12 hours (2 days)
- **CW 1008** - Preparation for Court & Effective Witnessing 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 12 hours (2 days)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (2 days)
- **CW 1027** - Resource Family Assessment 18 hours (3 days)
- **RFT** - Resource Family Training 27 hours

## **Comprehensive Track – 120 hours**

- **CW 1001** - Assessment Training 18 hours (3 days)
- **CW 1002** - Introduction to Child Sexual Abuse 12 hours (2 days)
- **CW 1003** - Cultural Diversity & CW Case Review 12 hours (2 days)
- **CW 1005** - Specialized Child Protective Services Policy 12 hours (2 days)
- **CW 1006** - Specialized Permanency Planning Policy 12 hours (2 days)
- **CW 1008** - Preparation for Court & Effective Witnessing 12 hours (2 days)
- **CW 1009** - Substance Abuse - Level I 12 hours (2 days)
- **CW 1010** - Out of Home Care 12 hours (2 days)
- **CW 1012** - Interviewing and Engagement Skills for Children 18 hours (3 days)

## **CW Specialist Level II (Intermediate)**

*Level II training must be completed within 36 months after completion of CORE.*

### **Child Protective Services Track - 54 hours**

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2006** - Permanency Planning for CPS 6 hours (1 day)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)

### **Permanency Planning Track - 66 hours**

- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

### **Foster Care Specialist Track – 36 hours**

- **CW 2007** - Advanced Foster Care Policy 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2022** - Parenting the Sexually Abused Child 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)

### **Adoption Specialist Track – 69 hours**

- **CW 2010** - Effects of Abuse and Neglect 18 Hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2022** - Parenting the Sexually Abused Child 6 hours (1 day)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)
- **RFT** - Resource Family Training 27 hours

## Comprehensive Track - 84 hours

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

## Worker Level III (Experienced)

Level III training is offered for experienced workers to meet the requirements of a minimum of **40** hours of job related training per individual evaluation year.

*Workers should not enroll in any Level III workshops until they have completed all Level I and Level II training.*

**DHS: 75 -1-12 requires that a yearly training plan be completed for each staff member and documented on OPM - 111, Employee Management Process, Section F, Employee's Summary/Development Plan. Completion of the appropriate training levels should be included in the training plan.**

Workers Name \_\_\_\_\_ SSN: \_\_\_\_\_

Entered on Duty Date: \_\_\_\_\_ Core: \_\_\_\_\_

Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

### Pre-Core Training Checklist for Child Welfare Staff

The following items should be discussed with new staff. In some cases, items need to be given to the new worker. In other cases, information or documents need to be obtained from the employee. Keep in mind that these items do not just constitute good discussion topics, but are necessary items according to policy and accreditation requirements. You should begin immediately after the new person reports for duty. When the item has been discussed and understood by the new worker, both the worker and Supervisor should initial the item in the blocks provided. The County Director and CW Supervisor should both sign the form at the bottom of the last page.

<b>The Supervisor should review with the New Worker:</b>		Worker's Initials	Supervisor's Initials
1.	Desk Assignment w/key (if locking)		
2.	Locking File Cabinet w/key		
3.	Telephone Usage		
4.	Office Parking Location		
5.	Restroom Location		
6.	Location of Office Emergency Evacuation Plan		
7.	Designated Smoking Area		
8.	Location of Office Supplies		
9.	Location of copy machines		
10.	Local Street Map for Area		
11.	Assist Worker in making lodging reservations if needed		
<b>Prior to attending CORE Training the new worker should:</b>		Worker's Initials	Supervisor's Initials
1.	Review the Overview of Core Training Video		
2.	Review the Hepatitis B & C Video		
3.	Review the Meth. OFO Update (12-12-00)		
4.	Review the "Fetal Alcohol Syndrome" Video		
5.	Review the "Prenatal Drug Exposure" Video		
6.	Complete the on-line LMS "HIPPA Privacy" Training		
7.	Complete the on-line LMS "HIPPA Security" Training		
8.	Complete on-line "KIDS Navigation Course"		
9.	Complete the on-line LMS "Substance Abuse Policy" Training		

<b>Prior to attending CORE Training assign the following:</b>		<b>Worker's Initials</b>	<b>Supervisor's Initials</b>
1.	Read <i>Child Protective Services: A Guide for Caseworkers</i>		
2.	Read <i>A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice</i>		
3.	Read the book of <i>Selected Readings</i>		
4.	Read <i>The Halo Girls</i>		
5.	Read <i>Domestic Violence</i>		
6.	Read Volume 1 of the <i>Field Guide to Child Welfare</i>		
7.	Read Volume IV of the <i>Field Guide to Child Welfare</i> pg. 733 – 764		
8.	Read <i>Bridges Out Of Poverty</i>		
<b>Show the new worker the following skills and allow them to practice:</b>			
1.	How to sign on to a computer & get into KIDS		
2.	How to use the Taskbars		
3.	How to open and operate Explorer		
4.	How to locate DHS Policy in Explorer		
5.	How to locate & use forms & templates in Explorer		
6.	Performs basic Word functions of cut & paste, save as, spell check and printing		
7.	How to sign onto computer & get into IMS using worker's own User ID and Password		
<b>Assign the following activities:</b>			
1.	The new worker should go with their mentor or other qualified workers on as many shadow experiences as possible. The new worker should complete a shadow form for each activity.		
2.	Read cases that may eventually be assigned to the new worker.		
3.	Visit key community resources and start a directory of community resources.		
4.	The new worker should go to court and observe as much as possible.		

**Expectations of CORE training have been explained to the new worker.**

\_\_\_\_\_  
COUNTY DIRECTOR/DATE

\_\_\_\_\_  
SUPERVISOR/DATE

**This checklist should be maintained in the local personnel file and the new worker must bring a copy on the first day of their CORE training.  
Taking a Referral Shadow Experience Form**

(Use only for **Pre-CORE** activities)

Refer to *CPS: A Guide for Caseworkers* pgs. 29 – 38 and *Referral Guideline* on pgs. 22 - 23

Mentor Name: \_\_\_\_\_ Date of Shadow Experience: \_\_\_\_/\_\_\_\_/\_\_\_\_

Participant's Name: \_\_\_\_\_

Purpose of Visit: \_\_\_\_\_

**WORKER:**

Complete a referral on KIDS.

1. What was the concern of the reporter?

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2. Did the reporter easily give information?

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**SUPERVISOR:**

1. Did worker obtain all information necessary for you to prioritize referral?

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2. What tips would you give to worker on future referrals?

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**Supervisor's Signature**

\_\_\_\_\_  
**Date**

# Juvenile Court Shadow Experience Form

**To be submitted the first day of CORE**

**Meet with your Supervisor to process your feelings and reactions about the court experience, and to answer any questions you might have about the proceedings.**

Please answer the following questions:

Who is permitted in the courtroom, and why? Who is not?

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What was (were) the role (s) of the attorney (ies)? CASA? Others?

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What was the role of the worker?

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What was the determination made in the case?

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What are your greatest concerns about handling a case in the juvenile court by yourself?

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**Supervisor must accompany worker to court. Introduce worker to District Attorney and Judges.**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

# CPS Shadow Experience Form

**This form is to be used for Pre-CORE and OJT Shadow Experiences**

## **Section 1**

(Please complete Section 1 with your Supervisor)

Mentor Name: \_\_\_\_\_ Date of Shadow Experience: \_\_\_\_/\_\_\_\_/\_\_\_\_

Participant's Name: \_\_\_\_\_

Purpose of Visit: \_\_\_\_\_

## **Section 2**

(Please complete Section 2 after visit)

1. Explain how the worker engaged the family.

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2. Describe the reactions and responses of the family to the worker and the situation.

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3. Was the child(ren) safe? Explain why or why not.

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4. Participant's comments and observation as to the interview and/or investigation.

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**Supervisor's Signature**

\_\_\_\_\_  
**Date**

# Permanency Planning Shadow Experience Form

This form is to be used for Pre-CORE and OJT Shadow Experiences

## Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: \_\_\_\_\_ Date of Shadow Experience: \_\_\_\_/\_\_\_\_/\_\_\_\_

Participant's Name: \_\_\_\_\_

Purpose of Visit: \_\_\_\_\_

## Section 2

(Please complete Section 2 after visit)

1. What was the identified goal for the family?

\_\_\_\_\_

2. According to the ISP, what are two risk related needs of the family? (You may need to ask your mentor or supervisor for help).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Document the progress of the family toward the completion of the ISP as required on a court report. (You may need to consult the mentor or supervisor).

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. **Supervisor**, discuss the new worker's Reactions, Comments, and Observations about the visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**



# REFERRAL GUIDELINE

## Information to Obtain from Reporter During Intake

### Demographic Information

<b>Child:</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Age (date of birth)</li> <li>• Sex</li> <li>• Race</li> <li>• Permanent address</li> <li>• Current location</li> <li>• School or daycare attending</li> <li>• Is this a Native American Child</li> </ul>	<b>Parents or Caregivers:*</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Age (date of birth)</li> <li>• Race</li> <li>• Relationship to the child</li> <li>• Permanent address</li> <li>• Indian Land</li> <li>• Current location</li> <li>• Place of employment</li> <li>• Telephone number(s)</li> </ul> <p>* If the person alleged to have maltreated the child is a caregiver other than the child's parents, the above information should be gathered about both the parents and caregiver.</p>	<b>Family Composition:</b> <ul style="list-style-type: none"> <li>• Names</li> <li>• Ages (dates of birth)</li> <li>• Sex</li> <li>• Race</li> <li>• Location of all children in the family</li> <li>• Names, ages, and location(s) of other children in the alleged maltreater's care</li> <li>• Names of other relatives and nonrelatives living in the home, if the maltreater is not the birth parent (e.g., a babysitter, boyfriend, stepparent)</li> <li>• Role in household</li> <li>• Names, addresses, and telephone numbers of other relatives and their relationship to the child</li> <li>• Names, addresses, telephone numbers, and other sources of information about the family</li> </ul>	<b>Reporter:</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Address</li> <li>• Telephone number</li> <li>• Relationship to the child or family</li> <li>• How they learned of alleged maltreatment (personal knowledge)</li> <li>• Does anyone else know about this? (Collaterals)</li> <li>• Reason for reporting (why calling today)</li> <li>• Discuss confidentiality</li> </ul>
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### Information Regarding the Alleged Maltreatment

<b>Type(s):</b> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Neglect</li> <li>• Emotional maltreatment</li> </ul>	<b>Nature of Maltreatment:</b> (Specific characteristics and parental acts or omissions) <ul style="list-style-type: none"> <li>• Physical abuse: burning, beating, kicking, biting, and other physical abuse</li> <li>• Neglect: abandonment, withholding of needed medical care, lack of supervision, lack of adequate food or shelter, emotional deprivation, failure to register or send to school, and the effects of exposure to partner abuse</li> <li>• Sexual abuse or exploitation: fondling, masturbation, oral or anal sex, sexual intercourse, viewing or involved in pornography or forced prostitution</li> <li>• Emotional maltreatment: constant berating or rejecting treatment, scapegoating, and bizarre/cruel/ritualistic forms of punishment</li> </ul>	<b>Severity (Seriousness):</b> <ul style="list-style-type: none"> <li>• Extent of the physical injury (e.g., second- and third-degree burns on half of the child's body)</li> <li>• Location of the injury on the child's body</li> <li>• Extent of the emotional injury to the child (e.g., suicidal behavior, excessive fear of the parents or caregivers)</li> <li>• Chronicity:</li> <li>• Prior incidents of abuse or neglect</li> <li>• How long the abuse or neglect has been occurring</li> <li>• Whether abuse or neglect has increased in frequency or remained relatively constant</li> </ul>	<b>Location:</b> <ul style="list-style-type: none"> <li>• Setting where abuse or neglect occurred (e.g., home, school, supermarket)</li> <li>• Unsafe conditions in home (weapons, drugs, mental illness, etc.)</li> </ul>
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**Examples of Information Regarding the Parents or Caregivers**

<p>Emotional and Physical Condition:</p> <ul style="list-style-type: none"> <li>• Expresses feelings in positive and healthy ways</li> <li>• Misuses drugs or alcohol</li> <li>• Suffers from physical illness</li> <li>• Suffers from mental illness</li> <li>• Behavior:</li> <li>• Good impulse control</li> <li>• Awareness of triggers that cause them to be angry</li> <li>• Engagement in violent outbursts</li> <li>• Engagement in bizarre or irrational behavior</li> <li>• Possession of weapons in the home</li> <li>• Abuse of pets</li> </ul>	<p>View of the Child:</p> <ul style="list-style-type: none"> <li>• Empathizes with the child</li> <li>• Views the child as bad or evil</li> <li>• Blames the child for the child's condition</li> <li>• Relationships Outside the Home:</li> <li>• Friends and the quality of those friendships</li> <li>• Social and emotional isolation</li> </ul>	<p>Child-rearing Practices:</p> <ul style="list-style-type: none"> <li>• Realistic and age-appropriate expectations of the child</li> <li>• Extent to which use of inappropriate verbal or physical punishment as the first response to misbehavior</li> <li>• Knowledge of different disciplinary techniques appropriate for the child's age and developmental status</li> </ul>
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**Examples of Information Regarding the Child**

<p>Child's Condition:</p> <ul style="list-style-type: none"> <li>• Physical condition</li> <li>• Emotional condition</li> <li>• Disabilities or impairments</li> <li>• Strengths</li> </ul>	<p>Child's Behavior:</p> <ul style="list-style-type: none"> <li>• Extremes in behavior</li> <li>• Appropriateness of behavior given child's age and developmental level</li> </ul>
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**Examples of Information Regarding the Family**

<p>Family Characteristics:</p> <ul style="list-style-type: none"> <li>• Single parent or blended family</li> <li>• Adequate family income</li> <li>• Parents employed</li> <li>• Flow of strangers in and out of home</li> <li>• Evidence of drug dealing in the home</li> </ul>	<p>Family Dynamics:</p> <ul style="list-style-type: none"> <li>• Serious marital conflict</li> <li>• Partner abuse</li> <li>• Disorganization and chaos</li> </ul>	<p>Family Supports:</p> <ul style="list-style-type: none"> <li>• Extended family members who are accessible and available</li> <li>• Relationships with others outside the family</li> <li>• Connections in the community, such as houses of worship</li> </ul>
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<b>7. Physical Abuse/Inappropriate Discipline</b>	<ul style="list-style-type: none"> <li>• Does the child(ren) have injuries now? If so, specifically describe the injuries.</li> <li>• Where was the child(ren) when the abuse occurred?</li> <li>• Does the child(ren) need immediate medical attention?</li> <li>• Has the child(ren) already been seen by a physician?</li> <li>• What led to the child(ren) talking to you about this? or How did you learn about it?</li> <li>• When did the injury occur?</li> <li>• Did anyone witness the abuse?</li> <li>• Is the child(ren) afraid to go home?</li> <li>• What is the caregiver's explanation?</li> <li>• Are any family members taking protective action?</li> </ul>
<b>8. Sexual Abuse/Exploitation/ Inappropriate Sexual Acting Out</b>	<ul style="list-style-type: none"> <li>• Where was the child(ren) when the abuse occurred?</li> <li>• Does the parent know about the abuse? If so, what steps have they taken to protect the child(ren)?</li> <li>• Does the person who hurt the child(ren) have access to or contact with the child(ren)?</li> <li>• Does the person have access to other child(ren)?</li> <li>• What led to the child(ren) talking about this? or How did you find out about this?</li> <li>• What is the age and relationship of the person to the child(ren)? (relative, neighbor, stranger, minor child(ren))</li> <li>• Does the child(ren) have any injuries from the abuse?</li> <li>• Has the child(ren) had a medical exam?</li> <li>• Did the child(ren) disclose where he/she learned these things?</li> </ul>
<b>9. Mental Injury/ Emotional Abuse/ Suicidal Child(ren)</b>	<ul style="list-style-type: none"> <li>• How does the child(ren) function at home and in school?</li> <li>• What symptoms has the child(ren) exhibited to indicate psychological, emotional, or social, educational impairment?</li> <li>• Is the child(ren) failing-to-thrive or developmental delayed?</li> <li>• What has the parent/caregiver done that is harmful?</li> <li>• How long has the situation been going on, and what changes have been observed?</li> <li>• Are there any indications of cruel and unusual punishment?</li> <li>• Does the child(ren) have a therapist or counselor? If so, who?</li> <li>• Is the child(ren) in need of immediate psychiatric intervention?</li> <li>• If the child(ren) is suicidal, has the parent been informed? If so, what was their response?</li> </ul>
<b>10. Domestic Violence</b>	<ul style="list-style-type: none"> <li>• Has anyone in the family been hurt? If so, who has been hurt? Describe the injuries specifically.</li> <li>• Could you describe what "fighting" or "arguing" means?</li> <li>• Could you explain what "dispute" or "domestic" means?</li> <li>• Was the child(ren) present during the incident/violence?</li> <li>• Was the child(ren) hurt during the incident?</li> <li>• What was the child(ren) doing or where was the child(ren) during the incident?</li> <li>• Are there any weapons in the home?</li> <li>• How does the "yelling" affect the child(ren)?</li> <li>• How does the violence affect the child(ren)?</li> <li>• Who is caring for and protecting the child(ren) right now?</li> <li>• What is the battered parent/caretaker's ability to protect self and the child(ren)?</li> </ul>
<b>11. Drug or Alcohol Abuse</b>	<ul style="list-style-type: none"> <li>• How does the parent's drug or alcohol use affect the child(ren)?</li> <li>• Are the child(ren) present during the drug or alcohol use?</li> <li>• How does this affect the ability of the parent/caregiver to provide for the basic needs of the child(ren)?</li> <li>• Are the drugs or alcohol kept within the reach of the child(ren)?</li> <li>• How does this affect their ability to supervise the child(ren)?</li> <li>• Do you have knowledge that there is selling or manufacturing in the home?</li> </ul>
<b>12. Abandonment</b>	<ul style="list-style-type: none"> <li>• Did the parent arrange with someone else to care for the child(ren)?</li> <li>• If so, are they willing and able to provide for the child(ren)?</li> <li>• Does the caretaker know how to contact or the location of the parent?</li> <li>• Can the child(ren) remain with the caretaker or is immediate intervention needed right now?</li> <li>• Did the parent say when or if they would return for the child(ren)?</li> </ul>

<b>13. Drug or Alcohol Exposed Newborn</b>	<ul style="list-style-type: none"> <li>• When is the newborn expected to be discharged?</li> <li>• Are there any known siblings? If so, where are they located?</li> <li>• Are there any concerns about the mother's interaction with the newborn?</li> <li>• Does the newborn have any medical or other special needs that require extra care?</li> <li>• Are you aware of any other previous drug or alcohol exposed newborns delivered by this mother?</li> <li>• What was the mother's explanation for the positive drug or alcohol screen?</li> </ul>
<b>14. Lack of Supervision</b>	<ul style="list-style-type: none"> <li>• Is the child(ren) alone right now?</li> <li>• Do you know where the parent's are and/or how to locate them?</li> <li>• How much longer do you expect the child(ren) to be unsupervised before an adult arrives home?</li> <li>• Is the child(ren) capable of taking care of him/herself during the time left unsupervised?</li> <li>• Is the child(ren) responsible for caring for other younger child(ren)?</li> <li>• Does the child(ren) have access to a phone?</li> <li>• Is there anything about the home environment that raises the level of concern, i.e. pool, unsecured weapons, dangerous neighborhood, etc.?</li> <li>• Does the child(ren) have any physical, mental, emotional or psychological limitations that require constant supervision?</li> <li>• Do the child(ren) have access to another adult?</li> <li>• What times and how long are the child(ren) left unsupervised?</li> </ul>
<b>15. Inadequate and Dangerous Shelter</b>	<ul style="list-style-type: none"> <li>• Could you describe what "filthy or "dirty" means?</li> <li>• Does the child(ren) have access to the safety hazards you described?</li> <li>• What affect does the lack of utility have on the child(ren)?</li> <li>• What present safety concerns are in the environment?</li> <li>• When is the last time you were in the home?</li> <li>• What is it in the environment that makes it unsafe for the child(ren)?</li> </ul>
<b>16. Medical/Dental Neglect</b>	<ul style="list-style-type: none"> <li>• Is the child(ren) in need of immediate medical attention?</li> <li>• Does the child(ren) require ongoing medical supervision, medication, or treatment?</li> <li>• How are these concerns affecting the child(ren)?</li> <li>• Is the parent aware of issue, understand the child(ren)'s condition, or the need for treatment?</li> <li>• Has the parent tried to get medical care for the child(ren)?</li> <li>• What will happen to the child(ren) if they not receive this medical care, medication, intervention, etc?</li> <li>• Does the parent have a mental or physical limitation prohibiting them from seeking treatment for the child(ren)?</li> </ul>
<b>17. Inadequate Physical Care</b>	<ul style="list-style-type: none"> <li>• Is the lack of hygiene affecting the child(ren)'s health?</li> <li>• Is the child(ren) made fun of because of lack of hygiene?</li> <li>• Are the untreated head lice resulting in extended absence from school?</li> <li>• Are the untreated or reoccurring head lice resulting in scabs, sores, or infections?</li> <li>• Have any resources been provided to the family?</li> <li>• What steps have the family taken to address these issues?</li> <li>• How is the delay in changing the baby's diapers affecting the baby? (severe diaper rash, infection, etc)</li> </ul>
<b>18. Inadequate Clothing</b>	<ul style="list-style-type: none"> <li>• Is the child(ren) exposed to elements that would endanger his/her health?</li> <li>• Is the child(ren) repeatedly ill due to exposure?</li> <li>• Does the child(ren)'s clothing generally match the weather conditions?</li> <li>• What effect does the lack of clothing have on the child(ren)?</li> </ul>
<b>19. Educational Neglect</b>	<ul style="list-style-type: none"> <li>• What reasons has the parent given for the child(ren) missing school?</li> <li>• How many consecutive days has the child(ren) missed?</li> <li>• Does the child(ren) want to go to school and the parent will not assist?</li> <li>• Are the child(ren)'s absences due to illness?</li> <li>• What steps have been taken to engage the parent to address the problem?</li> <li>• Has the parent been referred to truancy court?</li> <li>• What impact will this have on the child(ren)'s academic success?</li> </ul>
<b>20. Inadequate Nutrition</b>	<ul style="list-style-type: none"> <li>• What makes you think the child(ren) is not getting enough food?</li> <li>• Is there a medical reason why the child(ren) is failure to thrive or malnourished?</li> <li>• You said the child(ren) only eats junk food. Is the child(ren) fed every day?</li> <li>• Do you know how often and the last time the child(ren) ate?</li> <li>• Does the child(ren) attend a child(ren) care or school where they get food?</li> <li>• Does the child(ren) appear malnourished?</li> <li>• What food have you observed in the home?</li> </ul>

# Content for CW CORE Training

## Week 1

### New Worker Overview: Day 1- AM

- Objectives, rules and schedule for CW CORE.
- Organization of CW and the scope of its services and programs.

### Safety Assessment and Safety Planning: Day 1- PM, Days 2, 3 & 4

Philosophical base and values of CW practice, including client self determination, permanence, family preservation, preservation of parents' and children's rights, and respect for individual differences.

- Legal base of CW and categories and definitions of maltreatment (for abandonment, physical abuse, education neglect, medical neglect, mental injury, neglect, and sexual abuse).
- Oklahoma Statutes Title 10 as the legal authority for Child Protective Services.
- Physical, emotional, and behavioral indicators of abuse, neglect, and sexual abuse in child victims and their families.
- Child abuse and neglect as presenting symptoms of family dysfunction and individual, family, and environmental contributors to abuse, neglect, and sexual abuse.
- Basic medical and visual aspects of child abuse and neglect.
- How cultural issues impact child abuse and neglect.
- Steps in initial assessment of Child Safety, Present Danger and Impending Danger.
- Essential elements that are involved in *receiving and documenting* a child abuse and neglect referral.
- Difference between CPS assessments and investigations.
- General protocol for investigation/assessment.
- Basic information about safety planning.
- Report to the District Attorney on referrals of abuse and neglect.

### **Compassion Fatigue: Day 4 – PM**

- Be able to distinguish between Compassion Fatigue, PTSD and Burnout.
- Be able to identify risk factors for Compassion Fatigue.
- Be able to identify strategies for responding to Compassion Fatigue.
- Be able to understand the relationship between Empathy and Compassion Fatigue.
- Learn what contributes to Resiliency among helping professionals.

### **KIDS/Policy: Day 5**

- History of KIDS, including the origins and the rationale.
- Basic KIDS concepts and navigation.
- Procedure for:
  - locating policy on-line.
  - entering a child abuse and neglect referral on KIDS.
  - completing a search on KIDS.
  - completing a Report to the District Attorney, including basic information about content.
  - entering a removal on KIDS.
  - entering a placement on KIDS.

## Week 2

### **KIDS/Policy: Day 1**

- History of KIDS, including the origins and the rationale.
- Basic KIDS concepts and navigation.
- Procedure for:
  - locating policy on-line.
  - entering a child abuse and neglect referral on KIDS.
  - completing a search on KIDS.
  - completing a Report to the District Attorney, including basic information about content.
  - entering a removal on KIDS.
  - entering a placement on KIDS.

### **Interpersonal Skills Building and Practice: Days 2- 5**

- Discussion of personal values, beliefs, and biases that influence our work with families.
- Understanding the importance of good interpersonal skills; discussion and activities designed to enhance individual interpersonal skills.
- How to effectively engage clients through genuineness, respect, and empathy.
- Avoiding the misuse of power through the casework method.
- Discussion of cultural considerations that impact our engagement of clients.
- Considering the process of change and workers tasks in helping families through the process.
- Awareness of content and process issues in interviews.
- Understanding and overcoming resistance in casework interviews.
- Preparing for client interviews; interview stages; interview styles; interview questions and strategies; opportunities to practice.
- Child interviews – special considerations; assessing developmental level; continuum of questions; use of interview guides; interviewer preparation, behavior, and demeanor.

## Week 3

### ON THE JOB ACTIVITIES during Training

*This will not always be WEEK 3 due to Holidays*

OJT activities during CORE Training are the responsibility of the new worker's immediate supervisor, who will follow a structured process in this guide for the assignment and review of all OJT activities. The supervisor will meet with the new worker on the first day of OJT week, review all OJT activities and assist the worker in developing a plan to complete the activities. The worker and supervisor may select two of the first four activities for completion and all workers must submit activity five. If needed, arrangements will be made for the new worker to go out with individuals in other units. A complete set of instructions for the supervisor begins on page 18. The supervisor will sign-off on the successful completion of all activities and make comments on the participant's work. The signed assignment sheets are returned to the OUHSC coordinator the following week. Written assignments will be reviewed by the supervisor with feedback provided to the worker. The supervisor should collect all OJT assignments and maintain them in the worker's training file. **FEEDBACK IS ESSENTIAL ON EACH WRITTEN ASSIGNMENT**, otherwise, participants feel their time and efforts were wasted. **The Supervisors' role in the completion of the OJT activities is included in the End of CORE Observation Summary.**

#### OJT Activity 1:

**Complete the following activities:**

- Accompany your mentor or another experienced worker in your office on a least four (4) separate investigations.
- Complete the *Shadow Experience* form on each investigation or interview.
- Meet with your Supervisor to discuss the investigations/interviews and to answer your questions.

#### Instructions to Supervisors/Mentors

Allow your new worker to go with an assigned mentor or another experienced worker on at least four investigations or four interviews needed on one investigation. When the new worker returns, assist the worker in processing the information. The worker should complete a *Shadow Experience* form on each investigation or interview. If the worker does not have a copy of the *Risk Matrix*, they will need it for this Activity.

**Sign and Date your worker's shadow forms. Provide written comments and feedback to your new worker on these shadow forms.**

## **OJT Activity 2:**

Complete the following activities:

- Plan with your Supervisor or mentor to shadow an experienced worker on at least three home visits to parents whose children are in Foster Care.
- Read each case prior to the home visit.
- When you return to the office complete the Shadow Experience form for Permanency Planning home visits.
- Discuss the cases with your mentor or Supervisor and ask any questions that came to mind regarding the home visits.

### **Instructions to Supervisors/Mentors**

Assist the new worker in locating an experienced worker to shadow as the experienced worker makes home visits on their permanency planning cases. Select the cases prior to the visit and give the new worker time to review the case. Ask the new worker to pay particular attention to the ISP. Ask him/her to complete the shadow experience form and discuss any comments and questions on each case.

**Sign and Date your worker's shadow forms. Provide written comments and feedback to your new worker on these shadow forms.**

### **OJT Activity 3:**

Complete the following activities:

- Accompany mentor to visit at least four different children in foster care and discuss the visit with your Supervisor/Mentor.
- Complete the attached *Foster Child Visitation* worksheet.
- Complete *Assessment of Child in Placement* Form.

#### **Instructions to Supervisors/Mentors**

This activity is designed to show the importance of visiting children in foster care and that it is not merely done to comply with policy. The worker should learn that, in addition to complying with policy, regular visitation with children in foster care provides a link to the child's biological family. It also provides an opportunity for the worker to document progress toward meeting the child's identified needs and achieving the case plan goal. Answer questions the worker may have regarding structure of the visits, documentation of visits or other aspects of the activity.

Review the worker's worksheet and *Assessment of Child in Placement* Form. Provide feedback regarding observations and information collected during the visit.

**Sign and Date your worker's shadow forms. Provide written comments and feedback to your new worker on these shadow forms.**

**FOSTER CHILD VISTATION FORM**  
**Please complete for each child in foster care you visit**

Child's First Name: \_\_\_\_\_

Female

Male

Age: \_\_\_\_\_

1. What type of maltreatment brought the child into out - of- home care?

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2. Describe the interaction observed between the child and resource family:

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3. Describe the child's physical and emotional development. Did you observe any developmental delays? If you did, describe.

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4. List all services the child is receiving:

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Using the *Assessment of a Child in Placement* Form document information on each child in foster care you visit.

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

# ASSESSMENT OF CHILD IN PLACEMENT FORM

(Complete for each child in foster care you visit)

Child's First Name: \_\_\_\_\_

Female

Male

Age: \_\_\_\_\_

Child's Strengths (check all that apply):

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Accepts Discipline                    | <input type="checkbox"/> Accepts Resp/Consequences for Own Behavior |   |
| <input type="checkbox"/> Active/Energetic                      | <input type="checkbox"/> Assertive                                  | <input type="checkbox"/> Confident              |
| <input type="checkbox"/> Conveys Thoughts/Feelings Appropriate |   | <input type="checkbox"/> Cooperative            |
| <input type="checkbox"/> Developmentally appropriate           |   | <input type="checkbox"/> Easy Going             |
| <input type="checkbox"/> Eats Well                             | <input type="checkbox"/> Empathy for others                         |   |
| <input type="checkbox"/> Engages in Healthy Hobbies/Interests  |   | <input type="checkbox"/> Enjoys School          |
| <input type="checkbox"/> Follows Rules                         | <input type="checkbox"/> Forms Healthy Attachments                  |   |
| <input type="checkbox"/> Goal Oriented Behavior                | <input type="checkbox"/> Good Coping Skills                         | <input type="checkbox"/> Good Decision-Making   |
| <input type="checkbox"/> Good Hygiene                          | <input type="checkbox"/> Good Self-Concept                          | <input type="checkbox"/> Good Survival Skills   |
| <input type="checkbox"/> Interacts Positively                  | <input type="checkbox"/> Interacts Well w/Adults                    | <input type="checkbox"/> Interacts Well w/Peers |
| <input type="checkbox"/> Leader                                | <input type="checkbox"/> Makes Friends Easily                       | <input type="checkbox"/> Optimistic             |
| <input type="checkbox"/> Positive Attitude                     | <input type="checkbox"/> Respects Authority                         |   |
| <input type="checkbox"/> Responds Appropriate to Affection     |   | <input type="checkbox"/> Responsible            |
| <input type="checkbox"/> Self-Motivated                        | <input type="checkbox"/> Self-Reliant                               | <input type="checkbox"/> Verbally Communicates  |

Have medical needs been identified with EPSDT and ongoing care?

Yes  No

Have mental health needs been identified with evaluation for counseling or SoonerStart?

Yes  No

If the child has siblings in care, are all placed together?

Yes  No  N/A

If not, describe the current plan to place together and for continued visits and contact among the siblings (not applicable if previous question was N/A):

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\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## **OJT Activity 4:**

Complete the following activity:

Supervise two visits between a child in foster care and his/her birth parents while the mentor observes. Complete the worksheet for this activity.

### **Instructions to Supervisors/Mentors**

In this activity, the worker will have an opportunity to supervise a visit between a child and his/her birth parent. Following the visit, the worker is asked to answer a number of questions, which are designed to examine the visit from a number of different aspects. The form with the questions should be attached to the new worker's homework. Help prepare the worker by reviewing the history of the case, family dynamics and other related issues prior to the visit. After the worker has had an opportunity to answer the questions following the visit, discuss the questions and provide feedback to the worker, including strengths and needs you may have observed during the visit or in the worker's response to the questions. Answer any questions the worker may have and clear up any misconceptions or misunderstandings the worker may have as a result of the activity.

**Sign and Date your worker's shadow forms. Provide written comments and feedback to your new worker on these shadow forms.**



6. What is the case plan goal? What information did you obtain to document progress toward the case plan goal?

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7. When will unsupervised visits start and under what conditions?

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8. How are the resource parents working in partnership with the birth parents toward reunification? If not, why?

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9. Is there a visitation schedule for this family in accordance with OAC 340:75-6-30(d)?  
**Yes** or **No** (circle one)

10. Discuss how the visitation schedule meets the needs of the child(ren) and the family.

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11. Supervisor's Comments:

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\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

## OJT Activity 5:

Complete the following Activities:

- With your Supervisor's help, identify one family to interview whose cultural background is different from yours. Foster families are good resources. Child Welfare clients are usually not good resources for this activity. The family should be told that you are learning about cultural differences to help you become culturally competent in your work, and you would like to interview them as part of your learning.
- Before you meet with the family, complete the *Personal Reaction Pre-Interview Questionnaire* (this form will be emailed to the participant the week of OJT). Be honest in your responses. The questions should help identify areas that might be of potential concern for you. This is an important step and should not be skipped. You should become aware of your own feelings and preconceptions that might affect your behavior and judgments in the interview.
- Meet with the family and talk with them, using the *Cultural Interview Questionnaire* form (pg. 33) as a guide to the kinds of topics that can be discussed. **However, do not read the questions from the form and write down the answers!** The use of a formal question and answer interview format, using a form to document answers, is often perceived as impersonal and could very likely block rather than enhance communication. Begin the meeting by telling the family that you appreciate their willingness to meet and talk with you and that you want to talk with them about their values, traditions, and beliefs to help you learn about cultural differences. Explain that a lack of understanding across cultures promotes misjudgments, and you want to avoid this in your work. Let the family know that you will be telling them about yourself if they like. Finally, ask them to let you know if they find any of your questions or behaviors offensive and to help you understand why they perceive it that way.
- When you return to the office, complete the *Personal Reaction Post-Interview Questionnaire* and compare your post-contact responses with your responses prior to the interview. Were your two sets of responses different? How? Why?
- Meet with your Supervisor to discuss the visit.
- Complete the *Cultural Diversity Interview* Worksheet.

## Instructions to Supervisors/Mentors

- Help your new worker identify one family to interview whose cultural backgrounds are different from the new worker's background. Foster families are good resources.
- Assist the new worker in preparing for the visits to the family.
- Meet with the worker after the visit and use the following questions to guide discussion:
  1. What did you learn about the family's culture that you did not know previously?
  2. What was different from your background?
  3. Were there similarities in your values and beliefs despite different backgrounds?
  4. Was there anything you were uncomfortable asking the family?
  5. Did the family ask you anything that made you feel uncomfortable? What? Why?
  6. Do you think you offended the family? If so, why do you think this happened?
  7. What did you learn about the family that will help you develop a relationship with clients from similar cultural backgrounds?
  8. Did any of your preconceived ideas change during your contact with the family?
  9. Were issues of racism and discrimination discussed during your visit? If not, why weren't they?
  10. Is there a variable in either your history or the history of the family?
  11. How might they have affected your discussion?
  12. What did you learn about family structure, relationships, child rearing practices and discipline that might affect an assessment of abuse or neglect in a family from this culture?
  13. How might this interview affect your work with families and foster parents?

- Your support and management of this activity are very important. You may want to work with other Supervisors and workers in your agency to identify several families who can be prepared to provide the cultural exchange on an ongoing basis. They should be selected because they have an understanding of cultural issues and their importance in child welfare practice, or a willingness to explore cultural differences to further their own learning. The families of co-workers may provide the best resource; foster caregivers are also excellent resources. To the degree possible, the worker should select families from cultures with which he is the least familiar.
- Finally, the exercise has little utility if it is not adequately processed. A conference with your worker to talk about the experience should be scheduled as soon as possible after the activity.
- It is also very important that you help all your workers talk openly about issues of racism and discrimination and how it may have affected them or people they know personally. If you acknowledge the likely presence of personal biases and blind spots in a non-punitive manner when preparing workers for this activity, you can help set a tone of self-awareness that can be revisited and reinforced throughout the workers' tenure.

**Sign and Date your worker's shadow forms. Provide written comments and feedback to your new worker on these shadow forms.**

## Personal Reactions Questionnaire Pre-Interview

Complete the pre-interview section of this questionnaire prior to visiting each family and the post-interview section after completing your visit. This information is for your personal use and can remain confidential. It is important that you honestly evaluate your own responses.

1. Have you had previous professional contact with persons from this ethnic or cultural background? If yes, was that contact...
  - A. Friendly and open
  - B. Cordial and professional
  - C. Tense
  - D. Conflictual
  - E. Indifferent

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have you had previous personal contact with persons from this ethnic or cultural background? If yes, was that contact...
  - A. Friendly and open
  - B. Cordial and professional
  - C. Tense
  - D. Conflictual
  - E. Indifferent

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What preconceived ideas do you have about people from this family's culture? Which of these do you believe may be accurate? Which, from your experience, are false and misleading? Which are you not certain of?

4. How do you expect the family will react or respond to you? Do you think they will have preconceived ideas about you because of your racial, ethnic, or cultural background?

5. How do you think you will feel during the interview?

6. For the statements listed below, please check the appropriate boxes you think will pertain to you during the interview:	<b>Very Much</b>	<b>Moderately</b>	<b>A Little</b>	<b>Not at All</b>
○ I will be nervous during the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ I will probably feel uncomfortable talking to the family about their values and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ I will probably feel uncomfortable talking about issues related to racism and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ I may “bend over backwards” to avoid offending the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ I will be able to form a productive, mutually satisfying relationship with this family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ I expect the family will be uncomfortable with my asking them all these questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
**Supervisor’s Signature**

\_\_\_\_\_  
**Date**

## Personal Reactions Questionnaire Post-Interview

1. Was this interview...
  - a. Friendly and open
  - b. Cordial and professional
  - c. Tense
  - d. Conflictual
  - e. Indifferent

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. How did the family react or respond to you? Did they have preconceived ideas about you because of racial, ethnic or cultural background?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. For the statements listed below, please check the appropriate boxes you think will pertain to you during the interview:

	<b>Very Much</b>	<b>Moderately</b>	<b>A Little</b>	<b>Not at All</b>
<input type="radio"/> I was nervous during the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> I was uncomfortable talking to the family about their values and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> I was uncomfortable talking about issues related to racism and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> I “bent over backwards” to avoid offending the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> I would be able to form a productive, working relationship with this family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> The family was uncomfortable with my asking them all these questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Cultural Diversity Interview Worksheet**  
**Attach your Pre and Post Interview Questionnaires**

Culture Being Interviewed: \_\_\_\_\_

1. Summarize the family's history:

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2. What are the family's child rearing practices?

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3. Summarize the family's roles and rules:

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4. Who provides support for the family?

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5. What did you learn from this experience?

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6. Summarize a few significant differences you found between this culture and your own:

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7. Supervisor's Comments:

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\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## **Week 4 – Back to CORE**

### **Introduction to Children in the System: Day 1 & 2**

- Why children come into the CW System.
- Basics of normal human development.
- The attachment cycle and its impact on child development.
- Concepts of separation and placement.
- Common behavior patterns of the grieving process and how children react to loss.
- Connection of loss and grief to the CW process.
- Survival behaviors in children and the emotional issue underlying survival behaviors.
- Role of the permanency planning team.
- Importance of permanency planning time frames for children.
- CW worker's role in working with resource parents.
- Kinship placements.

### **Orientation to Placement: Day 3**

- The effect of multiple transitions as a result of out of home placements
- Bridge: Definition, Guiding Principles and What Does it All Mean
- Requirements for Resource Homes
- What is a Kinship Resource
- Initial Kinship Placement Procedure
- Discipline versus Punishment
- Multi-Ethnic Placement Act—impact it has on placements

### **Worker Safety: Day 4 – AM**

- General tips for safety in moving to and from different locations required for Child Welfare daily tasks.
- How to recognize suspicious or potentially dangerous situations to avoid becoming the victim of crime.
- Tips for recognizing and reacting to violent behavior in people you come in contact with.
- What to look for when entering someone's home.
- Safety in the workplace environment.

- Recognizing and dealing with mentally ill individuals.
- Recognizing the signs of a meth lab and the potential dangers associated with these locations.

#### **Legal: Day 4 – PM**

- Legal mandates of Child Welfare.
- Steps in the legal process: pre-adjudicatory orders, petition, appointment of counsel, adjudicatory hearing, treatment and service plan, dispositional hearing, continuing jurisdiction and termination.

#### **Grammar: Day 5**

- Identify correctly written sentences
- Use correct subject-verb agreement
- Identify pronoun-antecedent agreement
- Use consistent tense, voice, and number in written communication
- Use appropriate modifier placement
- Identify the correct word when using words often confused
- Monitor spelling and punctuation in written communication
- Formulate a well-organized paragraph

## Week 5

### **Permanency Planning: Days 1-2**

- Applying social work values and principles to Child Welfare practice, including respecting the family's dignity, individuality, culture, and right to self-determination.
- Roles and responsibilities of the Permanency Planning Worker
- Strategies to engage families and empower family members into constructive and collaborative casework relationships that promote thorough family assessments, service plans and service provision.
- Effects of cultural differences on the development of the casework relationship, and strategies to establish relationships with families from cultural backgrounds different from one's own.
- Effective family assessment and service planning as the foundation of casework intervention.
- Risk assessment within the larger more comprehensive family assessment.
- Factors to address in a strengths-based family assessment, including the contributing factors to risk, abuse, and/or neglect; the functioning of the family as a unit; and the cognitive, behavioral, social, and emotional resources, strengths, and needs of each family member.
- Sources of and strategies for gathering information.
- Identifying needs and selecting services to meet those needs.
- Importance of family involvement in assessments and the development of individualized service plans.
- Strategies to achieve permanency in the lives of children.
- Times frames for Permanency Planning casework.

### **Federal Funding / CASA: Day 2 – AM**

- Overview of OKDHS child welfare funding.
- Information and instruction regarding the OKDHS Random Moment Time Study process, focusing on the importance of RMTS and the accurate and timely completion of RMTS forms.
- Job-specific information and instruction regarding federal funding requirements, focusing on Title IV-E and Title XIX-Targeted Case Management requirements.
- Concise and comprehensive guide that lists all of the federal funding requirements that must be met by OKDHS child welfare workers.

### **Permanency Planning / KIDS: Days 3-5**

- Basics of the Placement Plan, Provider Information Report and Change of Placement report and how to enter reports on KIDS.
- Basics of the Family and Child Strength Needs Assessment, Individualize Plan and Court Report and how to enter on KIDS.
- How to access the help desk and how to request assistance with KIDS problems.

**POST-CORE TRAINING SUPERVISORY CONFERENCES:**

	<b>Date</b>	<b>Worker's Initials</b>	<b>Supervisor's Initials</b>
WEEK 6	_____	_____	_____
WEEK 7	_____	_____	_____
WEEK 8	_____	_____	_____
Review CORE Final Report with Worker	_____	_____	_____
WEEK 9	_____	_____	_____
WEEK 10	_____	_____	_____
WEEK 11	_____	_____	_____
WEEK 12	_____	_____	_____
Complete <i>Knowledge &amp; Skills Assessment</i> at 6 months.	_____	_____	_____

**NOTE: This checklist is not designed to give the new worker a comprehensive overview of all DHS Services and Forms. There may be other items considered to be appropriate and important in a particular county. The CW Supervisor and/or County Director should feel free to point out other issues, forms and services they deem appropriate.**

**Child Welfare New Worker Development Plan  
Knowledge and Skill Competencies at 6 months after CORE**

**Workers Name:** \_\_\_\_\_ **County:** \_\_\_\_\_

**EOD:** \_\_\_\_\_ **Date of Assessment:** \_\_\_\_\_

<b>General:</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>
Can articulate the basic purpose, goals, and principles and expected outcomes of Child Welfare Service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has basic understanding of cultural differences and how they impact child abuse and neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands how one's own culture and life experiences affect child welfare practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can complete administrative forms (ADM-6, ADM-1, sign-in sheet, etc.) with minimal mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use the fax machine, copy machines and email without assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows and adheres to agency work hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can complete written work free of grammatical and spelling errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CPS</b>			
Knows the definition of child abuse & neglect and the scope of Child Protective Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without assistance can complete a telephone child abuse and neglect intake, including all required documentation in KIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows the difference between a CPS assessment and investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can demonstrate the correct procedure for initiating a child abuse/neglect interview and list the different protocols for assessments and investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CPS (continued)**

	<b>YES</b>	<b>NO</b>	<b>NA</b>
Can complete Safety and Assessment form and identify risk factors within the individual, family and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance can complete safety determination section of safety assessment form and explain why the child is at high or moderate risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can obtain the needed information in an investigative or assessment interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can develop a safety plan to prevent removal or re-removal in a low to moderate risk case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can explain how the plan assures safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMUNITY RESOURCES/PREVENTION**

Is familiar with a variety of frequently used resources within the community (including Oklahoma Children's services).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows the name and phone number of the resource contact persons and can complete the referral process without assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the difference between a prevention and permanency planning case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows how and when to utilize CW Contingency Funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COURT/LEGAL SYSTEM**

Has basic competence in court testimony.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of court room etiquette and proper dress for court appearances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a basic understanding of the juvenile court process and legal custody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance and collaboration from the Supervisor, can complete the CWS-KIDS-3 Report to the District Attorney, with all relative information included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance from Supervisor, can complete a CWS-KIDS-11 Court Report, with all necessary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**OUT OF HOME CARE****YES****NO****NA**

Is aware of the impact of removal on the child and the family.

Understands factors used to determine appropriate placement children. (Least restrictive, close proximity, which best meets needs, siblings, etc.)

Knows the process or can find instructions to follow to place a child into foster care. (Including removal process, notice to parents, exploration of kin resources, foster home agreement, Placement Plan, Placement Provider Information Report, IV-E/XIX eligibility, clothing authorization and Difficulty of Care request.

Without assistance, can accurately complete the KIDS information required to place a child into foster home care so that the foster home claim will be paid timely and accurately

With assistance, can complete Placement Worksheet and knows or can locate instructions for requesting placement above foster care.

**PERMANENCY PLANNING**

Is aware of roles and responsibilities of the permanency planning worker.

Is aware of time frames for permanency and knows various permanency options, (reunification, adoption, independent living, etc.)

Understands importance of engaging family in assessment and planning; can describe several engagement techniques.

With assistance, can identify family strengths and needs and select appropriate services to meet those needs.

<b>PERMANENCY PLANNING (continued)</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>
Knows the process and time frames for completing family and child assessment and treatment plan in court involved cases; can complete assessment and plan with assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can articulate the purpose of worker contact with child and visitation between siblings and with parents on at least a monthly basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without assistance, can accurately complete the KIDS information needed to document worker contacts with children in out of home care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of Independent Living requirements for youth and can locate information and procedures when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance, can utilize guide and checklist for assessing successful reunification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands concept of termination of parental rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Child Welfare CORE Training Observation Summary

## End of CORE Observation Report

Participant: \_\_\_\_\_ County: \_\_\_\_\_

County Director: \_\_\_\_\_ Supervisor: \_\_\_\_\_

CORE#: \_\_\_\_\_

**Punctuality:**  Always Punctual       Occasionally Late       Chronically Late

	*Needs Improvement	Meets Standards	Exceeds Standards
Attentive to Training		<input type="checkbox"/>	<input type="checkbox"/>
Verbal in Large Group		<input type="checkbox"/>	<input type="checkbox"/>
Verbal in Small Group		<input type="checkbox"/>	<input type="checkbox"/>
Expresses Empathy for Children & Families		<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Others		<input type="checkbox"/>	<input type="checkbox"/>
Grasp Of Policy		<input type="checkbox"/>	<input type="checkbox"/>
Computer Skills		<input type="checkbox"/>	<input type="checkbox"/>
Interviewing Skills		<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills		<input type="checkbox"/>	<input type="checkbox"/>
On the Job Activities		<input type="checkbox"/>	<input type="checkbox"/>

*\*Comments on "Needs Improvement" Only.*

**Overall Summary:**

**Signature:**

## **Probationary Period**

Effective July 1, 1998 there were some significant changes to the Merit System for Personnel Administration. These changes modified the length of the probationary and trial periods for new and promoted employees.

House Bill 2860 {1998} Section 7 amends Title 74, Section 840-4.13D states “every person, upon initial appointment under the classified service, shall be appointed for a probationary period of one year”. This section refers to all persons whose initial, classified appointment begins July 1, 1998 and thereafter. Although the amendment allows the appointing authority to waive in the writing the remainder of the probationary period at anytime after a probationary employee has served six months, it will be Field Operations policy for all employees hired after July 1, 1998 to serve the full one year probation. The probationary period will not be reduced to less than one year.

## CORE FY09 SCHEDULE

CORE # 176 July 7 - August 8, 2008		
Wk #1	NW/RISK- Safety/CF/KIDS	Jul 7 - 11, 2008
Wk #2	KIDS/ISP	Jul 14 - 18, 2008
Wk #3	On-The-Job Training	Jul 21 - 25, 2008
Wk #4	Classroom Training	Jul 28 - Aug 1, 2008
Wk #5	Classroom Training	Aug 4 - 8, 2008

CORE # 183 January 5 - February 6, 2009		
Wk #1	Classroom Training	Jan 5 -9, 2009
Wk #2	Classroom Training	Jan 12 - 16, 2009
Wk #3	On-the-Job Training	Jan 19 - 23, 2009
Wk #4	Classroom Training	Jan 26 - 30, 2009
Wk #5	Classroom Training	Feb 2 - 6, 2009

CORE # 177 July 28 - August 29, 2008		
Wk #1	Classroom Training	Jul 28 - Aug 1, 2008
Wk #2	Classroom Training	Aug 4 - 8, 2008
Wk #3	On-The-Job Training	Aug 11 - 15, 2008
Wk #4	Classroom Training	Aug 18 - 22, 2008
Wk #5	Classroom Training	Aug 25 - 29, 2008

CORE # 184 January 26 - February 27, 2009		
Wk #1	Classroom Training	Jan 26 - 30, 2009
Wk #2	Classroom Training	Feb 2 - 6, 2009
Wk #4	Classroom Training	Feb 9 - 13, 2009
Wk #3	On-the-Job Training	Feb 16 - 20, 2009
Wk #5	Classroom Training	Feb 23 - 27, 2009

CORE # 178 August 18 - September 19, 2008		
Wk #1	Classroom Training	Aug 18 - 22, 2008
Wk #2	Classroom Training	Aug 25 - 29, 2008
Wk #3	On-The-Job Training	Sept 1 - 5, 2008
Wk #4	Classroom Training	Sept 8 - 12, 2008
Wk #5	Classroom Training	Sept 15 - 19, 2008

CORE # 185 February 23 - March 27, 2009		
Wk #1	Classroom Training	Feb 23 - 27, 2009
Wk #2	Classroom Training	Mar 2 - 6, 2009
Wk #3	On-the-Job Training	Mar 9 - 13, 2009
Wk #4	Classroom Training	Mar 16 - 20, 2009
Wk #5	Classroom Training	Mar 23 - 27, 2009

CORE # 179 September 22 - October 24, 2008		
Wk #1	Classroom Training	Sept 22 - 26, 2008
Wk #2	Classroom Training	Sept 29 - Oct 3, 2008
Wk #3	On-the-Job Training	Oct 6 - 10, 2008
Wk #4	Classroom Training	Oct 13 - 17, 2008
Wk #5	Classroom Training	Oct 20 - 24, 2008

CORE # 186 March 23 - April 24, 2009		
Wk #1	Classroom Training	Mar 23 - 27, 2009
Wk #2	Classroom Training	Mar 30 - Apr 3, 2009
Wk #3	On-the-Job Training	Apr 6 - 10, 2009
Wk #4	Classroom Training	Apr 13 - 17, 2009
Wk #5	Classroom Training	Apr 20 - 24, 2009

CORE # 180 October 20 - November 21, 2008		
Wk #1	Classroom Training	Oct 20 - 24, 2008
Wk #2	Classroom Training	Oct 27 - 31, 2008
Wk #4	Classroom Training	Nov 3 - 7, 2008
Wk #3	On-the-Job Training	Nov 10 - 14, 2008
Wk #5	Classroom Training	Nov 17 - 21, 2008

CORE # 187 April 20 - May 22, 2009		
Wk #1	Classroom Training	Apr 20 - 24, 2009
Wk #2	Classroom Training	Apr 27 - May 1, 2009
Wk #3	On-The-Job Training	May 4 - 8, 2009
Wk #4	Classroom Training	May 11 - 15, 2009
Wk #5	Classroom Training	May 18 - 22, 2009

CORE # 181 November 3 - December 12, 2008		
Wk #1	Classroom Training	Nov 3 - 7, 2008
Wk #3	On-the-Job Training	Nov 10 - 14, 2008
Wk #2	Classroom Training	Nov 17 - 21, 2008
Wk #4	Classroom Training	Dec 1 - 5, 2008
Wk #5	Classroom Training	Dec 8 - 12, 2008

CORE # 188 May 18 - June 19, 2009		
Wk #1	Classroom Training	May 18 - 22, 2009
Wk #3	On-the-Job Training	May 25 - 29, 2009
Wk #2	Classroom Training	Jun 1 - 5, 2009
Wk #4	Classroom Training	Jun 8 - 12, 2009
Wk #5	Classroom Training	Jun 15 - 19, 2009

CORE # 182 IV-E December 8, 2008 - January 16, 2009		
Wk #1	Classroom Training	Dec 8 - 12, 2008
Wk #2	Classroom Training	Dec 15 - 19, 2008
Wk #3	On-the-Job Training	Dec 22 - 26, 2008
Wk #4	Classroom Training	Jan 5 - 9, 2009
Wk #5	Classroom Training	Jan 12 - 16, 2009