SUPERVISOR & MENTOR GUIDE
FY 2015
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INTRODUCTION TO CHILD WELFARE NEW WORKER COMPETENCY DEVELOPMENT

The Child Welfare Services Training Unit will continue New Worker Competency Development, which includes CW CORE training, in FY 2015. The Mission of the Child Welfare Services Training Unit is to support and enhance the OKDHS Child Welfare workforce through training, mentoring and educational opportunities, to improve the safety, permanency and well-being outcomes for children and families involved in the Oklahoma Child Welfare system. Child Welfare New Worker Competency Development’s expected outcome is to have trained workers upon the successful completion of both CORE and Hands-On Testing. The plan includes:

- 4 weeks preferred (2 weeks minimum) of Pre-CORE activities;
- 4 weeks of classroom training;
- 2 weeks of On-the-Job training;
- Structured mentoring;
- Intensive Supervision; and
- Hands-On Testing of the worker’s knowledge and skills.

This “Guide for Supervisors and Mentors” will explain the New Worker Competency Development concept, outline what you can expect from the CWS Training Unit, and detail what is expected from you and your worker. Please review this Guide with your worker to ensure you, the worker and any assigned mentor understands the requirements of the activities and training.
FREQUENTLY ASKED QUESTIONS (FAQ)

1. How do I get my new worker enrolled in CORE Training?

   Per the instructions on page 5 of this Guide, the CW supervisor fills out the enrollment form located on-line at http://www.ou.edu/cwtraining/core.htm and e-mails the completed enrollment form to ChildWelfareTraining@okdhs.org.

2. When can I request updates on my new worker’s progress in CORE Training?

   At any time after the worker begins CORE Training. The CW supervisor should contact one of the CWS or OUHSC training staff listed on page 15 of this Guide with any inquiries on their worker’s progress, behavior, timeliness, etc. The Supervisor will receive a weekly progress report with quiz grades and any noted pertinent information regarding their worker while attending CORE.

3. My worker is Permanency. Can I just have them do other tasks (such as transporting children) before coming to CORE rather than have the worker complete the CPS-oriented pre-CORE activities?

   NO. All workers, regardless of assignment, must complete all the pre-CORE and as many of the OJT assignments as possible. Any other work should be assigned only after (or if) the worker has completed the required activities. This also applies to CPS workers during OJT, or Resource workers, etc.

   One purpose of CORE, and of the pre-CORE and OJT activities, is to provide the participants with a broad foundational knowledge of the child welfare process. CORE is not about specialized work, it is about child welfare work.

4. Will new workers gain all the knowledge and skills needed to successfully complete Hands-On Testing (H.O.T.) strictly in the CORE classroom?

   The answer to this can vary depending upon the experience and knowledge the participant brings to child welfare. However, most of the time we find the answer to this question is NO. Most new workers will need to complete quality shadowing experiences during pre-CORE and OJT weeks, actively participate in CORE training, AND be provided with opportunities to practice during post-CORE in their offices. Supervisors and mentors are important partners of the CW Training Section in preparing the workers for H.O.T.

5. Is completing H.O.T. the same as Level I Certification?

   NO. Hands-On Testing is a competency test of basic skills needed to begin carrying a reduced caseload. Level I Certification is a test of more experienced workers after completion of mandatory Level trainings.
6. Can I come and observe CORE Training?

As space allows, we certainly encourage observation of CORE training by CW supervisors and others. To make request to attend a portion or all of CORE training, please e-mail the CORE coordinators (listed on page 16 of this Guide) with a copy to the Programs Administrator of the Training Section.

Anyone observing CORE must read and sign (and have their direct supervisor sign) the Expectations for CORE Observers form on page 8 of this Guide. This form must be given to the CORE coordinator on the first morning the individual wishes to observe CORE.

7. For Level I classes, does the training center make hotel reservations for those eligible for lodging? Is there a “cut-off date” for the hotel?

For Level I classes after the worker has completed CORE and successfully completed Hands-On Testing, the workers who are eligible for lodging must make their own reservations. And, there is a definite cut-off date for lodging. A block of rooms is reserved at the designated hotel for the workers eligible for lodging. However, this block must be “freed up” back to the hotel some time prior to the beginning of CORE. Please check with your worker on the information they receive regarding lodging and ensure they make reservations timely.
OVERVIEW OF CORE TRAINING

**Length:** Four weeks pre-CORE activities, four weeks of classroom instructions, two weeks of OJT activities and two weeks of post-CORE activities.

**Location:** The training site is located at the OU/DHS Training Annex at 1200 W. Rock Creek Road, Norman, OK 73069. The telephone number is 405-325-6874.

Tulsa CORE trainings are held on the 5th Floor of the Skyline Building (Suite 5300) at 6128 E. 38th Street, Tulsa, OK 74135.

**Frequency:** THIRTY ONE CORE Training sessions are offered in FY 15 in Norman and Tulsa; 21 in Norman and 10 in Tulsa (See FY 15 schedule on Pages 66-68).

**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 and is e-mailed out to the workers prior to CORE. Lodging will be secured for eligible participants by the Training Section.**

**Mileage & Per-diem:** Mileage for all participants and per-diem for those in travel status are filed on the participants’ regular travel claim. 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 who attend CORE in Norman Monday through Thursday. Participants need to subtract ¼ of the day’s per-diem from their mileage claim for each lunch provided, as well as for full breakfasts offered at the designated hotel. **Mileage should be claimed from duty station or home, whichever is closer.**

**Caseloads:** **UNDER NO CIRCUMSTANCES WILL THE WORKER BE ASSIGNED A FULL CASELOAD UNTIL AFTER THE WORKER SUCCESSFULLY COMPLETES CORE AND HANDS ON TESTING.**

**Timing:** All workers must have a minimum of two weeks Pre-CORE experience in their county office prior to attending CORE, and complete all Pre-CORE activities (see pages 9-11).

**Sequencing:** New workers must begin CORE Training in Module 1 and continue straight through until completion of training.

**Enrollment:** At the time the county receives a report date for a new CW Specialist, the CW Supervisor fills out the enrollment form located on-line at [http://www.ou.edu/cwtraining/core.htm](http://www.ou.edu/cwtraining/core.htm) and e-mails the completed enrollment form to ChildWelfareTraining@okdhs.org. 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 OKDHS Children Welfare Services staff and contracted trainers.

**CORE Training Hours (the exact days and hours may be subject to change during weeks of a holiday or other scheduling issues):**
Monday – 9:00 a.m. to 4:30 p.m.
Tuesday & Wednesday – 8:00 a.m. to 4:30 p.m.
Thursday – 8:00 a.m. to 4:00 p.m.
Friday – Return to County office (see Staffing Notes and Friday Return Checklists for each module of training)

**Attendance and Timeliness:**  Workers should plan to be on time and attend each day of CORE training. Tardiness creates a disruption and will be discussed with the worker’s superiors. Absences are approved by the Manager of the Training Section on a case by case basis.

**Approval of Leave:**  Any leave requests will be directed to the worker’s supervisor for approval. Annual leave should not be approved during CORE Training. Any worker with planned leave will be required to wait until the next available CW CORE Training Session. Workers who miss any portion of CORE due to emergencies or other unforeseen circumstances may also have to wait until the next scheduled CORE group to attend training and to participate in Hands-On Testing.

**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. Information regarding closing or delays will be listed as soon as a decision is made on our website [www.ou.edu/cwtraining](http://www.ou.edu/cwtraining).

**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 due to the importance of learned skills for which the worker will be responsible in Hands-On Testing.

**Americans with Disabilities Act (ADA):**  If the participant has any special needs, please notify the Training Section of any requests for accommodation as soon as the worker begins employment with OKDHS and prior to initiation of pre-CORE activities.
Overall Participant Evaluation: All CORE participants will receive an on-going summary of evaluation of their participation, as well as observation and testing of their acquired knowledge and skills. The Training Section will send out the participant evaluations in an on-going manner as the participants complete CORE and Hands-On Testing. The evaluation materials will contain the following components and information:

- The Supervisor and Mentor evaluation for each participant filled out after completion of Pre-CORE activities;
- A summary of weekly performance on daily quizzes administered during CORE to test participants’ retention of the previous day’s content. Supervisors will receive quiz results for their worker after each week of training in order to help track the worker’s strengths and areas needing improvement during CORE. The CORE coordinator will send out quiz results to participants and their supervisors after each week of CORE, to be discussed with the worker during Friday return staffing; and
- Results of Hands-On Testing.

PLEASE ADVISE YOUR WORKER THAT THESE EVALUATIONS ARE VERY IMPORTANT AND INFORMATION CAN BE USED IN DETERMINING RECOMMENDATIONS ON PERMANENT STATUS. ALWAYS DISCUSS EACH OF THESE EVALUATIONS WITH THE WORKER.
Expectations of CORE Observers

As space allows, observers of CORE training are generally welcome. However, it is important we continue to create an atmosphere that promotes effective learning. CORE participants are asked to exhibit professionalism and give their full attention to the training. Anyone who is observing CORE training is expected to adhere to the same rules of professional conduct as the participants and trainers. Such rules specifically include:

- Observing dress code;
- Arriving on time for training;
- Not using cell phones during training (for talk or text);
- Refraining from “side” conversations with participants or other observers during training;
- Minimizing interruptions and/or times leaving the room during training;
- Remaining attentive to the training (rather than doing other work, reading, etc);
- Not engaging in open disagreement with trainers regarding content presented (this should be addressed after training rather than in front of participants).

I have read, understand, and agree to follow the above expectations during my time observing CORE training.

__________________________________________  ____________
Employee Signature                                  Date

__________________________________________  ____________
Supervisor Signature                               Date
PRE-CORE TRAINING ACTIVITIES

Pre-CORE 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 Pre-CORE activities. Supervisors MUST ensure that new workers have an opportunity to do all the assigned activities.

The following is a list of resources the new worker must review prior to CORE Training:

- The following sections of the *Oklahoma Department of Human Services Child Welfare Practice Model Guide*:
  - Pages 5-8 on the Model flowchart, Intake and Screening;
  - Pages 17-22 on Assessment of Safety, 24-25 on Risk vs. Safety;
  - Pages 31-34 on Safety Planning;
  - Pages 45-49 on Family Visitation.

- A selection of articles from ACTION for Child Protection related to aspects of Child Welfare Services:
  - *Child Safety and Substantiation of Child Maltreatment*; (8 pages)
  - *Impending Danger and the Cultural Context*; (12 pages)
  - *When Living Conditions Seriously Endanger a Child’s Physical Health*; (10 pages)
  - Video: *Ethics in Child Welfare* 30 min

The reading materials (and when possible, links to videos on-line) will be sent via e-mail to all enrolled participants, however all counties should have many of these materials available in their office. Therefore, new workers can begin work on their Pre-CORE Training activities as soon as possible.

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;
- Use the Taskbars;
- Open and operate in Explorer;
- Locate OKDHS 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 for the Information Systems Services Coordinator (ISSC) to assist the new worker.
Pre-CORE Activities

These activities are not to be confused with the OJT Activities done during weeks three and four of CORE Training. These activities are different but share some of the same shadow forms. All workers will be trained comprehensively on the entire process of child welfare while in CORE. Specialized workers, as much as is possible, should not be informed of their area of work emphasis (CPS, PP, etc.) until after the worker completes all of CORE training.

Prior to attending CORE, workers are required to be in the field a MINIMUM of 2 weeks AND have activities #1 through #9 completed.

1. Log into LMS and complete the following:
   a. AFCARS training module
   b. Introduction to KIDS navigation training
   c. CW Pre-CORE Funding Curriculum

2. Complete Intro to Report Writing, Trauma (Parts 1-3) and HIV Policy on-line courses through the OUHSC Desire2Learn System. OUHSC will e-mail each worker with a unique user name, password and instructions on how to log in and complete this training. The worker will print the certificate of completion and submit to the CORE coordinator the first day of training.

3. The supervisor assigns or helps to assign each worker, regardless of that worker’s unit assignment (CPS, PP, Comp, etc.), to a CPS mentor for Pre-CORE activities. The purpose of Pre-CORE activities is to familiarize the worker as much as possible with the CPS process and the beginning processes of a child welfare case. Please note: the purpose of the Pre-CORE activities is to have the worker observe the child welfare process “in order” as much as is possible. Therefore this should be their first shadowing experience and others should follow (for example, the worker should not attend a show cause hearing if he/she has not already shadowed on an investigation or assessment). We want to emphasize quality over quantity of shadowing experiences and assist the worker be more prepared for CORE training. We notice a significant difference in the preparation of trainees who have been exposed to certain processes (for example, the Assessment of Child Safety) versus those who have never seen them.
   a. Accompany or “shadow” the mentor on a CPS investigation or assessment, observing as many interviews on that single referral as possible (it is preferable the worker be able to observe all the interviews), including victim(s), sibling(s), PRFC(s) and collaterals. The new worker can also provide needed assistance to the assigned mentor; examples could include calling collaterals, picking up legal forms, etc. The mentor should closely assist the worker in completing the following:
1. Entering collateral contact information into KIDS;
2. Documenting at least one collateral interview.

b. The worker utilizes information from all of the observed interviews to complete a paper *Assessment of Child Safety (AOCS)* form based on their observations (completing the AOCS as if they are the assigned worker). The worker meets with their supervisor to discuss the investigations/assessments, including safety plans if applicable.

c. **Instructions to Supervisors/Mentors:** When the new worker returns, assist the worker in processing the information. The worker should complete an Assessment of Child Safety on each investigation or assessment observed and bring with them the first day of CORE.

4. The Supervisor or Mentor introduces the new worker to:
   a. The juvenile judge(s) for their county;
   b. The Assistant District Attorney(s) responsible for juvenile cases;
   c. Law enforcement representatives who commonly work with child welfare;
   d. Any other important stakeholders, such as a CASA director, ICW supervisor, etc.

5. Complete with their supervisor the *Learning Style Characteristics Inventory*.

6. **Assist the worker in locating a Permanency Planning mentor for OJT weeks during training and ensuring the mentor has identified the case the new worker will complete OJT activities on.** If the case is identified at this time, worker visits, visits to service providers and (if possible) a Family Functional Assessment can be scheduled in advance to avoid any problems when the worker returns from training for their OJT shadowing.

7. Complete the Module 2 Policy Search (participants bring these with them to CORE).

8. Once all of the activities are completed, the supervisor and mentor:
   a. Ensures the worker has checked the activities the worker was able to complete on the *Pre-CORE Training Checklist* to turn in on the first day of CORE;
   b. Provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form*.

9. The worker reviews the CORE *Expectations of Professional Behavior* form with the worker and discusses professional conduct while in training. The worker and supervisor sign and date the form. **The worker must submit the form with all other Pre-CORE documentation on the first day of training.**
STRUCTURED MENTORING

Why is it Important to Assign a Mentor?  The quality of learning a new worker receives from Pre-CORE, OJT, and Post-CORE activities will depend greatly on the commitment of the mentor. The activities are not simply “busy work” but instead are designed to effectively prepare the worker for the content they will be exposed to in training, as well as the knowledge and skills assessed on the pre-post test and Hands-On Testing. The mentor and supervisor effectively become trainers of the worker before CORE, during OJT, on Friday returns and during Post-CORE shadowing.

How do I Choose a Mentor?  A CPS mentor is assigned to each new worker at the beginning of employment and continues in that role until the beginning of CORE. A Permanency Planning mentor is assigned to the new worker for OJT activities. After CORE the worker is assigned a mentor based on that worker’s expected area of assignment (CPS, PP or Resources). If needed to complete all activities, more than one mentor may be assigned; however, it is encouraged to have the worker shadow a single assigned mentor as much as possible. 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.

What are the Qualifications Each Mentor Needs?  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.

What are the Mentor’s Responsibilities?  The new worker will accompany the mentor on various work assignments. The mentor will observe the new worker gathering and documenting information, as well as the worker’s interactions with children, parents, court participants, etc. The mentor(s) will provide feedback of their observations of the new worker during Pre-CORE Activities on the Supervisor/Mentor Evaluation Form on pages 29 and 30.
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 several months thereafter.

BEFORE CORE

- Do not assign the new worker a caseload. **The worker must not receive a caseload until after successful completion of training and Hands-On Testing.**
- Review the Pre-Core and New Worker Development material with your new worker.
- Complete as many activities as possible on the Pre-CORE Checklist included in this guide on pages 27-28.
- Assign a CPS 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 the mentor or other experienced workers on a variety of job assignments listed in the Pre-CORE activities.
- Discuss with employee the Probationary Period (see page 64), role of CORE Training in the probationary period, and the Overall Participant Evaluation (see page 7).
- Complete the Supervisor/Mentor Evaluation Form on pages 29 and 30.
- Lodging arrangements, if necessary, are automatically made by the Training Section (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).

DURING CORE

- The worker receives Friday and OJT assignments during the classroom training weeks. Monitor the completion of all Friday and OJT activities.
- Discuss the Friday and OJT activities with the worker, complete the comments section and sign required documentation forms.
- Assure that the worker turns in the completed Friday and OJT Activity assignment sheets with signatures to the CORE 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

- Review the Post-CORE shadowing activities with the worker and ensure all activities are completed. Sign and date the Post-CORE activities checklist.

- Review the worker’s performance on CORE quizzes and all Pre-CORE and OJT activities to determine areas needing improvement. Assisting the worker to address these need areas will be critical in preparation for Hands-On Testing.

- Have regularly scheduled conferences every week.

- Help the worker feel a sense of belonging to the unit and 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; e.g., supervise visits or testify in court.

- Assist the worker with application of the Practice Standards; specifically ask the worker to discuss how their work with children and families reflects Oklahoma’s standards for practice.

- 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.

- Reinforce knowledge. Help the worker draw on knowledge they have gained and apply it to specific cases.

AFTER WORKER SUCCESSFULLY COMPLETES HANDS-ON TESTING

- Supervisor should review feedback forms completed by the graders of H.O.T. to identify and reinforce strengths and address areas needing improvement.

- Upon successful completion of Hands-On Testing, the new worker is assigned a graduated caseload per the following schedule (Oklahoma Pinnacle Plan Point 3, Initiative 1):
  - 25 percent upon successful completion of CORE and Hands-On Testing;
  - 50 percent after six months of successful work; and
  - 100 percent after nine months of successful work.

- 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 Level I training. If for any reason the worker cannot attend a scheduled mandatory class, the supervisor must e-mail CHILD WELFARE TRAINING (listed on Outlook) with permission for the worker to be canceled from the workshop and rescheduled.

- The worker completes their Level I Training. In order for a worker to be on track to complete Level I certification, the worker must complete all mandatory Level I trainings.
ALWAYS

- CONTACT THE CWS TRAINING UNIT IF YOU NEED ASSISTANCE.

- Check the OUHSC Child Welfare Training Program website at http://www.ou.edu/cwtraining/index.htm. Supervisors and workers alike can often find answers to questions and other helpful information here.

- Provide feedback, comments and suggestions to the Child Welfare Services Training Unit regarding any and all aspects of CW New Worker Competency Development. We are constantly striving to improve the training program, and your input is essential.

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Module 1

**Day 1-4**

- **Introduction and orientation to CORE, discussion of pre-CORE activities.**
- Discussion of values, culture and OKDHS Child Welfare Practice Standards.
- Understanding the importance of good engagement skills; discussion and activities designed to enhance individual engagement skills.
- How to effectively engage clients through genuineness, respect, and empathy.
- Avoiding the misuse of power through the casework method.
- Considering the process of change and worker tasks in helping families through the process.
- Awareness of content and process issues in 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.
- Tips for recognizing and reacting to potentially violent behavior and/or dangerous situations.
- Safety in the field and the workplace.
- Recognizing the signs of a meth lab and the potential dangers associated with these locations.

**Friday Activities (complete as many as possible, #1 is mandatory):**

1. Review the worker’s interview documentation of the “Tammy” interview, provide feedback on information gathered and structure of documentation

2. Observe a forensic interview (or discuss the process with a forensic interviewer), find out county protocol for when to utilize a forensic interviewer.

3. Discuss with worker protocol when entering a potentially dangerous situation (including suspected meth lab). Discuss county protocol for joint response with law enforcement.

4. Initial, sign and date the Week 1 Friday Activities checklist on page 35. Each participant must present the checklist to the CORE Coordinator upon return to training.
Module 2

Day 1 - 4

- Discussion of initial CPS process: reception of Dunphy family referral and initial contact.
- Completing search and demographics, adding collaterals.
- 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.
- General protocol for investigation/assessment through the process of the Dunphy referral.
- Completion of initial child interviews on the Dunphy case.
- Completion of all interviews, documenting in KIDS screens.
- Discussion of the Immediate Protective Action Plan (IPAP) and alternatives to custody.
- Completion of the Assessment of Child Safety and documenting on KIDS.
- Discussion of Voluntary Safety Plan and Family Centered Services.

Friday Activities (complete as many as possible, #1 is mandatory):

1. Staff the Dunphy case with the supervisor, use the Staffing Notes form to discuss:
   - Initial referral information, how the worker should prepare to go out to the home
   - Noted safety threats and why safety planning was necessary
   - Review documentation describing home conditions completed by the worker
   - Heinous and shocking, law enforcement response
   - Discuss joint response with Tribal child welfare

2. Discuss services that could possibly help the family at this stage, what providers can offer, add information to the Community Resource Directory.

3. Initial, sign and date the Week 2 Friday Activities checklist on page 36. Each participant must present the checklist to the CORE Coordinator upon return to training.
ON THE JOB (OJT) ACTIVITIES during Training (2 weeks)

OJT will not always fall in the same place within the CORE schedule due to Holidays and other scheduling conflicts

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. A complete set of instructions for the supervisor and new worker follows. The supervisor will sign-off on the successful completion of all activities and provide feedback on the participant’s work. 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 Activities

Instructions to Supervisors: During Pre-CORE activities, the supervisor should have assigned the new worker a mentor who has Permanency Planning responsibility. Have the mentor choose a case that is ongoing, court involved, and if possible, can schedule a worker visit with children in placement during OJT week. Help the new worker complete the following activities:

1. Shadow the mentor on or review a completed Family Functional Assessment and Individualized Service Plan on a case suggested by your supervisor, discuss with your mentor and/or supervisor:
   - What were the identified safety threats?
   - Why was removal necessary?
   - What behaviors or conditions in the home need to change in order to make the child safe?
   - How will each of the services help the family?

2. Visit the service providers working with the family on the case reviewed in #1 above. Discuss with the service providers the following (and add the providers to the Community Resource Directory):
   - What services does the provider offer?
   - What are their specific treatment goals with the family whose case you reviewed?
   - How are the providers tracking the parents’ progress?

3. Shadow a worker on a visit to a child in foster care from the reviewed case. If this cannot be completed, shadow a worker on a worker visit to a child in foster care on another case.
   - If this is not the case the new worker has already reviewed in activity #1, have the new worker review the Family Functional and ISP for this case.
   - Have the worker read the last few monthly contacts with the child(ren) being visited.
   - When the worker returns to the office, have them individually complete the Face to Face Contact Guide (04MP007E) and any required addendums based on your observations.
   - Discuss the case with the mentor and/or Supervisor and ask any questions that came to
mind regarding the home visit(s).

- Complete Assessment of Child in Placement Form on page 45.

4. Shadow a worker on a visit to parents (preferably from the same case), following the directions from Activity #3 above (but do not fill out the Assessment of Child in Placement).


6. Shadow a worker on an initial kinship placement walkthrough. If this is not possible, the mentor discusses the process with the worker, including usage of applicable forms (initial agreement, house assessment, background check, references, etc).

7. Shadow a Bridge resource worker (adoptions and/or foster care) on a “field day,” when the resource worker will meet with multiple current or potential Bridge resource homes. The worker should be able to observe the resource worker conducting face to face contacts such as initial inquiries, resource family assessments, re-assessments, etc. If activities 6 & 7 can be completed on the same day, this is certainly allowable and advisable to effectively utilize the worker’s time.

8. If possible, observe a Bridge Initial Meeting and/or Family Team Meeting; see Case Transfer/Initial Meeting/FTM Shadow Form on page 44.


10. If schedule allows, attend a Dispositional Hearing. Mentor should assist the worker with entering the hearing results in the appropriate screen in KIDS. For any court hearings attended, the worker fills out the Court Hearings Worksheet on pages 42-43.

11. Attend a Court Review and/or Permanency Hearing. Mentor should assist the worker with entering the hearing results in the appropriate screen in KIDS. For any court hearings attended, the worker fills out the Court Hearings Worksheet on pages 42-43.

12. Complete Historical Trauma and Trauma (Part 4) on-line trainings (required).

**Instructions to Supervisors/Mentors**

1. Ensure the worker meets with their assigned mentor for PP activities the first day of OJT;
2. Review case information with the worker for each activity and answer any questions the worker may have;
3. Ensure the worker understands the purpose for each reviewed form and shadowed activity;
4. Review the worker’s Contact Guides, Assessment of Child in Placement, and Court Hearings Worksheet Forms. Provide feedback regarding observations and information collected during the visits to children and parents;
5. Ensure the worker has indicated the activities the worker was able to complete on the OJT Week Activities Checklist (page 38) to submit upon return to training.
Module 3 – Back to CORE

Day 1-4
• Discussion of failed safety plan, options for keeping children safe.

• Diligent search and finding appropriate kinship placements; initial kinship placement.

• Document removal, findings and addendum to D.A. Report.

• Ongoing discussion of the Indian Child Welfare Act: history and requirements.

• Initial foster care placements for the Dunphy children: requirements, policies, etc.

• Data entry of demographic information, work flow of case documentation in KIDS including Placement Provider Information Report, Child’s ISP and Change of Placement

• Bridge: Definition and Initial Meeting, CW worker’s role in working with foster parents.

• Multi-Ethnic Placement Act—impact it has on placements.

• Purpose of child’s visitation with family members, maintaining connections and documentation in KIDS.

• Responding to inquiries from placement providers and court personnel utilizing policy.

• Utilizing the Family Team Meeting process to engage families and empower family members in constructive and collaborative casework relationships.

• Courtroom etiquette and testimony, discussion of Emergency Custody and Adjudicatory Hearing, practice in a mock courtroom setting.

Friday Activities (complete as many as possible, #1 is mandatory):

1. Staff the Dunphy case with the supervisor, use the Staffing Notes form to discuss:
   • Discuss with supervisor or resource worker what foster homes placements might be available for the Dunphy children, if shelter is available in the county. If not, what are the options?
   • Needed services for the children, find out what is available in the county, interview providers and add information to the Community Resource Directory;
   • Visitation planning in the case scenario – How would visitation be arranged? At what location? Frequency, supervision, etc;
   • Discuss Reasonable and Active Efforts

2. Determine if CASA is involved in the county, discuss relationship between CW and CASA, and if possible, meet with the director or one of the volunteers to discuss their role.

3. Initial, sign and date the Week 5 Friday Activities checklist on page 37. Each participant must present the checklist to the CORE Coordinator upon return to training.
Module 4

Day 1 – 4

- Purpose and documentation of worker contacts, providing for well-being of children.

- DDSD assessment and services.

- Safety assessment in Permanency Planning.

- Effective Family Functional Assessment (FFA) and introduction to behavioral service planning as the foundation of casework intervention. Utilizing the FFA to guide decision making and critical thinking on areas of functioning which truly relate to safety threats.

- Guiding policies and process of Concurrent Planning.

- Basics of the Family Functional Assessment and Individualized Service Plan and how to enter on KIDS.

- Compiling gathered information into an effectively written Progress Report for court.

- Purposes and documentation of contacts with parents.

- Process of collaborative work with the Dunphy family, service providers and placements towards successful family reunification.

- Independent Living assessment and services.

- Discussion of Trial Reunification and supporting reunification, enter on KIDS.

POST-CORE ACTIVITIES (2 weeks)

Following completion of CORE, the new worker will have two weeks back in the office to complete Post-CORE activities. Post-CORE activities are the responsibility of the new worker’s immediate supervisor and mentor, who will follow a structured process in this guide for the assignment and review of all activities. Post-CORE activities are uniquely structured to maximize the new worker’s preparation for Hands-On Testing (HOT). On the first day the worker returns to the office after completion of CORE, the specialized worker may be informed of whether they will be in CPS, Permanency, etc. The majority of Post-CORE activities are arranged per area of specialization; however, some activities will incorporate a comprehensive focus. Comprehensive workers should complete the Post-CORE activities for Permanency.

It is vital to note that, in contrast to Pre-CORE and OJT activities, the worker now takes responsibility for completing the work with a mentor shadowing them (rather than vice versa). The mentor and supervisor will meet with the worker to process their interactions with children and families, as well as any accompanying documentation. The Post-CORE activities are listed in detail below by area of worker assignment.

Included in Appendix B are grading tools for each interview (adult and child) by specialty (CPS, PP, Foster Care and Adoptions). We encourage supervisors and mentors to utilize these tools in evaluation of their new worker’s skills in preparation for HOT.

CPS Assignment

The supervisor assigns the new worker a secondary assignment on at least one investigation and one assessment. As part of their responsibilities, the new worker completes:

- At least two face to face child interviews;
- At least two face to face interviews with a parent or guardian;
- Documents all interviews in the appropriate KIDS screens;
- The supervisor and mentor meet with the worker to give the new worker detailed and specific feedback on all work completed.

The supervisor pulls at least two (2) actual examples of completed Assessments of Child Safety. The example should be one that is well done, with safety threats noted, and the narrative fields for the six key questions should be documented in a way that makes identification of safety threats relatively clear. For each example, the supervisor provides the worker with the information documented in the narratives (but not the safety threats or decision), and asks the worker to:

- Identify any safety threats (and identify the specific child or children to whom the
threat(s) apply);

- Make an overall safety decision (safe or unsafe) for each child identified in the AOCS.

The supervisor then processes this activity with the worker, assisting with any needed clarification. This activity will assist the worker in preparation for Hands-On Testing (and more importantly for making safety decisions in the field), and should be repeated as needed with a worker who is struggling with identification of safety threats and appropriate decision making regarding safety.

In addition, the supervisor and mentor ensure the new worker has the opportunity to complete the following activities:

- Document a change of placement on KIDS;
- Enter a court hearing on KIDS;
- Enter a completed worker contact in KIDS.
- The worker does not necessarily have to be present for these processes, but must have the information needed to document in KIDS.

**Permanency Planning or Comprehensive Assignment**

The supervisor assigns the new worker a secondary assignment on at least one Permanency case (where the worker’s county has primary responsibility). Ideally this case would be a relatively new case where the Family Functional Assessment has not been completed, and a case that will be assigned to the new worker if/when the worker completes all components of Hands-On Testing. As part of their responsibilities, the new worker completes:

- A Family Functional Assessment interview with at least one parent and one child;
- Utilizes all information gathered to document the Family Functional Assessment in the appropriate form. If no Family Functional Assessment can be scheduled for the worker, the supervisor and/or mentor communicate with nearby counties (within a 50 mile radius) to schedule and complete this activity on a case in the nearby county;
- A worker visit with a child, utilizing the contact guide, and documents on KIDS.

The supervisor pulls at least two (2) actual examples of completed Assessments of Child Safety. The example should be one that is well done, with safety threats noted, and the narrative fields for the six key questions should be documented in a way that makes identification of safety threats relatively clear. For each example, the supervisor provides the worker with the information documented in the narratives (but not the safety threats or decision), and asks the worker to:
- Identify any safety threats (and identify the specific child or children to whom the threat(s) apply);
- Make an overall safety decision (safe or unsafe) for each child identified in the AOCS.

The supervisor then processes this activity with the worker, assisting with any needed clarification. This activity will assist the worker in preparation for Hands-On Testing (and more importantly for making safety decisions in the field), and should be repeated as needed with a worker who is struggling with identification of safety threats and appropriate decision making regarding safety.

In addition, the supervisor and mentor ensure the new worker has the opportunity to complete the following activities:
- Document a change of placement on KIDS;
- Enter a court hearing on KIDS;
- Enter a completed worker contact in KIDS.
- The worker does not necessarily have to be present for these processes, but must have the information needed to document in KIDS.

**Bridge Resource (Foster Care or Adoptions) Assignment**

The supervisor assigns a secondary assignment on at least one kinship or other Bridge resource. Minimally the worker:
- Completes the initial home visit, walkthrough, and/or re-assessment. Particular opportunity should be sought where the worker may need to address concerns in a home; such as a policy violation or similar issue.
- Completes all written documentation required, including applicable KIDS screens.

The supervisor pulls at least two (2) actual examples of completed Assessments of Child Safety. The example should be one that is well done, with safety threats noted, and the narrative fields for the six key questions should be documented in a way that makes identification of safety threats relatively clear. For each example, the supervisor provides the worker with the information documented in the narratives (but not the safety threats or decision), and asks the worker to:
- Identify any safety threats (and identify the specific child or children to whom the threat(s) apply);
- Make an overall safety decision (safe or unsafe) for each child identified in the AOCS.

The supervisor then processes this activity with the worker, assisting with any needed
clarification. This activity will assist the worker in preparation for Hands-On Testing (and more importantly for making safety decisions in the field), and should be repeated as needed with a worker who is struggling with identification of safety threats and appropriate decision making regarding safety.

In addition, the supervisor and mentor ensure the new worker has the opportunity to complete the following activities:

- Document a change of placement on KIDS;
- Enter a court hearing on KIDS;
- Enter a completed worker contact in KIDS.

The worker does not necessarily have to be present for these processes, but must have the information needed to document in KIDS.

Each worker, regardless of assignment, must bring a completed and signed Post-CORE checklist according to their assignment (see Appendix B beginning on page 49) in order to be admitted for Hands-On Testing.

HANDS-ON TESTING

As part of the process of preparing to receive a caseload, each worker must successfully complete both their CORE training and successfully complete the Hands-On Testing. Two weeks after the conclusion of CORE, participants will travel to a designated site to complete testing. The Hands-On Testing is designed to assess skills the participants have had opportunity to observe, discuss and practice during Pre-CORE, OJT and Post-CORE activities as well as in the training room during CORE. These skills include one on one engagement and interviewing of children and adults, documentation of interview information, assessing safety threats, and documenting case processes in the KIDS system.

The CWS Training Unit will ensure each participant and their supervisor receives detailed information on the testing and the competencies expected in order to successfully complete. Once a worker successfully completes all components of the Hands-On Testing, that worker can be assigned a caseload (please see page 14, After Worker Successfully Completes Hands-On Testing, for graduated caseload assignment schedule). All FY 2015 dates for Hands-On Testing are listed along with the FY 2015 CORE schedule on pages 66-68.
Appendix A:
Pre-CORE, OJT & Friday Staffing Forms
Workers Name____________________________ U#: __________________
Entered on Duty Date: ______________________ Core: __________________
Start Date: ___________________ Finish Date: __________________

**Pre-Core Training Checklist for Child Welfare Staff**  
*(To be handed in on the 1st day of CORE)*

The following items should be discussed with new staff. Items will either need to be given to the new worker or information or documents obtained from the employee. Keep in mind that these items do not just constitute good discussion topics, but are necessary items according to policy. 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 District Director and CW Supervisor should both sign the form at the bottom of the last page.

<table>
<thead>
<tr>
<th>Show, Provide or Explain to the New Worker:</th>
<th>Worker’s Initials</th>
<th>Date</th>
<th>Supervisor’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Desk and Locking File Cabinet Assignment w/key (if locking)</td>
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<tr>
<td>2. Telephone Usage, Office Parking and Restroom Location</td>
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<td>3. Location of Office Emergency Evacuation Plan</td>
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<tr>
<td>4. Designated Smoking Area</td>
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<td>5. Location of Office Supplies and copy machines</td>
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<tr>
<td>6. Local Street Map for Area</td>
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<tr>
<td>7. Assisted Worker in making lodging reservations if needed</td>
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<tr>
<td>8. Completed on-line LMS HIPPA Privacy and Security Trainings</td>
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<tr>
<td>9. Completed Bridge Resource Family Orientation Training (LMS)</td>
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</table>

<table>
<thead>
<tr>
<th>Prior to attending CORE Training:</th>
<th>Worker’s Initials</th>
<th>Date</th>
<th>Supervisor’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read specified sections of the <em>OKDHS Child Welfare Practice Model Guide</em></td>
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<tr>
<td>2. Read the selected articles from ACTION for Child Protection</td>
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<td>3. Review the video: <em>Ethics in Child Welfare</em></td>
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<td>4. Completed the LMS training on <em>AFCARS</em></td>
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<tr>
<td>5. Completed CORE: <em>Intro to Report Writing</em> on-line training</td>
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<tr>
<td>6. Completed <em>Pre-CORE Funding Curriculum</em></td>
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<tr>
<td>7. Completed <em>Trauma (Parts 1-3)</em> on-line training</td>
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<tr>
<td>8. Completed <em>HIV Policy</em> on-line training</td>
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</tbody>
</table>
Show the new worker the following skills and allow them to practice:

<table>
<thead>
<tr>
<th></th>
<th>Worker’s Initials</th>
<th>Date</th>
<th>Supervisor’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How to sign on to a computer &amp; get into KIDS</td>
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<tr>
<td>2.</td>
<td>How to use the Taskbars, open and operate Explorer</td>
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<tr>
<td>3.</td>
<td>How to locate OKDHS Policy in Explorer</td>
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<tr>
<td>4.</td>
<td>How to locate &amp; use forms &amp; templates in Explorer</td>
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<tr>
<td>5.</td>
<td>Performs basic Word functions of cut &amp; paste, save as, spell check and printing</td>
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<tr>
<td>6.</td>
<td>Completed the Introduction to KIDS on-line training</td>
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</table>

Complete the following Pre-CORE activities:

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The new worker was assigned a CPS mentor</td>
<td></td>
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<tr>
<td>2.</td>
<td>Shadowed the CPS mentor on a CPS investigation or assessment; observed all interviews (or as many as possible)</td>
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<tr>
<td>3.</td>
<td>Entered collateral contact information and at least one collateral interview in KIDS</td>
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<tr>
<td>4.</td>
<td>Completed the Assessment of Child Safety, discussed with mentor and supervisor</td>
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<tr>
<td>5.</td>
<td>Introduced to important county stakeholders, including juvenile judge(s), assistant district attorney(s), law enforcement, etc.</td>
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<tr>
<td>6.</td>
<td>Completed the Learning Style Characteristics Inventory</td>
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<tr>
<td>7.</td>
<td>New worker was assigned a PP mentor for OJT activities and informed of the case they will shadow on during OJT</td>
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<tr>
<td>8.</td>
<td>Reviewed and signed the CORE Expectations of Professional Behavior form</td>
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<tr>
<td>9.</td>
<td>Supervisor and mentor completed the Supervisor/Mentor Evaluation Form, signed and reviewed with worker</td>
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<tr>
<td>10.</td>
<td>Completed the Module 2 Policy Search</td>
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</table>

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

DISTRICT 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.
### Supervisor and Mentor Evaluation Form

To be filled out after completion of Pre-CORE activities and submitted the first day of CORE.

#### Name of Worker

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Report Date</th>
</tr>
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</table>

#### County Assignment

Check appropriate boxes in the rating areas shown below. Since this form will assist you in preparing your evaluation of the trainee, be as objective as possible. If you wish to elaborate further on a particular rating, identify the item under comments and make your written evaluations.

#### Factor | See legend for PMP Score Guide

| Does Not Meet | Meets Standards | Exceeds Standards | N/A |

##### 1- PRESENTATION

- Timeliness to appointments
- Demonstrates proper court etiquette
- Demonstrates appropriate confidentiality
- Posture when interacting with client families
- Posture when interacting with community partners
- Adheres to office dress code

**Comments:**

##### 2- TEAMWORK

- Works toward a common goal with clients
- Works toward a common goal with co-workers
- Works toward a common goal with community partners
- Willingness to assume additional responsibility
- Supports/respects his/her superiors
- Offers assistance to co-workers

**Comments:**

##### 3- INTEREST AND ATTITUDE

- Seeks help with problems
- Willingness to learn
- Attitude toward constructive criticism
- Accepts direction and discipline
- Attitude towards local standard operating procedures
- Attitude toward agency policy
- Shows pride in his/her work
- Contributes to good morale
- Confidence in himself/herself

**Comments:**
### 4- INTERACTIONS WITH CLIENTS AND FAMILIES

<table>
<thead>
<tr>
<th>Attitude toward client families</th>
<th>Does Not Meet</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to express themselves and communicate effectively</td>
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<tr>
<td>Engages in a non-judgmental/non-threatening way</td>
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<tr>
<td>Utilizes tact and discretion</td>
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<tr>
<td>Aware of sequence of interviewing</td>
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<tr>
<td>Exercises self-control</td>
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<tr>
<td>Demonstrates respect</td>
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<tr>
<td>Interviews children in a non-leading manner and gains information</td>
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<tr>
<td>Interviews adults and gathers information in a professional manner</td>
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</tbody>
</table>

*Comments:*

### 5- INTERACTION WITH COMMUNITY PARTNERS

<table>
<thead>
<tr>
<th>Attitude toward community partners</th>
<th>Does Not Meet</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of resources available in the community</td>
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<tr>
<td>Utilization of available resources</td>
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<tr>
<td>Communicates with community partners</td>
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<tr>
<td>Advocates for clients regarding needed services</td>
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</table>

*Comments:*

### 6- DECISION MAKING

<table>
<thead>
<tr>
<th>Able to evaluate child safety</th>
<th>Does Not Meet</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to make decisions under pressure</td>
<td></td>
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<tr>
<td>Able to base level of intervention on safety assessment</td>
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<tr>
<td>Practices worker safety</td>
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</table>

*Comments:*

### 7- REPORT WRITING

<table>
<thead>
<tr>
<th>Able to express him/herself in writing</th>
<th>Does Not Meet</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses proper grammar and punctuation</td>
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<td></td>
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<tr>
<td>Produces accurate, complete and neat reports</td>
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<tr>
<td>Familiar w/agency report &amp; understands their purpose &amp; use</td>
<td></td>
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<tr>
<td>Ability to use computer and proper programs</td>
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<tr>
<td>Documentation reflects information gathered in interview</td>
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<tr>
<td>Able to effectively articulate decisions made</td>
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</tbody>
</table>

*Comments:*

### 8- OVERALL PROGRESS TO DATE

<table>
<thead>
<tr>
<th>Does Not Meet</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>N/A</th>
</tr>
</thead>
</table>

### 9- ADDITIONAL COMMENTS

Legend: Does Not Meet; Meets Standards; Exceeds Standards

<table>
<thead>
<tr>
<th>Worker</th>
<th>Mentor</th>
<th>Supervisor</th>
</tr>
</thead>
</table>

8/17/2014
Expectations of Professional Behavior  
(Participants must turn in on the first day of CORE)

While attending CORE training, I understand I am considered on duty and will be expected to meet standards of appropriate dress and conduct myself in a professional manner. This includes, but is not limited to the following standards:

- We are on time (be present when classes start, complete learning opportunities, quizzes, return from breaks/lunch timely)
- We respect our role (dress professionally, gracefully accept feedback, share thoughts and asks questions such that we may learn)
- We respect our peers (cell phones are avoided during class, speak in the manner in which we want to be spoken, we tell the truth, we listen to others when they are speaking, we look at each other when we speak)
- We respect our environment (food/drinks in the back, avoid smoking on premises, clean up our messes)
- We continue to critically evaluate ours and others performance (collective responsibility) such that we continue professional growth

I understand training staff will contact my supervisor and District Director/Field Manager regarding any problems with participants. I further understand misconduct or unprofessional behavior may result in corrective action or discharge from employment.

Employee Printed Name ___________________________ Date

Employee Signature ___________________________ Date

Supervisor Signature ___________________________ Date

District Director/Field Manager Signature ___________________________ Date
Learning Style Characteristics Exercise

New worker and supervisor: Read the following information and follow the instructions for completion of this assignment.

Adult learners absorb information in specific and unique ways. Adults build knowledge through a variety of life experiences and educational encounters. They require a mixture of teaching techniques to tap into their specific learning style. Adults with kinetic-tactile, auditory, or visual learning modes learn differently, so training (as well as supervisory instruction) need to incorporate delivery of each of these styles.

Adult Learning Styles:

**Kinetic-Tactile Learner:** Learns by doing, hands-on learning, stays in motion, likes physical rewards, enjoys doing activities, outgoing nature, emotionally expressive, dresses for comfort, sensitive to or distracted by environment, when spelling feels if it’s right, bored by A/V presentations, poor handwriting, physically expressive when angry, right brain, memorizes by doing.

**Auditory Learner:** Learns by listening, talks to self aloud, easily distracted by noise, whispers to self while reading, enjoys listening, likes learning tapes, remembers by hearing, uses auditory repetition for memorizing, talks when bored, enjoys listening to music, verbally expressive when angry, left brain, articulate speaker, good impersonator, can repeat tone and pitch.

**Visual Learner:** Learns by watching, likes to observe, daydreams when bored, memorizes by seeing, usually good spellers, finds verbal instructions difficult, likes meticulous, neat environment, notices details, remembers faces, remembers where on page, silent and moody when angry, right brain, visual thinker, impatient listener, distracted by movement, good peripheral vision.

We use all of these styles when processing language and information; depending on the type of content we are absorbing. However, we all have one Dominant Mode we use to make sense of the world around us and of all the bits of information that we confront constantly. We use this Dominant Mode to absorb learning and make it meaningful.

We develop rapport more quickly with people who process language in our own dominant mode or who can shift to our mode when communicating with us. We tend to work better with and like people who think like we do.

**Instruction:** This exercise will be useful for the trainers in CORE, as well as for the supervisor in learning their new worker’s preferences for instruction (for example, e-mail instructions will not be as effective for an auditory or kinetic-tactile learner). With your supervisor’s assistance, fill out the Learning Style Characteristics inventory on the following page. Bring a copy with you to submit on the first day of CORE.
Learning Style Characteristics Inventory

We are all combinations of the following learning styles. Which one is your predominant style? Please circle the appropriate items below that apply to your learning style.

<table>
<thead>
<tr>
<th></th>
<th>1. When I try to concentrate...</th>
<th>I grow distracted by clutter or movement, and I notice things around me other people don’t notice.</th>
<th>I get distracted by sounds, and I attempt to control the amount and type of noise around me.</th>
<th>I become distracted by commotion, and I tend to retreat inside myself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. When I visualize...</td>
<td>I see vivid, detailed pictures in my thoughts.</td>
<td>I think in voices and sounds.</td>
<td>I see images in my thoughts that involve movement.</td>
<td></td>
</tr>
<tr>
<td>3. When I talk with others...</td>
<td>I find it difficult to listen for very long.</td>
<td>I enjoy listening, or I get impatient to talk myself.</td>
<td>I gesture and communicate with my hands.</td>
<td></td>
</tr>
<tr>
<td>4. When I contact people...</td>
<td>I prefer face-to-face meetings.</td>
<td>I prefer speaking by telephone for serious conversations.</td>
<td>I prefer to interact while walking or participating in some activity.</td>
<td></td>
</tr>
<tr>
<td>5. When I see an acquaintance...</td>
<td>I forget names but remember faces, and I tend to replay where we met for the first time.</td>
<td>I know people’s names and I can usually quote what we discussed.</td>
<td>I remember what we did together and I may almost “feel” our time together.</td>
<td></td>
</tr>
<tr>
<td>6. When I relax...</td>
<td>I watch TV, see a play, visit an exhibit, or go to a movie.</td>
<td>I listen to the radio, play music, read, or talk with a friend.</td>
<td>I play sports, make crafts, or build something with my hands.</td>
<td></td>
</tr>
<tr>
<td>7. When I read...</td>
<td>I like descriptive examples and I may pause to imagine the scene.</td>
<td>I enjoy the narrative most and I can almost “hear” the characters talk.</td>
<td>I prefer action-oriented stories, but I do not often read for pleasure.</td>
<td></td>
</tr>
<tr>
<td>8. When I spell...</td>
<td>I envision the word in my mind or imagine what the word looks like when written.</td>
<td>I sound out the word, sometimes aloud, and tend to recall rules about letter order.</td>
<td>I get a feel for the word by writing it out or pretending to type it.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Visual</td>
<td>Auditory</td>
<td>Tactile/Kinesthetic</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>9. When I do something new...</strong></td>
<td>I seek out demonstrations, pictures, or diagrams.</td>
<td>I want verbal and written instructions, and to talk it over with someone else.</td>
<td>I jump right in to try it, keep trying, and try different approaches.</td>
<td></td>
</tr>
<tr>
<td><strong>10. When I assemble an object...</strong></td>
<td>I look at the picture first and then, maybe, read the directions.</td>
<td>I read the directions, or I talk aloud as I work.</td>
<td>I usually ignore the directions and figure it out as I go along.</td>
<td></td>
</tr>
<tr>
<td><strong>11. When I interpret someone's mood...</strong></td>
<td>I examine facial expressions.</td>
<td>I rely on listening to tone of voice.</td>
<td>I focus on body language.</td>
<td></td>
</tr>
<tr>
<td><strong>12. When I teach other people...</strong></td>
<td>I show them.</td>
<td>I tell them, write it out, or I ask them a series of questions.</td>
<td>I demonstrate how it is done and then ask them to try.</td>
<td></td>
</tr>
</tbody>
</table>

The column with the highest total represents your primary learning style. The column with the second-highest total is your secondary learning style.

Your primary learning style: _______________________________

Your secondary learning style: _____________________________

PARTICIPANT/DATE ___________________________ SUPERVISOR/DATE ___________________________

A copy of this inventory should be provided to the supervisor and the new worker must hand in a completed copy on the first day of training.
# Friday Activities Checklist – Week 1
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor reviewed the worker’s “Tammy” interview summary completed during week 1 of CORE, provided written feedback on information gathered and structure of the worker’s documentation</td>
<td></td>
</tr>
<tr>
<td>2. Observed a forensic interview (or discussed the process with a forensic interviewer)</td>
<td></td>
</tr>
<tr>
<td>3. Supervisor discussed with worker county protocol for when to utilize a forensic interviewer; specifically (check all discussed): In what situations county protocol requires a forensic interview How to access a forensic interviewer, and expected time delay to complete the interview</td>
<td></td>
</tr>
<tr>
<td>4. Supervisor discussed with worker protocols for potentially dangerous situations, including (check all discussed): How to proceed when a meth lab is suspected or reported in a home the worker is supposed to visit How to respond to threats of violence Emergency procedures (including any alarms) in the office</td>
<td></td>
</tr>
<tr>
<td>5. Supervisor discussed with worker county protocol for joint response with law enforcement during investigations, including (check all discussed): What types of situations necessitate or suggest joint response with law enforcement Written protocol, if available, provided to worker</td>
<td></td>
</tr>
</tbody>
</table>

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This completed checklist must be completed and signed by the supervisor and participant

___________________________________  ________________________________
SUPERVISOR/DATE                      PARTICIPANT/DATE

___________________________________
PARTICIPANT PRINTED NAME
Friday Activities Checklist – Week 2  
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
</table>
| 1. Supervisor staffed Dunphy referral with the worker and discussed, at minimum, the following:  
  - How the worker should prepare for initial contact with the family, including review of report and relevant history  
  - How to discover relevant cultural issues  
  - Identified safety threats and why safety planning was necessary  
  - Cases meeting heinous and shocking definition  
  - Joint response with Tribal child welfare |                 |
| 2. Staffed with supervisor services that may be available to assist the family, contacted providers to find out what is specifically offered, added information to the Community Resource Directory |                 |
| 3. Supervisor reviewed the worker’s completed DA summary on the Dunphy case, provided specific written feedback (attach supervisor feedback to this form and submit to CORE coordinator) |                 |
| 4. Supervisor discussed with worker expected dress, conduct and etiquette of the courtroom(s) and judge(s) in their county |                 |

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

This completed checklist must be completed and signed by the supervisor and participant.

__________________________________________________________________________

SUPERVISOR/DATE ________________________________________________________________________________

PARTICIPANT/DATE ________________________________________________________________________________

__________________________________________________________________________

PARTICIPANT PRINTED NAME
**Friday Activities Checklist – Week 5**  
*(To be completed and submitted to the CORE Coordinator upon return to CORE training)*

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worker staffed the Dunphy case with supervisor, discussed at minimum:</td>
<td></td>
</tr>
<tr>
<td>• Current children’s situations, issues, suggested services</td>
<td></td>
</tr>
<tr>
<td>• Located services available in the county (e.g., SoonerStart)</td>
<td></td>
</tr>
<tr>
<td>• Worker contacted the providers to discuss services offered, added information to the Community Resource Directory</td>
<td></td>
</tr>
<tr>
<td>• Visitation planning and possible plan for the Dunphy case</td>
<td></td>
</tr>
<tr>
<td>• Reasonable and Active Efforts</td>
<td></td>
</tr>
<tr>
<td>2. Discussed with supervisor/mentor and/or resource worker what placements might be available for children the age and gender of the Dunphy children, found out if shelter is available in the county, discussed other options when no placement is available</td>
<td></td>
</tr>
<tr>
<td>3. Worker determined if CASA (Court Appointed Special Advocate) is active in their county, if so, discussed role and relationship with CASA, met with CASA director or one of the volunteers</td>
<td></td>
</tr>
<tr>
<td>4. Supervisor discussed Bridge; including (check all discussed):</td>
<td></td>
</tr>
<tr>
<td>☐ County protocol for initial meetings</td>
<td></td>
</tr>
<tr>
<td>Example agenda/format for initial meetings (what should be discussed at the meeting)</td>
<td></td>
</tr>
</tbody>
</table>

Participants (with their supervisor) should complete all activities above. For any activities not completed, please provide explanation below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE ___________________________________________  PARTICIPANT/DATE ___________________________________________

PARTICIPANT PRINTED NAME ____________________________________
# OJT Week Activities Checklist
(To be completed and submitted to the CORE Coordinator upon return to CORE training)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned a PP Mentor</td>
<td></td>
</tr>
<tr>
<td>2. Shadowed the mentor in completing a Family Functional Assessment and Individualized Service Plan, or reviewed an FFA and ISP on an ongoing Permanency case, discussed with supervisor and/or mentor</td>
<td></td>
</tr>
<tr>
<td>3. Visited with service providers working with the family on the case from activity #2 above, added information to the Community Resource Directory</td>
<td></td>
</tr>
<tr>
<td>4. Shadowed a worker on a visit to a child in foster care on the case reviewed (or another ongoing case), completed Face-to-Face Contact Guide and Assessment of Child in Placement</td>
<td></td>
</tr>
<tr>
<td>5. Shadowed a worker on a visit to a parent(s) on the case reviewed, completed Face-to-Face Contact Guide</td>
<td></td>
</tr>
<tr>
<td>6. Assisted in supervising a parent-child visitation on the case reviewed, completed Worksheet for Supervised Visitation</td>
<td></td>
</tr>
<tr>
<td>7. Shadowed a worker on an initial kinship walkthrough (or if this was not possible, mentor discussed the process, including all applicable forms)</td>
<td></td>
</tr>
<tr>
<td>8. Shadowed a Bridge resource worker on a field day</td>
<td></td>
</tr>
<tr>
<td>9. Observed a Bridge Initial Meeting and/or a Family Team Meeting</td>
<td></td>
</tr>
<tr>
<td>10. Completed at least one Independent Living Case Analysis</td>
<td></td>
</tr>
<tr>
<td>11. Completed at least one ICWA Case Analysis</td>
<td></td>
</tr>
<tr>
<td>12. Attended Dispositional Hearing, completed the Court Hearings Worksheet</td>
<td></td>
</tr>
<tr>
<td>13. Attended a Court Review and/or Permanency Hearing, completed the Court Hearings Worksheet</td>
<td></td>
</tr>
<tr>
<td>14. Completed Historical Trauma on-line training (required)</td>
<td></td>
</tr>
<tr>
<td>15. Completed Trauma (Part 4) on-line training (required)</td>
<td></td>
</tr>
</tbody>
</table>

Participants should complete as many of the above activities as possible. This completed checklist must be completed and signed by the supervisor and participant.

___________________________________  ______________________________________
SUPERVISOR/DATE                    PARTICIPANT/DATE

___________________________________
PARTICIPANT PRINTED NAME
Worksheet for Supervised Visitation between Parents and Children

Visitation Start Date: _______________________________________________________

Visitation End Date: _____________________________________________________

Visitation Location: ______________________________________________________

Supervision Type (circle one):

Supervised                Non-Supervised

Supervised By: ___________________________________________________________

Participants (Client/Collateral, use first names only on this form):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Participants (Non-client/Non-collateral, use first names only on this form):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Purpose (circle one):

Visitation Event – Cancelled

Visitation Event – No Show

Visitation Event – Scheduled

Visitation Event - Sibling

Comments: (Instructions to Staff – When supervising a visitation, the Supervisor/Monitor of the visit should be aware of identified safety threats within the family. Prior to entering the visit, the Supervisor/Monitor should have a plan for what activities will occur during the visit that will help the parent utilize learned skills and demonstrate changes in behaviors that contributed to the safety threats. Additionally, the monitor should have the ability to mentor the parent and document what efforts were made by the parent during the visit including, if any, behavioral changes that were identified. Use the comments section below to detail how this was accomplished, as well as specific family interactions observed during the visit.)
Connections - parent/siblings/family/important people:
## COMMUNITY RESOURCE DIRECTORY

<table>
<thead>
<tr>
<th>Agency Name &amp; Address</th>
<th>Signature of Contact Person</th>
<th>Phone</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**ONLY LIST RESOURCES YOU HAVE VISITED.**
Court Hearings Worksheet

Hearing Info:
Hearing/Review Type (circle all that apply):
- Adjudicatory
- Court Review
- Dispositional
- Emergency Custody (Show Cause)
- Guardianship
- Good Cause (ICWA)
- Mental Health Commitment
- Placement Hearing
- Pre-Trial
- Pre-Trial-Child’s Permanency Reviewed
- Reinstatement/Parental Rights Preliminary
- Hearing
- Reinstatement of Parental Rights Hearing
- Termination

Notifications/Parties:
Was notification provided to the Tribe (circle one):
- Yes
- No
- N/A

Hearing Results (Instructions to Staff: Please identify participants by their role in the case; for example Natural Mother, Child, etc…do NOT use last names)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

At this hearing, did adjudication occur (circle one)?
- Yes
- No

At this hearing, did termination of parental rights occur (circle one)?
- Yes
- No
Findings (Recommended by the CW worker on the Report to DA or Progress Report – circle any that apply):

Active Efforts Made to Reunite - ICWA                      Reasonable Efforts Made to Prevent Removal
Active Efforts Made to Prevent Removal - ICWA
Active Efforts to Reunite Failed – ICWA                  Reasonable Efforts Made to Reunite
Contrary to Welfare                                       Reasonable Efforts to Achieve Permanency
Efforts to Reunite Failed                                 Youth Not Capable of Receiving Services
IL. Appropriate Services Provided                        (IL)
Reasonable Efforts for Alternate Perm. Plc

Findings (Judicial):

Different                                                  Same
No Judicial Finding                                       Other

Judicial Finding: Indian Child Welfare Act applies (circle one):

Yes                                                      No

Is CASA assigned to the case?

Yes                                                      No

Is a Guardian assigned to the case?

Yes                                                      No

Next Hearing/Review Type: (Please see list from #1 above)

Next Hearing/Review Date & Time: ________________________________
Case Transfer/Initial Meeting/Family Team Meeting Shadow Form

**Section 1**
(Please complete Section 1 with your Supervisor)

Mentor Name: ____________________________ Date of Shadow Experience: ____/____/____
Participant’s Name: ____________________________
Purpose of Meeting:  □ Case Transfer  □ Bridge Initial Meeting  □ FTM

**Section 2**
(Please complete Section 2 after observing the meeting)

1. Explain how the worker prepared for the meeting.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Name all attendees and their roles with the agency or family.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Summarize the purpose of, discussions, and reactions to the meeting.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Participant’s observation as to how this process will assist the worker, child and family.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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):

☐ Accepts Discipline  ☐ Accepts Resp/Consequences for Own Behavior
☐ Active/Energetic  ☐ Assertive  ☐ Confident
☐ Conveys Thoughts/Feelings Appropriate  ☐ Cooperative
☐ Developmentally appropriate  ☐ Easy Going
☐ Eats Well  ☐ Empathy for others
☐ Engages in Healthy Hobbies/Interests  ☐ Enjoys School
☐ Follows Rules  ☐ Forms Healthy Attachments
☐ Goal Oriented Behavior  ☐ Good Coping Skills  ☐ Good Decision-Making
☐ Good Hygiene  ☐ Good Self-Concept  ☐ Good Survival Skills
☐ Interacts Positively  ☐ Interacts Well w/Adults  ☐ Interacts Well w/Peers
☐ Leader  ☐ Makes Friends Easily  ☐ Optimistic
☐ Positive Attitude  ☐ Respects Authority
☐ Responds Appropriate to Affection  ☐ Responsible
☐ Self-Motivated  ☐ Self-Reliant  ☐ 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):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Independent Living Case Analysis Form

Section 1
(Please complete Section 1 with your Supervisor)

Mentor Name: ____________________________ Date of Case Analysis: ____/____/____
Participant’s Name: _____________________________________________________________

Instruction: The new worker should review a currently open case of a child age 16-18 in
out of home care with a completed IL skills assessment. If no open case is available, a
closed case (more recent is preferable) meeting those criteria may be reviewed to answer
the questions in Section 2.

Section 2

1. Review the youth’s IL skills assessment. What areas of need are indicated?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What services are being (or were) offered to the youth to help them meet their IL goals?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Has OKDHS encouraged connections and relationships with supportive adults in the youth’s
life? If so, describe who those individuals are and the support they provide to the youth.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Has OKDHS made effort to ensure the youth has needed documents, such as a driver’s
license, social security card, etc.? Explain.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Indian Child Welfare Act (ICWA) Case Analysis Form

Section 1
(Please complete Section 1 with your Supervisor)

Mentor Name: ____________________________ Date of Case Analysis: ____/____/____
Participant’s Name: ________________

**Instruction:** The new worker should review a currently open case of child to which the Indian Child Welfare Act applies. If no open case is available, a closed case (more recent is preferable) meeting those criteria may be reviewed to answer the questions in Section 2.

Section 2

1. Was Tribal membership or eligibility explored and/or established as early as possible? Explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. After membership or eligibility was established, how soon were the court and ICW notified?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How often does (or did) the worker have contact with the ICW worker? Describe the content of those contacts based on review of the case record.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix B:
Post-CORE Forms & Training
Post-CORE Activities Checklist – CPS Assignment
(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one investigation and one assessment</td>
<td></td>
</tr>
<tr>
<td>2. On the assigned cases, completed (at a minimum) the following tasks:</td>
<td></td>
</tr>
<tr>
<td>• At least two face to face child interviews;</td>
<td></td>
</tr>
<tr>
<td>• At least two face to face interviews with a parent/PRFC;</td>
<td></td>
</tr>
<tr>
<td>• Documentation of all completed interviews in the appropriate KIDS screens.</td>
<td></td>
</tr>
<tr>
<td>3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified safety threats for all children;</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified PRFCs associated with the threats;</td>
<td></td>
</tr>
<tr>
<td>• Correctly made a safety decision for each child.</td>
<td></td>
</tr>
<tr>
<td>4. Documented at least one change of placement on KIDS</td>
<td></td>
</tr>
<tr>
<td>5. Entered at least one court hearing in KIDS</td>
<td></td>
</tr>
<tr>
<td>6. Entered at least one completed worker contact in KIDS</td>
<td></td>
</tr>
<tr>
<td>7. Supervisor and mentor provided detailed and specific verbal and written feedback on all activities (see below), provided additional assistance where worker appeared to struggle</td>
<td></td>
</tr>
</tbody>
</table>

Specific strengths noted by supervisor and mentor (and discussed with worker): 
____________________________________________________________________________ 
____________________________________________________________________________ 
____________________________________________________________________________ 

Specific need areas noted by supervisor and mentor (and discussed with worker): 
____________________________________________________________________________ 
____________________________________________________________________________ 
____________________________________________________________________________ 

Worker has spent time, in addition to activities above, working on the following (circle all that apply): 
Interviewing       Safety threats and decision making       KIDS

Participants should complete all of the above activities. This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE: ___________________________    PARTICIPANT/DATE: ___________________________    8/17/2014
# Child Interview

## Section One—Engagement

(At least 3 out of 4 elements)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worker introduced self and their role.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Worker explained the purpose of the interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Worker used the appropriate tool to engage/interview the child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Worker listened to and responded to the child's questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section Two

**Rapport** (at least 6 out of 8 for CPS, 5 of 7 for all others)

- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client's situation
- communicated empathy

**CPS Only**
- assured child they were not in trouble with worker

## Interviewing: (at least 5 out of 7)

- used tell me invitations/open ended questions
- avoided leading and coercive questions
- allowed child to speak (not interrupting, appropriate use of silence)
- was attentive to body language
- effective use of redirection and summarization
- appropriate use of clarifying questions
- demonstrated the ability to speak on the appropriate developmental level

## Assessing Safety: (at least 5 out of 7 for CPS; 4 out of 6 for all others)

**CPS Only**
- gauged child's understanding for the reason for CW concern
- was able to gauge child's understanding of safety
- used follow-up questions at least 2 times (tell me more)
- used clarification statements at least one time (I heard you say..., is that accurate?)
- appropriately used questioning/confrontation
- took an opportunity to explore a safety issue at least one time (addressed allegations)
- was able to ask probing questions/questions with intent to gather information to assess safety more than one time **If only 2 or 3 times—comments required**
### Section One—Engagement

(At least 4 out of 5 elements)

1. Worker introduced self, the purpose of the interview, and their role.  
   | Yes | No |
2. Worker maintained the confidentiality of the reporter.  
   | Yes | No |
3. Worker advised the PRFC they have spoken to their child.  
   | Yes | No |
4. Worker advised PRFC of the concerns/allegations in the referral.  
   | Yes | No |
5. Worker gathered demographic information regarding the family.  
   | Yes | No |

### Section Two

**Rapport** (at least 6 out of 8)

- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client's situation
- strength based (acknowledged client's protective capacities/strengths)
- communicated empathy

**Communication:** (at least 6 out of 8)

- basic use of active listening (not interrupting, reflection of feeling/thought)
- used open ended questions
- avoided leading and coercive questions
- allowed client to speak (appropriate use of silence)
- appropriate use of paraphrases
- effective use of redirection and summarization
- interview flowed well (questioning sequence made sense)
- developmental appropriate use of terms

**Assessing Safety:** (at least 5 out of 7)

- gauged PRFC's understanding for the reason for CW concern
- appropriately used questioning/confrontation
- took an opportunity to explore a safety issue
- used follow-up questions at least 2 times (tell me more)
- used clarification statements (I heard you say..., is that accurate?)
- was able to ask probing questions/questions with intent to gather information regarding safety
- was able to speak to the client about services
## Adult Interview-Hotline

### Section One—Engagement
(At least 4 out of 5 elements)

1. Worker introduced self and their role within OKDHS.  
   - Yes  
   - No
2. Worker advised the Reporting Party they would remain confidential.  
   - Yes  
   - No
3. Worker gathered demographic information on the Reporting Party.  
   - Yes  
   - No
4. Worker inquired as to whether or not the child has injuries.  
   - Yes  
   - No
5. Worker gathered demographic information on the family.  
   - Yes  
   - No

### Section Two

**Rapport** (at least 4 out of 6)
- presented as warm and engaging, receptive (calm voice, clear intonation)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of the situation being reported (by using clarification)
- communicated empathy

**Communication:** (at least 6 out of 8)
- basic use of active listening (not interrupting, reflection of feeling/thought)
- asked open ended questions / tell me statements
- avoided leading and coercive questions
- allowed client to speak (appropriate use of silence)
- appropriate use of paraphrases
- effective use of redirection and summarization
- interview flowed well (questioning sequence made sense)
- developmental appropriate use of terms

**Assessing Safety:** (at least 4 out of 6)
- gathered information relating to where the children are located
- appropriately used questioning/confrontation
- inquired about safety issues for a worker going to the home
- used follow –up questions at least 2 times (tell me more)
- used clarification statements (I heard you say..., is that accurate?)
- was able to ask probing questions/questions with intent to gather information regarding the safety of the child (children)

### Documentation Grading Scale: 1 - 5  
1 = poor  
5 = excellent  

Total:
**Post-CORE Activities Checklist – PP or Comprehensive Assignment**  
(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one Permanency case (ideally a new case needing a completed FFA) with court involvement in the worker’s county</td>
<td></td>
</tr>
</tbody>
</table>
| 2. On the above assigned case, completed at minimum the following:  
  - A Family Functional Assessment (FFA) Interview with at least one parent and child;  
  - Utilized all information gathered to document the complete FFA. If no FFA could be scheduled, the supervisor and/or mentor communicated with nearby counties to schedule and complete;  
  - A worker visit with a child and documented on KIDS. | |
| 3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:  
  - Correctly identified safety threats for all children;  
  - Correctly identified PRFCs associated with the threats;  
  - Correctly made a safety decision for each child. | |
| 4. Documented at least one change of placement on KIDS | |
| 5. Entered at least one court hearing in KIDS | |
| 6. Entered at least one completed worker contact in KIDS | |
| 7. Supervisor and mentor provided detailed and specific verbal and written feedback on all activities (see below), provided additional assistance where worker appeared to struggle | |

Specific strengths noted by supervisor and mentor (and discussed with worker): __________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Specific need areas noted by supervisor and mentor (and discussed with worker): __________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Worker has spent time, in addition to activities above, working on the following (circle all that apply): Interviewing     Safety threats and decision making     KIDS

Participants should complete **all** of the above activities. This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE ___________________________ PARTICIPANT/DATE ___________________________  

53  8/17/2014
# Child Interview

## Section One—Engagement

(At least 3 out of 4 elements)

1. Worker introduced self and their role.  
   - Yes  
   - No  
2. Worker explained the purpose of the interview.  
   - Yes  
   - No  
3. Worker used the appropriate tool to engage/interview the child.  
   - Yes  
   - No  
4. Worker listened to and responded to the child's questions.  
   - Yes  
   - No

## Section Two

**Rapport**  
(at least 6 out of 8 for CPS, 5 of 7 for all others)

- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client's situation
- communicated empathy

**CPS Only**  
assured child they were not in trouble with worker

## Interviewing:  
(at least 5 out of 7)

- used tell me invitations/open ended questions
- avoided leading and coercive questions
- allowed child to speak (not interrupting, appropriate use of silence)
- was attentive to body language
- effective use of redirection and summarization
- appropriate use of clarifying questions
- demonstrated the ability to speak on the appropriate developmental level

## Assessing Safety:  
(at least 5 out of 7 for CPS; 4 out of 6 for all others)

**CPS Only**  
gauged child's understanding for the reason for CW concern

- was able to gauge child's understanding of safety
- used follow-up questions at least 2 times (tell me more)
- used clarification statements at least one time (I heard you say..., is that accurate?)
- appropriately used questioning/confrontation
- took an opportunity to explore a safety issue at least one time (addressed allegations)
- was able to ask probing questions/questions with intent to gather information to assess safety more than one time

**If only 2 or 3 times—comments required**
## Section One — Engagement

(At least 4 out of 5 elements)

1. Worker introduced self, the purpose of the interview, and their role.  
   - Yes  
   - No
2. Worker explained the Family Functional Assessment.  
   - Yes  
   - No
3. Worker used the FFA as a guiding tool (did not read word for word).  
   - Yes  
   - No
4. Worker gathered information on family functioning, past and present.  
   - Yes  
   - No
5. Worker inquired about functional areas that have impacted child safety.  
   - Yes  
   - No

## Section Two

**Rapport** (at least 6 out of 8)

- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client’s situation
- strength based (acknowledged client’s protective capacities/strengths
- communicated empathy

**Communication:** (at least 6 out of 8)

- basic use of active listening (not interrupting, reflection of feeling/thought)
- used open ended questions
- avoided leading and coercive questions
- allowed client to speak (appropriate use of silence)
- appropriate use of paraphrases
- effective use of redirection and summarization
- interview flowed well (questioning sequence made sense)
- developmental appropriate use of terms

**Assessing Safety:** (at least 4 out of 6)

- gauged PRFC’s understanding for the reason for CW concern
- appropriately used questioning/confrontation
- took an opportunity to explore a safety issue relating to the FFA
- used follow-up questions at least 2 times (tell me more)
- used clarification statements (I heard you say..., is that accurate?)
- was able to ask probing questions/questions with intent to gather information regarding underlying behaviors
### Post-CORE Activities Checklist – Bridge Resource Assignment

(Must be completed and submitted to the CORE Coordinator upon return for Hands-On Testing)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigned secondary on one kinship or other Bridge pre-resource and/or resource</td>
<td></td>
</tr>
<tr>
<td>2. On the above assigned resource, completed at minimum the following:</td>
<td></td>
</tr>
<tr>
<td>• Completed the initial home visit, walkthrough and/or res-assessment, addressed any concerns or issues noted</td>
<td></td>
</tr>
<tr>
<td>• Completed all written documentation, including applicable KIDS screens</td>
<td></td>
</tr>
<tr>
<td>3. Provided with at least two (2) example Assessments of Child Safety, worker completed the following:</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified safety threats for all children;</td>
<td></td>
</tr>
<tr>
<td>• Correctly identified PRFCs associated with the threats;</td>
<td></td>
</tr>
<tr>
<td>• Correctly made a safety decision for each child.</td>
<td></td>
</tr>
<tr>
<td>4. Documented at least one change of placement on KIDS</td>
<td></td>
</tr>
<tr>
<td>5. Entered at least one court hearing in KIDS</td>
<td></td>
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<td>6. Entered at least one completed worker contact in KIDS</td>
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<tr>
<td>7. Supervisor and mentor provided detailed and specific verbal and written feedback on all activities (see below), provided additional assistance where worker appeared to struggle</td>
<td></td>
</tr>
</tbody>
</table>

Specific strengths noted by supervisor and mentor (and discussed with worker): __________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Specific need areas noted by supervisor and mentor (and discussed with worker): __________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Worker has spent time, in addition to activities above, working on the following (circle all that apply): Interviewing Safety threats and decision making KIDS

Participants should complete all of the above activities. This completed checklist must be completed and signed by the supervisor and participant.

SUPERVISOR/DATE ________________ PARTICIPANT/DATE ________________

8/17/2014
# Child Interview

## Section One—Engagement

(At least 3 out of 4 elements)

1. Worker introduced self and their role. **Yes** **No**
2. Worker explained the purpose of the interview. **Yes** **No**
3. Worker used the appropriate tool to engage/interview the child. **Yes** **No**
4. Worker listened to and responded to the child's questions. **Yes** **No**

## Section Two

**Rapport** (at least 6 out of 8 for CPS, 5 of 7 for all others)

- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client's situation
- communicated empathy

**CPS Only** assured child they were not in trouble with worker

**Interviewing:** (at least 5 out of 7)

- used tell me invitations/open ended questions
- avoided leading and coercive questions
- allowed child to speak (not interrupting, appropriate use of silence)
- was attentive to body language
- effective use of redirection and summarization
- appropriate use of clarifying questions
- demonstrated the ability to speak on the appropriate developmental level

## Assessing Safety:

(at least 5 out of 7 for CPS; 4 out of 6 for all others)

**CPS Only** gauged child's understanding for the reason for CW concern

- was able to gauge child's understanding of safety
- used follow-up questions at least 2 times (tell me more)
- used clarification statements at least one time (I heard you say..., is that accurate?)
- appropriately used questioning/confrontation
- took an opportunity to explore a safety issue at least one time (addressed allegations)

- was able to ask probing questions/questions with intent to gather information to assess safety more than one time **If only 2 or 3 times—comments required**
## Adult Interview-Adoptions

### Section One—Engagement
(At least 4 out of 5 elements)

| 1. Worker introduced self, the purpose of the interview, and their role. | Yes | No |
| 2. Worker explained the House Assessment form and and importance of a safe living environment. | Yes | No |
| 3. Worker used the House Assessment form as a guiding tool to address the conditions of the living environment. | Yes | No |
| 4. Worker gathered information on the family’s willingness to partner with DHS to provide for the child's needs and follow DHS policies | Yes | No |
| 5. Worker inquired about the family's willingness to accept/work with a child who has experienced trauma. | Yes | No |

### Section Two

**Rapport** (at least 6 out of 8)

- Casual conversation prior to investigatory questions
- Presented as warm and engaging, receptive (smiled, made eye contact)
- Was respectful to client
- Non-threatening
- Non-judgmental
- Exhibited understanding of client’s situation
- Strength based (acknowledged client's protective capacities/strengths)
- Communicated empathy

### Communication: (at least 6 out of 8)

- Basic use of active listening (not interrupting, reflection of feeling/thought)
- Used open ended questions
- Avoided leading and coercive questions
- Allowed client to speak (appropriate use of silence)
- Appropriate use of paraphrases
- Effective use of redirection and summarization
- Interview flowed well (questioning sequence made sense)
- Developmental appropriate use of terms

### Assessing Safety: (at least 4 out of 6)

- Gauged Adoptive Parent’s understanding of the needs of children in DHS Custody
- Appropriately used questioning/confrontation
- Took an opportunity to explore a safety issue relating to the House Assessment
- Used follow-up questions at least 2 times (tell me more)
- Used clarification statements (I heard you say..., is that accurate?)
- Was able to ask probing questions/questions with intent to gather information regarding past history/trauma relating to children in care
## Section One—Engagement
(At least 3 out of 4 elements)

<table>
<thead>
<tr>
<th>Number</th>
<th>Task</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Worker introduced self and their role.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Worker explained the purpose of the interview.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Worker used the appropriate tool to engage/interview the child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Worker listened to and responded to the child's questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section Two

### Rapport (at least 5 of 7)

- Casual conversation prior to investigatory questions
- Presented as warm and engaging, receptive (smiled, made eye contact)
- Was respectful to child
- Non-threatening
- Non-judgmental
- Exhibited understanding of child's fears/concerns
- Communicated empathy

### Interviewing: (at least 5 out of 7)

- Used tell me invitations/open ended questions
- Avoided leading and coercive questions
- Allowed child to speak (not interrupting, appropriate use of silence)
- Was attentive to body language
- Effective use of redirection and summarization
- Appropriate use of clarifying questions
- Demonstrated the ability to speak on the appropriate developmental level

### Assessing Safety: (at least 5 out of 7)

- Gauged child's understanding of being a Bridge Family
- Was able to gauge child's understanding of safety
- Used follow-up questions at least 2 times (tell me more)
- Used clarification statements (I heard you say... is that accurate?)
- Appropriately used questioning/confrontation
- Took an opportunity to explore the family dynamics (discipline, daily routines, etc.)
- Was able to ask probing questions/questions with intent to gather information to regarding child's perception of foster care
Adult Interview-Foster Care

Section One—Engagement
(At least 4 out of 5 elements)

1. Worker introduced self, the purpose of the interview, and their role.  Yes  No
2. Worker explained the Initial Kinship Placement form and requirements of kinship.  Yes  No
3. Worker used the Kinship Placement form as a guiding tool to address finances, sleeping arrangements, training, etc.  Yes  No
4. Worker gathered information on the family's willingness to partner with DHS to provide for the child's needs and follow DHS policies  Yes  No
5. Worker inquired about the family's willingness to protect the child. (protective capacities)  Yes  No

Section Two
Rapport (at least 6 out of 8)
- casual conversation prior to investigatory questions
- presented as warm and engaging, receptive (smiled, made eye contact)
- was respectful to client
- non-threatening
- non-judgmental
- exhibited understanding of client's situation
- strength based (acknowledged client's protective capacities/strengths)
- communicated empathy

Communication: (at least 6 out of 8)
- basic use of active listening (not interrupting, reflection of feeling/thought)
- used open ended questions
- avoided leading and coercive questions
- allowed client to speak (appropriate use of silence)
- appropriate use of paraphrases
- effective use of redirection and summarization
- interview flowed well (questioning sequence made sense)
- developmental appropriate use of terms

Assessing Safety: (at least 3 out of 5)
- appropriately used questioning/confrontation
- verbally followed up to a cue regarding a safety concern
- used follow-up questions at least 2 times (tell me more)
- used clarification statements (I heard you say..., is that accurate?)
- was able to ask probing questions/questions with intent to gather information regarding safety
MANDATORY SPECIALIZED WORKSHOPS

After successful completion of the six week CORE Training and Hands-On Testing, new workers will complete the Level I mandatory workshops within the next eighteen months. Once the worker successfully completes CORE and Hands-On Testing, the CWS Training Section will ensure the new worker is 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 18 months of the participant’s end of CORE. A worker cannot complete Level I Certification until all mandatory Level I Trainings are completed.*

Level I – Mandatory Specialized Training

Child Protective Services Track

CW 1002 - Introduction to Child Sexual Abuse 12 hours (2 days)
CW 1004 – Family Centered Services 6 hours (1 day)
CW 1005 - Specialized Child Protective Services Policy 12 hours (2 days)
CW 1008 - Legal 6 hours (1 day)
CW 1009 - Substance Abuse - Level I 12 hours (2 days)
CW 1010 - Out of Home Care 6 hours (1 day)
CW 1012 - Interviewing and Engagement Skills for Children 18 hours (3 days)
CW 1015 - Out of Home Investigations 6 hours (1 day)
CW 1024 - Domestic Violence 6 hours (1 day)

Permanency Planning Track

CW 1002 - Introduction to Child Sexual Abuse 12 hours (2 days)
CW 1004 – Family Centered Services 6 hours (1 day)
CW 1006 - Permanency Planning I 12 hours (2 days)
CW 1008 - Legal 6 hours (1 day)
CW 1009 - Substance Abuse - Level I 12 hours (2 days)
CW 1010 - Out of Home Care 6 hours (1 day)
CW 1012 - Interviewing and Engagement Skills for Children 18 hours (3 days)
CW 1024 - Domestic Violence
CW 1026 - Permanency Planning II 12 hours (2 days)
CW 1037 - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

Foster Care Specialist Track

CW 1002 - Introduction to Child Sexual Abuse 12 hours (2 days)
CW 1007 - Specialized Foster Care 12 hours (2 days)
CW 1008 - Legal 6 hours (1 day)
CW 1009 - Substance Abuse - Level I 12 hours (2 days)
CW 1010 - Out of Home Care 6 hours (1 day)
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
Adoption Specialist Track

CW 1002 - Introduction to Child Sexual Abuse 12 hours (2 days)
CW 1003 - Diversity 12 hours (2 days)
CW 1008 - Legal 12 hours (2 days)
CW 1009 - Substance Abuse - Level I 12 hours (2 days)
CW 1012 - Interviewing and Engagement Skills for Children 18 hours (3 days)
CW 1027 - Resource Family Assessment 18 hours (3 days)
CW 1037 – Child Assessment Preparation Training (CAPT) 6 hours (1 day)
RFT - Resource Family Training 27 hours

Comprehensive Track

CW 1002 - Introduction to Child Sexual Abuse 12 hours (2 days)
CW 1004 – Family Centered Services 6 hours (1 day)
CW 1005 - Specialized Child Protective Services Policy 12 hours (2 days)
CW 1006 - Specialized Permanency Planning Policy 12 hours (2 days)
CW 1008 - Legal 6 hours (1 day)
CW 1009 - Substance Abuse - Level I 12 hours (2 days)
CW 1010 - Out of Home Care 6 hours (1 day)
CW 1012 - Interviewing and Engagement Skills for Children 18 hours (3 days)
CW 1015 - Out of Home Investigations 6 hours (1 day)
CW 1024 - Domestic Violence 6 hours (1 day)
CW 1026 - Permanency Planning II 12 hours (2 days)

CW Specialist Level II (Intermediate)

*Level II training must be completed within 36 months after completion of CORE. A worker cannot complete Level II Certification until all mandatory Level I Trainings are completed.*

Child Protective Services Track

CW 2005 - Advanced CPS Policy 6 hours (1 day)
CW 2006 - Permanency Tools for Permanency Partners 6 hours (1 day)
CW 2008 - Advanced Legal 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 2025 - Medical Aspects of Child Abuse 6 hours (1 day)

Permanency Planning Track

CW 2008 - Advanced Legal 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 2016 - Overview of Oklahoma IL Program 6 hours (1 day)

Foster Care Specialist Track

CW 2006 - Permanency Tools for Permanency Partners 6 hours (1 day)
CW 2008 - Advanced Legal 6 hours (1 day)
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)

Adoption Specialist Track

CW 2006 - Permanency Tools for Permanency Partners 6 hours (1 day)
CW 2008 - Advanced Legal 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 2022 - Parenting the Sexually Abused Child 6 hours (1 day)

Comprehensive Track

CW 2005 - Advanced CPS Policy 6 hours (1 day)
CW 2008 - Advanced Legal 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 2016 - Overview of Oklahoma IL Program 6 hours (1 day)
CW 2025 - Medical Aspects of Child Abuse 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.

OKDHS: 2-1-24 requires that a yearly development plan to develop employee knowledge and skills 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 as part of this plan.
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 any time 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.
Appendix C:
CORE FY 2015 Schedule
### FY 2015 Schedule

**CORE 255 Tulsa (20)**  
July 7, 2014 - August 14, 2014

| Mod 1  | 7/7/2014 | 7/10/2014 |
| Mod 2  | 7/14/2014 | 7/17/2014 |
| OJT    | 7/21/2014 | 7/24/2014 |
| OJT    | 7/28/2014 | 7/31/2014 |
| Mod 3  | 8/4/2014 | 8/7/2014 |
| Mod 4  | 8/11/2014 | 8/14/2014 |

**CORE 256 Norman (30)**  
July 7, 2014 - August 14, 2014

| Mod 1  | 7/7/2014 | 7/10/2014 |
| Mod 2  | 7/14/2014 | 7/17/2014 |
| OJT    | 7/21/2014 | 7/24/2014 |
| OJT    | 7/28/2014 | 7/31/2014 |
| Mod 3  | 8/4/2014 | 8/7/2014 |
| Mod 4  | 8/11/2014 | 8/14/2014 |

**CORE 257 Norman (30)**  
July 14, 2014 - August 21, 2014

| Mod 1  | 7/14/2014 | 7/17/2014 |
| Mod 2  | 7/21/2014 | 7/24/2014 |
| OJT    | 7/28/2014 | 7/31/2014 |
| OJT    | 8/4/2014 | 8/7/2014 |
| Mod 3  | 8/11/2014 | 8/14/2014 |
| Mod 4  | 8/18/2014 | 8/21/2014 |
| HOT    | 9/8/2014 | 9/9/2014 |

**CORE 258 Tulsa (20)**  

| Mod 1  | 7/21/2014 | 7/24/2014 |
| Mod 2  | 7/28/2014 | 7/31/2014 |
| OJT    | 8/4/2014 | 8/7/2014 |
| OJT    | 8/11/2014 | 8/14/2014 |
| Mod 3  | 8/18/2014 | 8/21/2014 |
| Mod 4  | 8/25/2014 | 8/28/2014 |
| HOT    | 9/15/2014 | 9/17/2014 |

**CORE 259 Norman (24)**  

| Mod 1  | 7/21/2014 | 7/24/2014 |
| Mod 2  | 7/28/2014 | 7/31/2014 |
| OJT    | 8/4/2014 | 8/7/2014 |
| OJT    | 8/11/2014 | 8/14/2014 |
| Mod 3  | 8/18/2014 | 8/21/2014 |
| Mod 4  | 8/25/2014 | 8/28/2014 |
| HOT    | 9/15/2014 | 9/17/2014 |

**CORE 260 Norman (24)**  
August 4, 2014 - September 11, 2014

| Mod 1  | 8/4/2014 | 8/7/2014 |
| Mod 2  | 8/11/2014 | 8/14/2014 |
| OJT    | 8/18/2014 | 8/21/2014 |
| OJT    | 8/25/2014 | 8/28/2014 |
| Mod 3  | 9/2/2014 | 9/5/2014 |
| Mod 4  | 9/9/2014 | 9/11/2014 |
| HOT    | 9/29/2014 | 9/30/2014 |

**CORE 261 Norman (30)**  
August 18, 2014 - September 25, 2014

| Mod 1  | 8/18/2014 | 8/21/2014 |
| Mod 2  | 8/25/2014 | 8/28/2014 |
| OJT    | 9/2/2014 | 9/5/2014 |
| Mod 3  | 9/15/2014 | 9/18/2014 |
| Mod 4  | 9/22/2014 | 9/25/2014 |
| HOT    | 10/13/2014 | 10/14/2014 |

**CORE 262 Norman (30)**  
August 25, 2014 - October 2, 2014

| Mod 1  | 8/25/2014 | 8/28/2014 |
| Mod 2  | 9/2/2014 | 9/5/2014 |
| OJT    | 9/15/2014 | 9/18/2014 |
| Mod 3  | 9/22/2014 | 9/25/2014 |
| Mod 4  | 9/29/2014 | 10/2/2014 |
| HOT    | 10/20/2014 | 10/21/2014 |

**CORE 263 Tulsa (20)**  
September 2, 2014 - October 9, 2014

| Mod 1  | 9/2/2014 | 9/5/2014 |
| OJT    | 9/15/2014 | 9/18/2014 |
| OJT    | 9/22/2014 | 9/25/2014 |
| Mod 3  | 9/29/2014 | 10/2/2014 |
| Mod 4  | 10/6/2014 | 10/9/2014 |
| HOT    | 10/27/2014 | 10/28/2014 |

**CORE 264 Tulsa (20)**  
September 15, 2014 - October 23, 2014

| Mod 1  | 9/15/2014 | 9/18/2014 |
| Mod 2  | 9/22/2014 | 9/25/2014 |
| OJT    | 9/29/2014 | 10/2/2014 |
| OJT    | 10/6/2014 | 10/9/2014 |
| Mod 3  | 10/13/2014 | 10/16/2014 |
| Mod 4  | 10/20/2014 | 10/23/2014 |
| HOT    | 11/10/2014 | 11/10/2014 |

**CORE 265 Norman (24)**  
September 15, 2014 - October 23, 2014

| Mod 1  | 9/15/2014 | 9/18/2014 |
| Mod 2  | 9/22/2014 | 9/25/2014 |
| OJT    | 9/29/2014 | 10/2/2014 |
| OJT    | 10/6/2014 | 10/9/2014 |
| Mod 3  | 10/13/2014 | 10/16/2014 |
| Mod 4  | 10/20/2014 | 10/23/2014 |
| HOT    | 11/12/2014 | 11/13/2014 |

**CORE 266 Norman (24)**  
September 29, 2014 - November 2, 2014

<p>| Mod 1  | 9/29/2014 | 10/2/2014 |
| Mod 2  | 10/6/2014 | 10/9/2014 |
| OJT    | 10/13/2014 | 10/16/2014 |
| OJT    | 10/20/2014 | 10/23/2014 |
| Mod 3  | 10/27/2014 | 10/30/2014 |
| Mod 4  | 11/3/2014 | 11/6/2014 |
| HOT    | 12/1/2014 | 12/2/2014 |</p>
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