

CHILD WELFARE & JUVENILE SERVICES TRAINING

**FOR
CHILD & FAMILY SERVICES
SPECIALISTS**



TRAINING OVERVIEW



Working Together to Prepare Child & Family Services Specialists

**NEBRASKA DEPARTMENT OF HEALTH & HUMAN SERVICES
DIVISION OF CHILDREN & FAMILY SERVICES
CHILD WELFARE & JUVENILE SERVICES TRAINING**

TRAINING OVERVIEW

DEVELOPED BY:

**UNL-CENTER ON CHILDREN, FAMILIES, AND THE LAW
FOR
NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF CHILDREN & FAMILY SERVICES**

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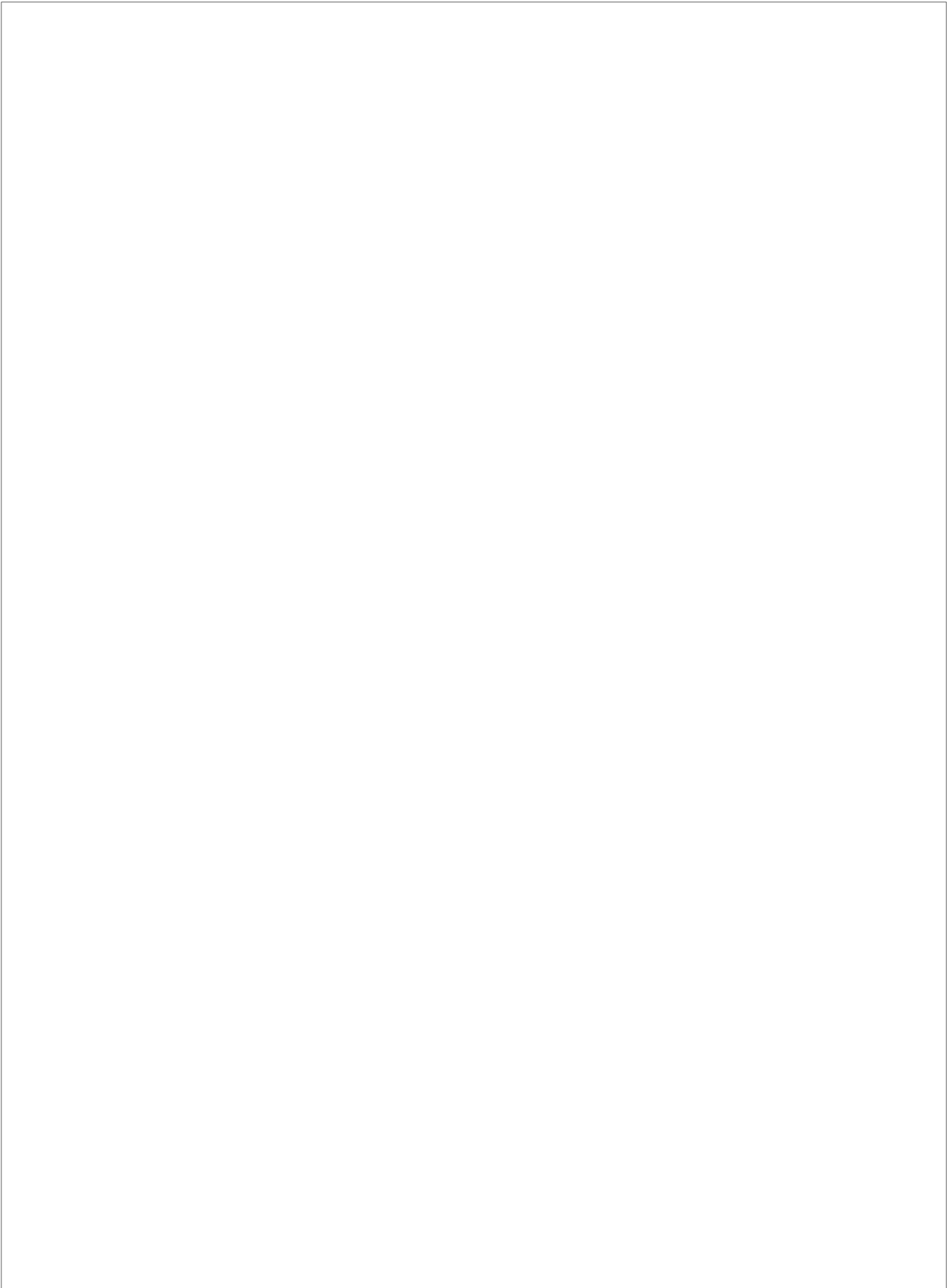
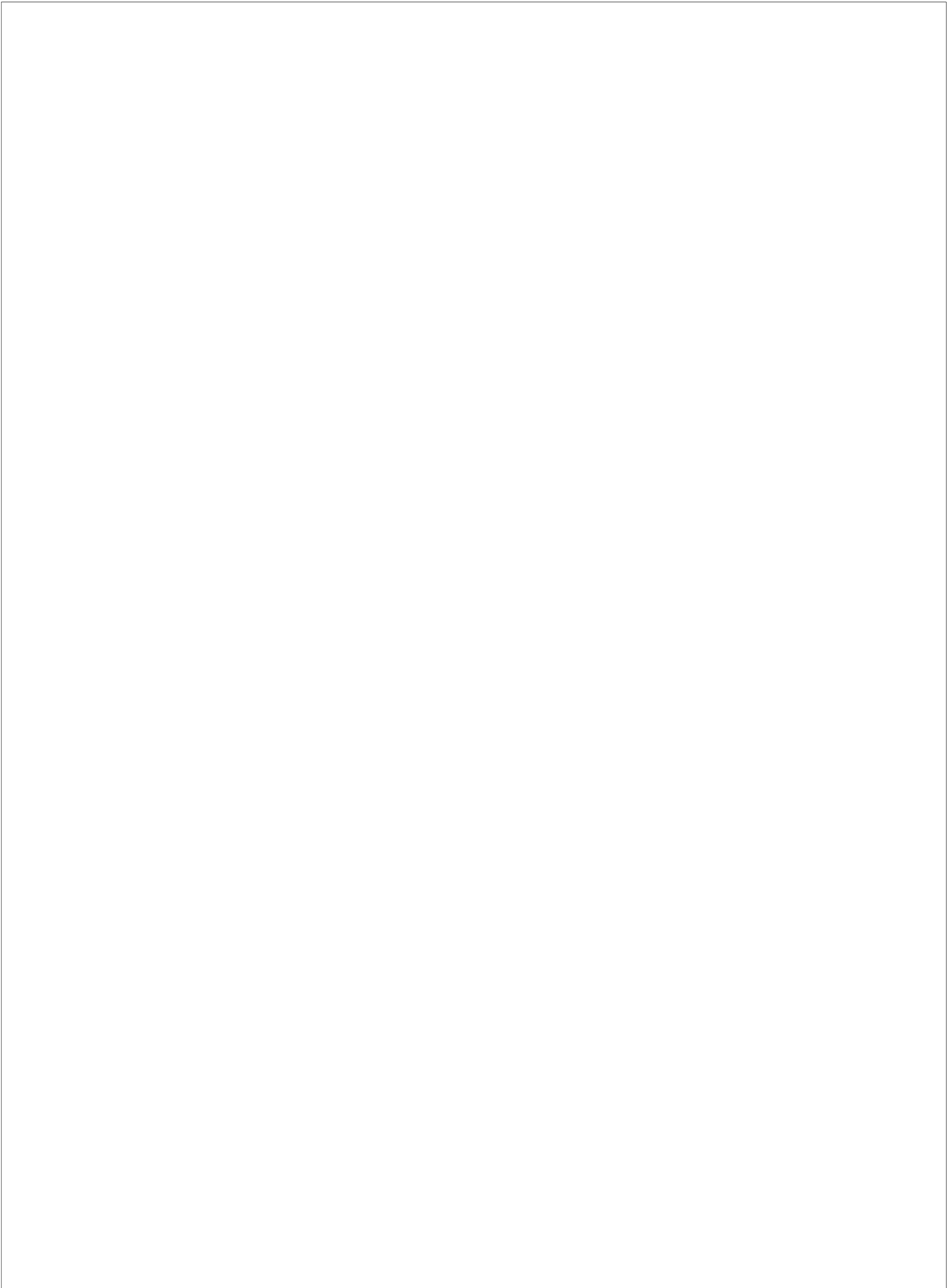


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INTRODUCTION

CHILD WELFARE & JUVENILE SERVICES TRAINING

Child Welfare and Juvenile Services Training for all Child and Family Services (CFS) Specialists in Nebraska is now provided via a specialized model that includes two phases, pre-service and required in-services. The training is administered as a joint project between the Human Resources and Development unit of the Nebraska Department of Health and Human Services and the University of Nebraska-Lincoln, Center on Children, Families, and the Law.

THE GOAL AND FOCUS OF THE TRAINING

The goal of Child Welfare and Juvenile Services (CW & JS) Training is to prepare Nebraska's Child and Family Services (CFS) Specialists to intervene as authorized to provide safety for Nebraska's children, families, and communities and to consistently move the children in the state's care toward permanency and well-being.

This model for training newly hired CFS Specialists places a strong focus on:

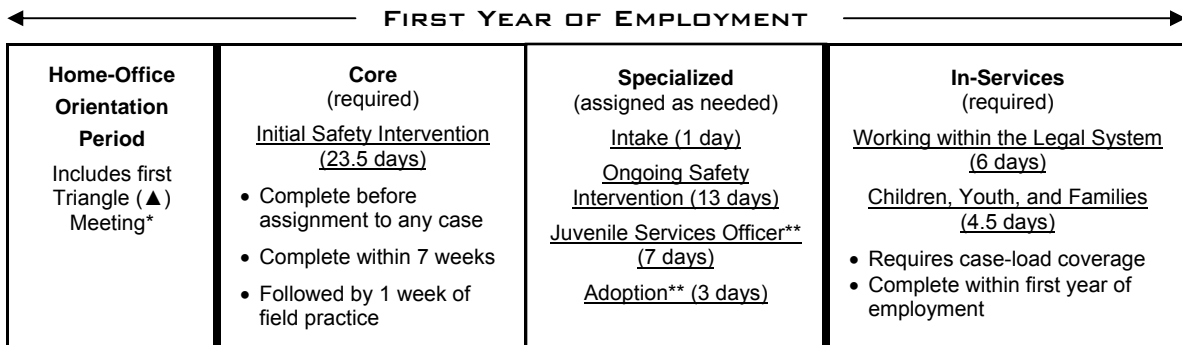
- adherence to the principles and procedures of the Nebraska Safety Intervention System (NSIS) for keeping children and families safe
- implementation of Family Centered Practice (FCP) principles to ensure the inclusion of children and families in the decision-making processes that impact their lives
- achieving the key outcomes of safety, permanency and well-being for every child and family
- helping each CFS Specialist develop the knowledge, skills, and abilities that are needed to successfully carry out his/her job

Key features of the training include:

- a close collaboration between DHHS and CCFL
- utilization of adult learning principles and an emphasis on active learning
- a training curriculum built on three logical and interconnected courses of study (children, youth, and families; case management foundations and process; and working within the legal system)
- a positive learning environment supported by regular communication among trainers, trainees, supervisors, and Field Training Specialists (FTSs)
- delivery of on-site training at a variety of locations throughout the state on a regular basis, making the training more family-friendly for the trainees
- quality field-training experiences supported by a Field Training Specialist (FTS)
- timely provision of accurate feedback to the assigned supervisor
- maintenance of a university-sponsored website that holds the training curriculum and that supports training delivery (e.g., intra-group e-mail)

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THE DESIGN OF THE TRAINING MODEL



*▲ meeting indicates a planning session that involves the trainee, the trainee's supervisor, and the Field Training Specialist (FTS)

**Specialized Ongoing Safety Intervention Training is a prerequisite for these trainings

MAIN COMPONENTS

The training model can be depicted as follows:

HOME-OFFICE ORIENTATION PERIOD

Occurring just prior to the formal classroom training, the Home-Office Orientation Period provides new trainees with an opportunity to become familiar with their local offices. Activities that may occur during this period of time include: becoming acquainted with local office personnel and protocol, completing assignments required by Human Resources, scheduling/attending the first Triangle Meeting*, shadowing and observing CFS Specialists, and completing initial field activities outlined in the Field Training Resource book. The supervisor determines the exact number of days in this period for any new trainee. Experience suggests there are substantial benefits to new workers who are afforded at least one week to orient themselves to their work environment prior to beginning training.

PHASE ONE: PRE-SERVICE (CORE PLUS SPECIALIZED) TRAINING

Structured training follows the Home-Office Orientation Period and the first Triangle Meeting. The Pre-service Training includes Core training and can include various specialized training tracks depending upon the trainee's anticipated job assignment.

Core training prepares a trainee to become a CFS Specialist who can take responsibility for initial safety intervention cases. Included in this training is the initial safety intervention portion of the Nebraska Safety Intervention System (NSIS) curriculum. Core includes 18 units that are covered in 23.5 training days. Trainees learn through classroom, lab, and field experiences. Core is scheduled for completion within approximately seven weeks and is followed by one week of supervised shadowing, observation, and practice working with families. This portion of training is required for all trainees regardless of anticipated specialization. Trainees who will be assigned to initial safety intervention job duties can be promoted to CFS Specialist on probation after completing Core training plus one week of field experiences.

Specialized Intake training prepares a trainee to become a CFS Specialist who can take responsibility for intake cases. It is a one-day training that includes both classroom and practice in the computer lab. The complete training "track" includes Core training, one week of field experiences, and the one-day Specialized Intake unit. Trainees who will be assigned intake job duties can be promoted to CFS Specialist on probation after completing these trainings.

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Specialized Ongoing Safety Intervention training prepares a trainee to become a CFS Specialist who can take responsibility for ongoing safety intervention cases. The ongoing safety intervention portion of the NSIS curriculum is included in this training. This specialization includes nine units that require a total 13 classroom and lab training days. It is scheduled for completion within approximately four weeks following Core training. The complete training track includes Core, one week of field experiences, plus the 13 days of Specialized Ongoing Safety Intervention training. Trainees who will be assigned ongoing case management job duties can be promoted to CFS Specialist on probation after completing these trainings.

Specialized Juvenile Service Officer training prepares a trainee to become a CFS Specialist who can take responsibility for supervising committed juvenile offenders. In this training, case management procedures (including use of the Youth Level of Service/Case Management Inventory [YLS/CMI]) are taught. The training covers a total of seven classroom and field days. It is scheduled for completion within approximately two weeks of the conclusion of Specialized Ongoing Safety Intervention. In this track, trainees who will be assigned JSO job duties can be promoted to CFS Specialist on probation after completing Core training, a week of field experiences, the 13-day Specialized Ongoing Safety Intervention training, and the seven days of Specialized Juvenile Service Officer training.

Specialized Adoption training prepares a trainee to become a CFS Specialist who can take responsibility for adoption cases. It is a three-day classroom training that is scheduled for completion within one week of the conclusion of Specialized Juvenile Service Officer training. In this track, trainees who will be assigned adoption duties can be promoted to CFS Specialist on probation after completing Core training, one week of field experiences, Specialized Ongoing Safety Intervention training, and the three-day Specialized Adoption sequence.

PROMOTION TO CFS SPECIALIST STATUS

If a trainee is required to complete all specialized trainings, he or she could remain in Pre-Service Training for up to 16 weeks. When each trainee is promoted from CFS Specialist Trainee to CFS Specialist, he or she remains on probationary status—generally for one year from the original date of hire. The worker is gradually assigned families for whom case management responsibilities must be assumed. Department administrators recommend that new CFS Specialists begin with no more than eight families and gradually receive a full caseload by the 12th month from the date of hire.

CFS Specialists who begin working in a particular job specialization and then are re-assigned to different job duties for which they did not initially receive the appropriate specialized training must return to the specialized training required for their new job assignment. The Department recommends that such re-assigned CFS Specialists be relieved of their current caseload responsibilities as much as possible during the time they are attending additional training.

PHASE TWO: REQUIRED IN-SERVICES TRAINING

Required In-Service Training includes topics identified as needed by all CFS Specialists after receiving case management responsibilities. The units include legal topics that address testifying and legal case management responsibilities as well as topics on disability and special education, supporting child and youth development, mental and physical health, and referral to services and resources for safety, permanency, and well-being. The 10 in-service units include classroom and field training and require 10.5 days for completion. This training must be scheduled within the first year of employment. The Department recommends that new CFS Specialists have coverage for their caseloads while they are required to be in training.

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NUMBER OF TRAINING DAYS BY SPECIALIZATION

This chart summarizes the number of classroom and lab days required for completion of training for each specialization. The actual number of weeks allotted on the training calendar is longer to allow for field training activities, shadowing and observation, trainees' travel time, and sometimes due to constraints on the availability of training resources (e.g., computer labs).

CFS Specialist's Specialization	Required Core Training Days	Additional Specialized Training Days	Total Days before Promotion to CFS Specialist	Required In-Service Training Days	Total Training In Days	Total Training Weeks on the Training Calendar
Initial Safety Intervention	23.5		23.5	+10.5	34	8
Intake	23.5	+1	24.5	+10.5	35	8
Ongoing Safety Intervention	23.5	+13	36.5	+10.5	47	12
Juvenile Services Officer	23.5	+20*	43.5	+10.5	54	14
Adoption	23.5	+16*	39.5	+10.5	50	13-15

*Specialized Ongoing Safety Intervention Training is a prerequisite for these specializations

PARTNERSHIP BETWEEN TRAINING STAFF AND CFS SUPERVISORS

TRAINING STAFF

Training is supported by a multidisciplinary team of 29 individuals. The DHHS training team includes three Training Specialists and a Resource Coordinator who oversees the Child Welfare and Juvenile Services Training. The DHHS training team partners with the training staff from the Center on Children, Families, and the Law (CCFL) at the University of Nebraska-Lincoln. The CCFL staff of 25 includes expert trainers, eight Field Training Specialists (FTSs), and support staff who have expertise in curriculum development, training coordination, competency assessment, and training evaluation. Over the past twelve years, the combined training team has attended and attained certification as trainers for a large number of Department-initiated or mandated procedures, including the Nebraska Family On-Line Client User System (N-FOCUS), Family-Centered Practice (FCP), the Nebraska Safety Intervention System (NSIS), the Youth Level of Service/Case Management Inventory (YLS/CMI), and the Mandt System®. The staff also has acquired an advanced level of knowledge not only about the Department's vision, mission statements, policies and procedures, but also about how to operationalize these guidelines in the daily work of the CFS Specialist.

A significant number of the training staff members have previously worked for the Nebraska Department of Health and Human Services in roles such as Protection and Safety Worker, Protection and Safety Supervisor, Juvenile Service Officer, Central Office Program Specialist, and Integrated Care Coordinator. The remainder of staff have extensive backgrounds working in the child welfare and juvenile justice systems as pediatricians, lawyers, psychologists, sociologists, educators, corrections officials, curriculum developers, industrial-organization psychologists, and program evaluators.

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FIELD TRAINING SPECIALISTS (FTS)

There are eight Field Training Specialists (FTSs) who provide individualized field-based contact with trainees. They are located throughout the state; at least one FTS is assigned to every service area.

The FTSs are training facilitators assigned to work with trainees as they move through training and become CFS Specialists. FTSs are in a unique position to observe trainee performance not only in the classrooms and labs but also in the field. Their job is to work very closely with the trainees and their supervisors to support optimal transfer of learning from the classroom setting to actual practice in the field.

FTSs work with and support their assigned trainees as they complete all required training and prepare to take on full responsibility for family case management. The FTSs coordinate Triangle Meetings with the supervisors and trainees throughout training. They assist the trainees with learning to document on N-FOCUS in both labs and in the field, attend family interviews, and facilitate completion of field training tasks (especially those identified in the Field Training Resource Book). During training, FTSs are available in the local offices to support trainees and report feedback to the supervisors on the trainees' progress. The FTSs track training received by trainees and then follow up to ensure completion of training requirements within one year from the date of hire. The FTSs meet with the supervisors and trainees on a scheduled basis to review the trainees' progress and, if needed, are available to provide additional clarifying information to the supervisors as they complete the Competency Development Tool (CDT).

CFS SUPERVISORS

The role of the supervisor in training is service area specific. Some service areas have designated "training supervisors" assigned to work with trainees while other areas have team supervisors that manage both trainees and CFS Specialists. In either situation, the supervisor works with the trainees and his or her assigned FTS to ensure that the trainee is prepared to effectively work with families and manage cases. This requires very close supervision of the trainees during the pre-service training. Areas overseen by supervisors include: scheduling field learning activities for the trainees to coincide with the classroom learning, shadowing and observation opportunities for trainees when they are not scheduled to be in class or lab, and attending court hearings, family visits, and other meetings with the trainees/new CFS Specialists.

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THE COURSES OF STUDY

There are three courses of study that form the framework of the training. Within each course of study there are multiple units, each of which focuses on a specific topic or cluster of topics. The content in these courses of study was developed to help the trainees acquire the set of knowledge, skills, and abilities (KSAs) that have been determined to be necessary for successful CFS Specialist job performance. The courses of study are addressed throughout the phases of training. Throughout the training, subject matter progresses from elementary to complex and from general principles to application. The three courses of study are as follows:

- *Children, Youth, and Families*
- *Case Management (including Case Management Foundations and Case Management Process)*
- *Working within the Legal System*

INTRODUCTION TO CHILD WELFARE & JUVENILE SERVICES

Trainees receive an overview of the training model and an introduction to the primary courses of study. During the introduction, trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes to be achieved in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, confidentially, collaboratively, safely, professionally, and in a timely fashion. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.

COURSE OF STUDY ONE: *CHILDREN, YOUTH, AND FAMILIES (CYF)*

The *CYF* units provide information about the children, youth, and families who are served by the Department. *CYF* information is generally independent of any particular aspect of the work and consists of background information relevant to all parts of the work, including:

- characteristics of the children, youth, and families served by the Department and the common problems and special needs they face
- background information about family dynamics and normal child and adolescent development
- resources available to serve the needs of children, youth, and families in Nebraska, including special education and mental and physical health interventions
- the cultural and societal context influencing children, youth, and families

COURSE OF STUDY TWO: *CASE MANAGEMENT – CASE MANAGEMENT FOUNDATIONS (CMF) AND CASE MANAGEMENT PROCESS (CMP)*

The *CMF* units focus on teaching foundational skills that form the basis of all case management interactions, including: 1) implementing Family/Person Centered Practice, 2) interviewing children and families, 3) gathering and corroborating information, 4) documenting case activities and decisions, and 5) maintaining worker safety.

The *CMP* units focus on mastery of the skills needed to fulfill specific responsibilities associated with case management, especially the implementation of the Nebraska Safety Intervention System. There are a large number of *CMP* units, due to the complexity of the case management process and the correspondingly broad scope of required knowledge and skills. Trainees learn about initial and ongoing safety intervention; arranging services and resources for safety, permanency, and well-being; monitoring progress; and case closure.

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COURSE OF STUDY THREE: *WORKING WITHIN THE LEGAL SYSTEM (WLS)*

The *WLS* units address what the CFS Specialist needs to know about the Nebraska juvenile court system and the requirements of state and federal law in order to do the work. It deals with how the CFS Specialist must proceed within the court system to accomplish the goals of the case plan for each family. The units help the trainee to translate and adapt basic case management skills into the skills necessary to work successfully within the court system (e.g., assessment, testifying, and writing for the court). *WLS* units also provide a framework for understanding the CFS Specialist's role from a legal perspective and how to perform that role in compliance with law and policy.

TRAINING DELIVERY

Each trainee progresses through a standardized sequence of units, consisting of classroom, lab, and field training. To accommodate training situations in which on-site, face-to-face interaction is impractical or impossible, classes are sometimes offered via distance learning (e.g., via webinar or video-conference).

CLASSROOM TRAINING

The purpose of classroom training is to help trainees acquire new job-related knowledge and skills in a group setting, facilitated by a trainer. Training days typically are six hours per day, allowing two hours per day for trainees to attend to home office business or travel as needed. Representative types of classroom training include:

- presentation of information through lecture or video
- activities and exercises
- question and answer sessions
- group discussions

LAB TRAINING

The purpose of lab training activities is to allow trainees to develop skills and demonstrate competence in applied work using hypothetical cases prior to progressing to case management activities with families. In comparison with classroom training, lab training generally has a stronger focus on practicing and refining specific job-related skills. This entails a great deal of one-on-one support and feedback from the facilitators of the training. Representative lab training activities include:

- conducting mock interviews
- entering information on the Department's computer system (N-FOCUS/CWIS)
- facilitating a mock team meeting
- testifying before a mock court

Activities like these typically require significant planning and preparation on the part of the trainer (e.g., creating a simulated environment, setting up video equipment). Typically, they are best conducted in a small group situation and almost always require the direct facilitation of a trainer or Field Training Specialist.

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FIELD TRAINING

Field training allows trainees to continue their job preparation through facilitated learning activities outside of the classroom and lab. Field training activities typically occur in the community, in settings such as the trainee's local office, the home of a family receiving services, or a facility run by a provider. Some field activities are assigned to a specific day on the training calendar and serve to prepare the trainees for upcoming classroom training or to reinforce concepts recently learned in classroom training. Representative field training activities of this type include:

- observing other workers or work processes (e.g., shadowing a worker, touring a facility)
- reading and reviewing information from actual case files or the Department's computer system
- working through hypothetical case scenarios
- completing activity sheets related to training or case management activities
- reading Policy

Many such activities can be done on an individual basis and often do not require the presence or direct facilitation of a trainer or FTS.

The Field Training Resource Book lists field activities that are not assigned to a specific day on the training calendar but rather can be flexibly scheduled in coordination with the trainee's assigned Field Training Specialist. The book includes over 200 "essential" and "suggested" tasks. The FTS may accompany the trainee in the field to observe performance or the trainee may independently perform case-related tasks as directed by the supervisor. Trainees typically contact their FTS after these activities to discuss their experiences, link these experiences to principles presented in classroom or lab training, and to receive feedback.

TRIANGLE MEETINGS

Triangle Meetings are periodic planning sessions throughout training that include the individual trainee, the trainee's supervisor, and the assigned FTS. The meetings are held to ensure that:

- each trainee derives the maximum possible benefit from training
- each supervisor has all the training information needed to successfully direct and manage the trainee
- each trainee is optimally prepared to assume his/her job responsibilities
- there is a successful transfer of learning from the training program to the job

In general, activities during the meetings include: clarifying the responsibilities and expectations for each person (trainee, supervisor, and FTS); planning and coordinating all training activities; and reviewing the trainee's behavior, attitude, and performance during training. Triangle Meetings may occur as often as needed but are **required** at the following times: prior to training, at the end of Core or specialized training, during the 5th month from date-of-hire, during the 7th month from date-of-hire, and during the 11th month from date-of-hire.

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OTHER FEATURES OF THE TRAINING MODEL

WEB-BASED TRAINING-RELATED SERVICES

The University of Nebraska-Lincoln maintains an on-line course management system known as Blackboard. The Blackboard system provides computer-based access to curriculum materials and facilitates training-related activities. Child Welfare and Juvenile Services Training makes use of Blackboard to enhance the learning experience of each trainee. Each trainee is provided access to Blackboard via an individualized login procedure. Trainees can review the full training curriculum as well as information about the trainers, training sites, and training schedules. Blackboard also allows the trainees to send training-related e-mail and submit assignments.

Some units of training (particularly classroom units) lend themselves to a webinar format; this format can be used when trainees are located across the state and the training is appropriate in both content and length.

TRAINING SCHEDULE

A new Child Welfare and Juvenile Services Training “cycle” begins every month. This means that each month a new group of recently hired trainees will begin training somewhere in the state. Because the duration of training is one year, there are up to twelve active training groups at any given time.

Since 2000, training has been delivered at multiple sites across the state. Each training has typically taken place at whatever site represented the geographic “center” of the group of newly hired trainees. At the current time, successive training groups are scheduled to rotate through Omaha, Lincoln, and an “out-state” site every three months. This rotation was designed to provide an optimal degree of advance notice for the service areas as to when and where the next training groups would be starting.

Scheduling for any particular training group can be impacted by various factors. These include holidays, adverse weather events, limited availability of training rooms and/or training equipment (e.g., computer labs), and in some cases, time needed for trainees to travel to the selected training site.

MISSED TRAINING

Trainees and new specialists occasionally are absent from training for a variety of reasons, ranging from personal or family illness to important life events (e.g., weddings). When such absences are unavoidable, the trainer, FTS, and the supervisor develop a plan for making up the missed training. If the amount of time missed is relatively small, the trainer may elect to meet with the trainee one-on-one. If the amount of time missed is significant, the trainee may be asked to join a later training group. In general it is very difficult to help a trainee/new specialist catch up since the typical training calendar is sequenced and tightly scheduled.

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TYPES OF EVALUATION

An important part of ensuring effective training is training evaluation. The goals of the Child Welfare and Juvenile Services Training evaluation system are to collect information to: a) provide to supervisors, trainees, and trainers about individual trainee performance, including strengths and areas for improvement, and b) inform decisions about the future use of various instructional activities and their delivery. The training evaluation system includes these components:

EVALUATION OF TRAINING BY TRAINEES AND SUPERVISORS

Trainees will be asked to routinely provide ratings and brief written feedback about the content and delivery of class and lab training. Supervisors should advise trainees that although their feedback is anonymous, it should nonetheless be constructive and professional in nature. Trainees should treat this as an opportunity to practice giving honest, valuable advice to others. If trainees have concerns that need to be addressed immediately, they should talk with the trainer during a break. Results of the evaluations are summarized on a daily basis and disseminated to the assigned trainer(s), training curriculum and evaluation staff, and DHHS and CCFL training coordinators. Any concerns raised in the evaluations about the trainer, training, or training group are discussed as soon as possible and remedied as needed.

Both trainees and supervisors will be asked to provide ratings and written feedback about their overall perceptions of the training model by completing an online post-training survey. The survey includes questions regarding training content and duration, Blackboard, classroom trainers, FTSS, field learning, scheduling, distance learning, feedback, case assignments, Triangle Meetings, supervision, coworkers, preparedness of trainees, and overall training quality. Trainees complete the survey 1) approximately two months after the end of their specialized pre-service phase (or at the end of Core if only taking Core), 2) at the end of the in-service phase, and 3) six months post-training. Supervisors complete a post-training survey 1) approximately two months after all trainees in a group have completed the core and specialized phase and 2) when all trainees in a group have completed the in-service phase. Results of the survey are summarized periodically throughout the year and are used to inform training model decisions.

EVALUATION OF TRAINEE ATTITUDE, BEHAVIOR, KNOWLEDGE, AND SKILLS

Trainees will be evaluated on a variety of attitudes and behaviors during classroom and lab training. Nine dimensions are rated: alertness, attitude, participation, communication, respectfulness, open-mindedness/acceptance of feedback, sensitivity to race/culture/ gender/religion, preparedness, and punctuality. In addition, trainees will also complete regular knowledge and skills assessments. Trainees should expect to take written tests and to engage in scored activities and exercises in class, lab, and field training. FTSS will provide supervisors and trainees with reports that summarize each trainee's performance in these areas. When there are immediate concerns regarding trainee conduct or performance, the assigned FTS will notify the supervisor as soon as possible to discuss remedies.

EVALUATION OF TRAINEE JOB PERFORMANCE

Trainees and CFS Specialists on probation are assessed using the Competency Development Tool (CDT). The CDT is a performance evaluation and probationary planning instrument that assesses 1) a sample of CFS Specialist job tasks representing 17 different performance dimensions and 2) a set of important employee behaviors, called *pro-social behaviors*. The CDT also includes a supervisor's self-assessment section, to evaluate supervisory participation in the new employee's development, and a goal-setting section, to encourage the specialist and supervisor to jointly develop action plans for performance improvement when employee performance does not meet minimum standards. Supervisors will complete the CDT four

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times: 1) at the end of specialized training (or at the end of Core if only taking Core), 2) six months after hire, 3) eight months after hire, and 4) 11 months after hire. Because specialists will not have performed case management at the time of the first CDT, only the pro-social behaviors and goal-setting sections will be completed for the first CDT.

The decision to promote a CFS Specialist Trainee to a CFS Specialist on probation and to promote a CFS Specialist on probation to permanent status is based in part upon the CDT findings. Once specialists have been promoted to permanent status, their performance will be evaluated in a different manner, using the standards included in the agency Performance Evaluation Process.

Within six weeks of hire, a supervisor should meet with trainees to inform them of the agency's performance expectations, which includes reviewing and signing off on the CDT and the agency Performance Evaluation Process measures. For copies of the current versions of both tools or to learn more about the performance evaluation process, refer to the HHS website at http://www.hhs.state.ne.us/hur/PandS_PerfEval.htm.

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PHASE ONE - PRE-SERVICE TRAINING CORE	PHASE TWO REQUIRED IN-SERVICES
<p><u>INITIAL SAFETY INTERVENTION</u></p> <ul style="list-style-type: none"> • Introduction to Child Welfare and Juvenile Services • Family/Person Centered Practice • Referral to Services/ Resources for Safety, Permanency, and Well-being 1 • Electronic and Paper Records • Maltreatment 1 • Maltreatment 2 • Interviewing / Interviewing Children • Worker Safety and the Mandt System • Initial Safety Intervention • Initial Safety Intervention: Practice 1 • Initial Safety Intervention: Practice 1 Feedback • N-FOCUS 1 • Initial Safety Intervention: Shadowing in the Field • Initial Safety Intervention: Practice 2 • Gathering and Corroborating Information • N-FOCUS 2 • Nebraska Juvenile Court Process 1 • Referral to Services/ Resources for Safety, Permanency, and Well-being 2 	<p><u>INTAKE</u></p> <ul style="list-style-type: none"> • Specialized Intake <p><u>ONGOING SAFETY INTERVENTION</u></p> <ul style="list-style-type: none"> • Ongoing Safety Intervention • Family/Person Centered Practice - Family Team Meeting • Court Report Components • N-FOCUS 2 • Ongoing Safety Intervention: Practice • Developing and Advocating for the Case Plan/Court Report and Visitation Plan • Case Closure • N-FOCUS 3 <p><u>JUVENILE SERVICES OFFICER</u></p> <ul style="list-style-type: none"> • JSO-Specialized 1 • JSO-Specialized 2 • JSO-Specialized 3 <p><u>ADOPTION</u></p> <ul style="list-style-type: none"> • Specialized Adoption
<p>Following completion of Core, CFS Specialists on probation can be assigned up to 8 initial assessment cases, with a gradual increase to a full caseload by the 12th month of employment.</p>	<p>Following completion of Pre-Service Training, the CFS Specialists on probation can be assigned up to 8 cases related to their specialization, with a gradual increase to a full caseload by the 12th month of employment.</p>
	<ul style="list-style-type: none"> • Testifying in an Adjudication Hearing • Testifying in a Disposition, Review, and Permanency Hearing • Legal Case Management Responsibilities • Disability and Special Education 1 • Disability and Special Education 2 • Supporting Development 1 • Supporting Development 2 • Mental and Physical Health 1 • Mental and Physical Health 2 • Referral to Services/ Resources for Safety, Permanency, and Well-being 3
	<p>Following completion of Pre-Service Training, Required In-Services Training, and all <i>Field Training Resource Book</i> essential tasks, CFS Specialists have met all CW & JS training requirements.</p>



PRE-SERVICE: CORE TRAINING

CORE - INITIAL SAFETY INTERVENTION UNITS (23.5 DAYS)

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
INTRO 01C CLASSROOM 1.5 DAYS	<p><u>Introduction to Child Welfare and Juvenile Services</u></p> <p>Trainees receive an overview of the training model and an introduction to the primary courses of study, which collectively address working with and understanding children, youth, and families; case management and supervision; and the process of preparing for and participating in judicial determinations. Trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. be aware of the identified outcomes; needs; strategies; crisis, safety, and transition plans; and logistics and evaluation steps for training. 2. be aware of the emotional reactions that are elicited when seeing maltreated children. 3. know the 12 main populations of children and families served by DHHS as defined by policy. 4. be aware of the importance, challenges, and consequences associated with family centered practice, interviewing skillfully, gathering and corroborating information, documenting the work, and working safely. 5. know the phases of the case management process, including their basic purpose and sequence. 6. know the basic differences in the case management process for child abuse/neglect, status offense, and juvenile offense cases. 7. know the common steps in the juvenile court process, including their basic purpose and sequence. 8. know the family centered practice values, beliefs, and principles and how they are applied to child welfare and juvenile services work. 9. be aware of the steps of the family/person centered practice planning process. 10. know the mission, vision, and goals of Child Welfare and Juvenile Services. <p style="text-align: right;">(continued)</p>

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>INTRO 01C: CLASSROOM 1.5 DAYS</p>	<p><u>Introduction to Child Welfare and Juvenile Services</u></p> <p>Trainees receive an overview of the training model and an introduction to the primary courses of study, which collectively address working with and understanding children, youth, and families; case management and supervision; and the process of preparing for and participating in judicial determinations. Trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.</p>	<p>(continued)</p> <ol style="list-style-type: none"> 11. know what the outcomes of safety, permanency, and well-being are and how they are measured. 12. know the written rules and guidelines (statute, policy, memo, and guidebook) for performing child welfare and juvenile services work, including where to find them and how they should be used. 13. be aware of the role and authority of a Child and Family Services (CFS) Specialist and the importance of protecting the legal rights of families. 14. be aware of the consequences of not abiding by statute and policy. 15. know that the constitutional doctrine of due process requires Child Welfare and Juvenile Services intervention to be time limited. 16. know that statutes and policy implement these requirements in the form of required time frames for court processes and child welfare and juvenile services work. 17. be aware of time management tips that facilitate meeting deadlines. 18. be aware of the different formal and informal partners involved in child protection and the roles and responsibilities of these partners. 19. be aware of the primary types of teams of which CFS Specialists are members and the different roles they will have on different teams. 20. know what to do before, during, and after supervisory case consultation. 21. know where to find the statute and policy that prohibits disclosure of confidential information. 22. be aware of the process to follow when deciding whether information is confidential and whether to disclose confidential information. 23. know the different types of threats to specialists' safety and that the primary strategies for enhancing specialists' safety are preventing, recognizing, and responding to safety threats. 24. be aware of professional and ethical guidelines for CFS Specialists, including the importance of accountability.

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMF 01C-FCP CLASSROOM 1 DAY	<p><u>Family/Person Centered Practice</u></p> <p>Trainees acquire knowledge and skills related to applying the steps of the family/person centered practice process to case management and supervision. Topics include strength assessment; genograms, ecomaps, and timelines; identification of formal and informal resources; engaging families; and safety concerns. Trainees are introduced to Family Team Meetings and the concepts of outcomes, needs, and strategies. Trainees develop prospective work teams and identify formal and informal resources needed to be prepared to work effectively with families.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. be aware of the 12 values, beliefs, and principles of family centered practice. 2. know how to treat families with respect and dignity. 3. be able to exhibit social skills that support family centered practice. 4. be able to develop and maintain a professional working relationship with families based on strengths. 5. understand how to engage families to enhance decision making. 6. be able to identify potential resource people and team members that could support the family team. 7. know the purpose of genograms and ecomaps, how to construct them, and the policy mandates regarding when to begin and update them. 8. become familiar with the concepts of outcomes, needs, and strategies.
CMP 01C CLASSROOM 1.5 DAYS	<p><u>Referral to Services/ Resources for Safety, Permanency, and Well-being 1</u></p> <p>Trainees return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. Trainees also learn about referrals to services/resources designed to preserve, strengthen, and support reunification of the family. This includes placement and permanency planning emphasizing kinship care as a resource for children involved with the child welfare system, IV-E services as they relate to out-of-home placement of children, Interstate Compact for the Placement of Children (ICPC), and Interstate Compact for Juveniles (ICJ). Trainees develop skills in identifying appropriate services and review service referrals and authorizations.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. know the array of services available to families. 2. know the guaranteed services available to individuals and families. 3. know about placement services. 4. recognize the importance of locating the most permanent, family-like setting that meets the child's needs. 5. recognize their responsibility to demonstrate reasonable efforts. <p>Trainees will understand that:</p> <ol style="list-style-type: none"> 6. ongoing assessment and services will be approached in the least intrusive manner possible. 7. priority will be given to providing reasonable opportunities for parents to keep their families intact by utilizing all appropriate services available. 8. families and children will receive appropriate services to address the presenting problem, assess presenting safety concerns, reduce risk of maltreatment or delinquency, and provide opportunities for families and children to work toward self-sufficiency. 9. the work at this phase will occur through a team effort on the part of the Department, the community, and family. <p style="text-align: right;">(continued)</p>

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMF 01C CLASSROOM 1.5 DAYS	<p><u>Referral to Services/ Resources for Safety, Permanency, and Well-being 1</u></p> <p>Trainees learn about referrals to services/ resources designed to preserve, strengthen, and support reunification of the family. This includes permanency planning using kinship care as a resource for children involved with the child welfare system. They return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. They develop skills in identifying appropriate services and writing service referrals and authorizations. IV-E services are reviewed as they relate to out-of-home placement of children.</p>	<p>(continued)</p> <ol style="list-style-type: none"> 10. select, provide, and coordinate appropriate services/resources (formal or informal), using community-based services whenever possible. 11. make placement decisions based on the best interest of the child, least-restrictive setting, and closest proximity to family or community. 12. complete Service Referrals, Service Authorizations and placement documentation on N-FOCUS. 13. continually evaluate the safety of children in out-of-home placements. 14. assure that the child's educational, medical, and mental health needs are met through services and placement. 15. utilize HHS funding sources.
CMF 02L LAB 0.5 DAY	<p><u>Electronic and Paper Records</u></p> <p>Trainees are introduced to the purpose and importance of timely, accurate case management documentation, both in the electronic record and on paper. They become familiar with the basic structure and functionality of N-FOCUS and the standardized case file format. Trainees learn to navigate to contact narratives and required contacts and are introduced to a set of guidelines regarding the appropriate content and style of written documentation.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. be familiar with the major terms involved in documentation including SACWIS, N-FOCUS/CWIS, Master Case, Program Case, Expert System, Icons (Search, List, Detail). 2. know the basic function of each N-FOCUS main menu icon. 3. be able to perform basic navigation functions in N-FOCUS. 4. know what information should be included in narratives. 5. know the proper writing style for narratives and other written documentation. 6. know the organization of the paper case file and how to properly file case documents.

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>CYF 01F</p> <p>FIELD 0.5 DAY</p>	<p><u>Maltreatment 1</u></p> <p>In preparation for upcoming classroom training, trainees read and answer questions about several articles related to maltreatment definitions, occurrence, dynamics, effects, and cultural considerations and make a community visit to a community resource dealing with a cultural/ethnic group different than their own.</p>	<p>The objectives below are met by the activities of CYF 01F and the classroom activities of CYF 02C. Those marked with an asterisk are partially met by the activities of CYF 01F.</p> <p>Trainees will:</p> <ol style="list-style-type: none"> 1. *know the demographics of children and youth who have been physically abused, sexually abused, emotionally abused, physically neglected, and medically neglected, adjudicated as a status offender or juvenile offender. 2. *know the systemic nature of maltreatment, and the interpersonal and family dynamics associated with maltreatment. 3. *know the connection between maltreatment and juvenile offense. 4. *know the effects of physical abuse, sexual abuse, and neglect on the child and family. 5. *know the effects of delinquent behavior on the individual, family, and community. 6. *understand ways in which culture impacts all aspects of child rearing. 7. know how intentional and unintentional injuries may be distinguished. 8. know and be able to recognize the physical and behavioral indicators of maltreatment. 9. know the cultural practices and medical conditions that may be mistaken for or associated with maltreatment. 10. be able to objectively document physical evidence of abuse. 11. understand how the family functions as a system, and how a change in any one part may affect all other parts. 12. understand the importance of attachment and the formation of deep meaningful connections for all children and youth. 13. understand the difficulties created for the child and family when attachments fail or are insecure and the importance to the child of an environment that nurtures and sustains attachments. 14. know and be able to apply the Department's policy about sexuality and pregnancy. <p style="text-align: right;">(continued)</p>

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>CYF 02C</p> <p>CLASSROOM 1.5 DAYS</p>	<p><u>Maltreatment 2</u></p> <p>Trainees discuss what they have learned about maltreatment in preparation for class and gain additional understanding and practice related to recognizing and documenting abuse and neglect and dangers they may face including substance abuse and domestic violence.</p>	<p>(continued)</p> <ol style="list-style-type: none"> 15. understand the relationship of domestic violence to child maltreatment and the ways in which specialists can keep themselves safe while working with families who exhibit domestic violence situations. 16. know the physical effect of alcohol and drugs on the brain as they lead to addiction, and the implications of these effects for working with individuals who are addicted and for treatment. 17. be able to recognize the effects of alcohol and drugs on individual and family dynamics. 18. know the additional dangers created by the use and manufacture of methamphetamine and ways to recognize and avoid these dangers.
<p>CMF 03L</p> <p>LAB 2.0 DAYS</p>	<p><u>Interviewing / Interviewing Children</u></p> <p>Trainees build communication skills needed to work with children and families by learning about the process and structure of effective interviewing. They participate in multiple videotaped sessions to refine skills needed to accurately gather and assess information while working with families throughout the case management process. They are also introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child and child language development, memory, and suggestibility.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand why proper interviewing skills are important for developing relationships with families, gathering accurate information from them, and engaging them in the process of change. 2. know the fundamental skills needed for effective interviewing. 3. know the general structure and process of effective interviewing. 4. know the areas in which they have interview strengths and the areas where they need further work. 5. understand what to look for as they shadow specialists in various interview situations. 6. understand the background and importance of appropriate interviewing with children. 7. recognize their potential impact on the children they will interview. 8. know the reason for the different parts of the standard interview protocol. 9. recognize the usual patterns of communication between children and adults. 10. know basic information about language development. 11. understand the components of memory. 12. understand factors that contribute to suggestibility in children. 13. recognize the impact of confirmatory bias on interviews with children.

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>CMF 04C</p> <p>CLASSROOM 1.5 DAYS</p>	<p><u>Worker Safety and the Mandt System®</u></p> <p>Worker Safety: Trainees learn about the potential human, non-human, and environmental threats to their safety during case management and supervision. They also learn appropriate strategies for preventing, recognizing, and responding to worker safety threats.</p> <p>The Mandt System® : Trainees acquire fundamental knowledge and skills related to building healthy relationships, building healthy communication, and building healthy conflict resolution.</p>	<p>In Worker Safety - Trainees will know:</p> <ol style="list-style-type: none"> 1. tips for preventing threats to safety. 2. indicators of potentially dangerous situations. 3. the various types of responses to safety threats (e.g., de-escalation, leaving the scene, etc.) and when each is appropriate. 4. when and where threats might be encountered and the consequences of failing to address them. <p>In The Mandt System ® - Trainees will:</p> <ol style="list-style-type: none"> 5. Module 1: understand that people have a right to be treated with dignity and respect, the differences between anger and aggression, and the basic rights of people. 6. Module 2: build skills in interpersonal communication, active listening, and positive and negative communication. 7. Module 3: better understand the following in the area of conflict resolution: building empathy, assertiveness, personal faults, positive communication, and the effects of stress on communication.
<p>CMP 02C</p> <p>CLASSROOM 3.5 DAYS</p>	<p><u>Initial Safety Intervention</u></p> <p>Trainees are introduced to the Nebraska Safety Intervention System (NSIS) and the concepts, steps, and policy associated with implementing the NSIS during the initial phases of case management. Topics include: assessing and responding to present danger at first contact, assessing impending danger through information gathering and identification of safety threats, conducting a safety intervention analysis to determine if a child is safe and whether a situation requires a child's removal from the home, safety planning, and case status determination.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand the differences between maltreatment, risk, and safety. 2. know the safety threshold criteria. 3. know what present danger is and be able to recognize it. 4. know what a protective action is and how to develop, document, and implement one. 5. know what information to collect to assess for impending danger. 6. understand the safety factors that should be considered when assessing safety. 7. know how to assess for the presence of safety threats. 8. understand the difference between safety plans and case plans. 9. know how to judge the suitability of safety plan participants. 10. know how to conduct a safety intervention analysis. 11. know how to develop a safety plan. 12. know how to make the appropriate case status determination. 13. know DHHS policy related to the initial phases of the Nebraska Safety Intervention System.

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMP 03F FIELD 0.5 DAY	<u>Initial Safety Intervention: Practice 1</u> Trainees review case file information and then summarize information in the six assessment domains, identify safety threats, and determine if the child is safe.	Trainees will: <ol style="list-style-type: none"> 1. be able to write safety assessment domain narratives. 2. be able to identify and justify safety threats.
CMP 04C CLASSROOM 1 DAY	<u>Initial Safety Intervention: Practice 1 Feedback</u> Trainees report on the identified safety threats in their assigned cases and on their determination of the child's safety. They receive feedback from training staff and participate in a question and answer session about their decision-making process.	There are no separate learning objectives for this day. Classroom reporting exercise reinforces the learning objectives of the previous field day.
CMP 05L LAB 1 DAY	<u>N-FOCUS 1</u> Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. Topics include CFS program case registration, case and person detail, expert system, family relationships, tying intakes, initial safety assessment, program person, and professional relationships.	Trainees will be able to: <ol style="list-style-type: none"> 1. register a Children and Family Services (CFS) program case in N-FOCUS. 2. document an initial assessment, safety evaluation, and safety plan in N-FOCUS. 3. process family relationships using the Expert System in N-FOCUS. 4. tie an intake to a CFS Program Case and enter allegation findings in N-FOCUS. 5. document professional relationship information in N-FOCUS. 6. document children and family information using the Detail Person and the Program Person functions in N-FOCUS.
CMP 06F FIELD 1 DAY	<u>Initial Safety Intervention: Shadowing in the Field</u> Trainees shadow experienced specialists conducting initial safety assessments. Trainees review the experience with the specialists who use the Initial Safety Assessment tool to determine if the child is safe and, if not, what in-home or out-of-home services (least restrictive to most restrictive) need to be provided to the family. They then enter appropriate documentation on N-FOCUS under the guidance of the specialists.	Trainees will: <ol style="list-style-type: none"> 1. know the local practices for conducting and documenting an initial safety assessment. 2. be able to recognize present danger. 3. be able to recognize impending danger.

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMF 08L: LAB 1.5 DAYS	<u>Initial Safety Intervention: Practice 2</u> Trainees practice identifying present danger and needed protective actions in a hypothetical case. They determine if a child is safe and whether a situation requires a child's removal from the home. They then conduct a mock initial safety assessment interview and document the initial safety intervention steps in N-FOCUS.	Trainees will be able to: <ol style="list-style-type: none"> 1. ask questions to gather initial safety assessment information. 2. document initial safety assessment information in N-FOCUS.
CMF 09F: FIELD 0.5 DAY	<u>Gathering and Corroborating Information</u> To support effective case management and supervision decision making, trainees learn how to gather and corroborate information and how to access and search computer systems and web sites that can facilitate this process.	Trainees will: <ol style="list-style-type: none"> 1. know strategies for searching for corroborating evidence. 2. know how to search for information on various computer systems and web sites (e.g., C1, Central Registry, Child Support, NDEN, sex offender registries, etc.). 3. know where to look to find or confirm common pieces of information, such as address, birth date, child support, criminal records, and social security numbers.
CMF 06L-SRV LAB 1 DAY	<u>N-FOCUS 2</u> Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include removal and placement, visitation plan, service referral and authorization, and alerts and correspondence. Trainees review hypothetical cases to identify needed services, determine placement of the child, and make appropriate referrals to services.	Trainees will be able to: <ol style="list-style-type: none"> 1. document removals and placements in N-FOCUS. 2. create a service referral and service authorization in N-FOCUS. 3. document a visitation plan in N-FOCUS. 4. create an original and draft copies of the visitation plan for different legal actions and court hearings in N-FOCUS. 5. add, update, and enter case management progress regarding the visitation plan in N-FOCUS. 6. read, clear, and create electronic alerts in N-FOCUS. 7. search, create, view, print, and destroy correspondence in N-FOCUS.
WLS 01C CLASSROOM 2 DAYS	<u>Nebraska Juvenile Court Process 1</u> Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the steps of the Nebraska juvenile court process, how to prepare a request to file a juvenile court petition, and basic tips for testifying in court.	Trainees will: <ol style="list-style-type: none"> 1. understand the differences among the legal processes for child protection, status offense, and law violator cases. 2. understand the connection between law, policy, and what they do in performing their work. 3. be able to correlate statutes and policy to the work. 4. be able to find, read, and interpret the statutes and policy guiding and governing their work as a CFS Specialist. <p style="text-align: right;">(continued)</p>

CORE - INITIAL SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>WLS 01C</p> <p>CLASSROOM 2 DAYS</p>	<p><u>Nebraska Juvenile Court Process 1</u></p> <p>Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the steps of the Nebraska juvenile court process, how to prepare a request to file a juvenile court petition, and basic tips for testifying in court.</p>	<p>(continued)</p> <ol style="list-style-type: none"> 5. understand the juvenile court process so that they can always know where a case is in the process, what should have been done before, and what needs to be done next and when. 6. be able to articulate how the legal process integrates with their efforts to work with the children and families placed in the custody or supervision of the Department. 7. understand their responsibilities for each type of case in juvenile court and how they must work with others in the system and the children and families who are in court. 8. understand the responsibilities of others for each type of case in the juvenile court. 9. understand the importance of obeying court orders. 10. know common legal terms related to testifying. 11. know recommended practices for effective testifying. 12. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 13. understand the process of analyzing available information within the framework of the Juvenile Code. 14. understand the process of assessing available information to decide what to include in a request to file memorandum. 15. understand the process of providing information to the county attorney necessary for determining whether to file a petition. 16. be able to analyze and assess available information in order to request the county attorney to file a petition allowing the necessary intervention with children and families.
<p>CMP 11C</p> <p>CLASSROOM .5 DAY</p>	<p><u>Referral to Services/ Resources for Safety, Permanency, and Well-being 2</u></p> <p>Trainees learn about the referral process as it relates to medical and treatment services, Wards with Disabilities, the Former Ward Program, funding sources including IV-E, and timeframes.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. know levels of medical services. 2. know how to access services for wards with disabilities. 3. know the eligibility criteria for Former Ward Program. 4. understand the different funding sources. 5. recognize the importance of using IV-E services.



PRE-SERVICE: SPECIALIZED TRAINING

SPECIALIZED INTAKE UNIT (1 DAY)

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMP 15L LAB 1 DAY	<p><u>Specialized Intake</u></p> <p>Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process. Topics include effective data gathering, decision making, screening, prioritization, and data entry on N-FOCUS.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand the intake process. <p>Trainees will be able to:</p> <ol style="list-style-type: none"> 2. take a referral. 3. ask the appropriate questions to gather the required information. 4. make screening decisions and priority decisions. 5. enter this referral into the N-FOCUS system.

SPECIALIZED ONGOING SAFETY INTERVENTION UNITS (13 DAYS)

CMP 05C CLASSROOM 4.0 DAYS	<p><u>Ongoing Safety Intervention</u></p> <p>Trainees continue learning about the Nebraska Safety Intervention System (NSIS) with specific focus on the concepts, steps, and policy associated with implementing the NSIS during the ongoing phases of case management and supervision. Topics include: introduction to ongoing safety intervention, the protective capacity assessment, development and implementation of the case plan, conditions for return, continuing safety management, measuring progress, permanency planning including using kinship care as a resource for children involved with the child welfare system, and reunification.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand the purpose and primary responsibilities of ongoing safety intervention. 2. know what protective capacities are and what they look like. 3. know the purpose, objectives, and steps associated with each stage of the protective capacity assessment (preparation, introduction, discovery, and case planning). 4. know how to document the protective capacity assessment and case plan. 5. know how to write outcomes, needs, and strategies. 6. understand what conditions for return are and what they look like. 7. know the standards and process for measuring case plan progress. 8. know when reunification should be considered and the criteria for making the decision. 9. know the process for reunification. 10. know DHHS policy related to the ongoing phases of the Nebraska Safety Intervention System.
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SPECIALIZED ONGOING SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CMF 01C-FTM CLASSROOM 1 DAY	<p><u>Family/Person Centered Practice - Family Team Meeting</u></p> <p>Trainees acquire knowledge and skills related to family team meeting facilitation and the development of outcomes, needs, and strategies with families.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. be able to facilitate an initial family team meeting with the purpose of developing a case plan. 2. be able to facilitate ongoing family team meetings with the purpose of reviewing and updating a case plan. 3. be able to effectively talk with families about outcomes, needs, and strength-based strategies in order to develop the case plan. 4. understand that outcomes must relate to the identified safety threats.
CMP 09C CLASSROOM 0.5 DAY	<p><u>Court Report Components</u></p> <p>Trainees learn the basic components of the court report and visitation planning as they develop case management and supervision skills.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. know the components of a court report. 2. Know the components of a visitation plan 3. be able to write a court report.
CMF 06L-CPR LAB 1 DAY	<p><u>N-FOCUS 2</u></p> <p>Trainees acquire knowledge and skills necessary for N-FOCUS documentation of a protective capacity assessment, a case plan and court report, conditions for return, and required contacts.</p>	<p>Trainees will be able to:</p> <ol style="list-style-type: none"> 1. create a protective capacity assessment in N-FOCUS. 2. document a case plan and court report in N-FOCUS. 3. create an original and draft copies of the case plan and court report for different legal actions and court hearings in N-FOCUS. 4. add, update, and enter case management progress regarding the case plan and court report in N-FOCUS. 5. document conditions for return in N-FOCUS. 6. document required contacts.
CMP 10L LAB 2 DAYS	<p><u>Ongoing Safety Intervention: Practice</u></p> <p>Trainees learn how to use the family centered practice process to facilitate family team meetings during case plan development, case management, and supervision. They conduct a mock Protective Capacity Assessment interview using the family centered practice process to gather information for case plan development. Trainees practice documenting a protective capacity assessment and case plan in N-FOCUS.</p>	<p>Trainees will be able to:</p> <ol style="list-style-type: none"> 1. gather information to complete a protective capacity assessment. 2. complete a genogram and an ecomap. 3. facilitate a family team meeting. 4. develop a case plan based on the identified safety threats. 5. document a protective capacity assessment on N-FOCUS. 6. document the case plan on N-FOCUS. 7. document the family team meeting on N-FOCUS.

SPECIALIZED ONGOING SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>WLS 06L LAB 3 DAYS</p>	<p><u>Developing and Advocating for the Case Plan/Court Report and Visitation Plan</u></p> <p>In preparation for participation in the dispositional phase of a judicial child protection case, trainees prepare a Protective Capacity Assessment and a case plan / court report in a mock court-adjudicated case. Trainees learn how to integrate the case planning process with court reporting and with preparation of a visitation plan for a family.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand how the Juvenile Court process fits with the case planning process. 2. understand the importance of accurate assessment in both the case planning process and the court process. 3. be able to document a protective capacity assessment in compliance with family centered practice and policy. 4. understand the need to express strategies to be done in a way that complies with the case plan and leads to progress toward the permanency objective. 5. be able to prepare a case plan and court report which incorporates the values, principles, and beliefs of family centered practice, complies with statute and policy and, if followed, results in achieving permanency. 6. be able to document a case plan and court report using the N-FOCUS system. 7. be able to work collaboratively with others to create a case plan/court report reflecting family centered practice. 8. understand how to articulate the case plan so it is clear, precise, and understandable. 9. be able to demonstrate/articulate why a case plan/court report submitted to the court should be upheld and ordered by the court.
<p>CMP 14C CLASSROOM 0.5 DAY</p>	<p><u>Case Closure</u></p> <p>Trainees learn how to carry out final case management and supervision responsibilities, with a focus on when and how to close a case based on the resolution of the issues that brought the child/youth to the attention of the Department and the achievement of case plan outcomes.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. recognize the need to have a court order prior to case closure (court involved cases). 2. be able to identify reasons for case closure. 3. be able to close a case according to policy and procedure. 4. be able to complete and finalize all documentation on N-FOCUS.

SPECIALIZED ONGOING SAFETY INTERVENTION UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
GMF 10L LAB 1 DAY	<u>N-FOCUS 3</u> Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management activities related to case closure. They review previous topics as needed and practice documenting a hypothetical case from initial safety intervention through case closure.	Trainees will be able to: <ol style="list-style-type: none"> 1. close a case person in N-FOCUS. 2. close a case in N-FOCUS. 3. create a speed note in N-FOCUS. 4. change administrative role information in N-FOCUS.

SPECIALIZED JUVENILE SERVICES OFFICER UNITS (7 DAYS)

JSO 01F FIELD 0.5 DAY	<u>JSO-Specialized 1</u> Trainees complete readings in preparation for JSO classroom training and observe current JSOs as they carry out case management and supervision of juvenile offenders.	Module 1 - Steps in the Court and Legal Process Trainees will: <ol style="list-style-type: none"> 1. know which statutes authorize intervention by the juvenile court (in particular, the Nebraska Juvenile Code and the Office of Juvenile Services Act). 2. know which individuals hold decision making authority in the juvenile justice system—including law enforcement officers, probation officers, county attorneys, and judges. 3. know the charging options available to the county attorney when a youth has committed a law violation—and on what basis the county attorney chooses among those options. 4. know the meaning of an adjudication, what happens at an adjudication hearing, and which statutes provide the basis for an adjudication of a juvenile offender. 5. know about the pre-dispositional evaluation services that are offered through HHS/OJS and probation. 6. know the meaning of a disposition, what happens at a disposition hearing, and the main dispositional options for youths adjudicated as juvenile offenders. 7. know the proper language needed in a court order when a judge commits a youth to HHS/OJS. 8. know the meaning of an initial level of treatment and the three main initial levels of treatment that a judge may order. 9. know which youths are subject to review hearings by the committing court.
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SPECIALIZED JUVENILE SERVICES OFFICER UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
JSO 02C CLASSROOM 5.5 DAYS	<u>JSO-Specialized 2</u> Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 2 - Steps in the Case Management Process Trainees will: 10. know how the case management steps for juvenile offenders compare to the case management steps for other adjudicated populations. 11. know the types of tasks that are associated with early case management responsibilities for juvenile offenders. 12. know the basic sequence/order in which early case management responsibilities must be completed. 13. know which case management responsibilities may require a large investment of the JSO's time.
		Module 3 - Initial Case File Review Trainees will: 14. know the key points about each of the main topics (e.g., the purpose, definitions, individuals involved, time frames, and tasks associated with the initial case file review). 15. be able to interpret the information in an adjudication order and disposition order. 16. be able to interpret the information in the Comprehensive Child and Adolescent Assessment (CCAA) report and evaluate the report's strengths and weaknesses. 17. know how to interpret basic clinical information such as standardized test scores, percentile ranks, and the five axes of the Diagnostic and Statistical Manual (DSM). 18. know how to review and interpret the information in the YLS/CMI Score Sheets and Initial Classification Form.
		Module 4 - Orientation to Rules and Expectations Trainees will: 19. know the key points about each of the main topics (e.g., the purpose, individuals involved, time frames, and tasks associated with the orientation to rules). (continued)

SPECIALIZED JUVENILE SERVICES OFFICER UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
JSO 02C CLASSROOM 5.5 DAYS	<u>JSO-Specialized 2</u> Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	(continued) 20. know the HHS/OJS forms (e.g., the Conditions of Liberty) that present the rules and expectations for juvenile offenders and their families. 21. know the order of priority for introducing the forms. 22. be able to explain each of the forms to assigned youths and families and provide a clear rationale for the rules and expectations found in them.
		Module 5 – Safety and In-Home Services. Trainees will: 23. be able to identify the services in the Safety and in-Home Services Contract that are specific to juvenile offenders (i.e., electronic monitoring, tracker services, and drug screening and testing). 24. know basic information about the contract provisions. 25. know the current service providers (in the trainee’s Service Area) for Safety and In-Home Services.
		Module 6 - Drug Screening Trainees will: 26. know the key points about each of the main topics (e.g., the purpose, types, authorized testing situations, and tasks associated with the drug screening process). 27. know the difference between preliminary and confirmatory urinalysis testing. 28. know the types of situations in which the worker is authorized to conduct urinalysis testing. 29. know the common types of tampering and manipulation of urine samples and how to combat such tampering. 30. know when and how to obtain urine samples from youths. 31. know how to conduct urinalysis tests using the Department’s preliminary urinalysis equipment. 32. know how to respond when a youth’s urinalysis testing process yields a positive test result.

SPECIALIZED JUVENILE SERVICES OFFICER UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>JSO 02C</p> <p>CLASSROOM 5.5 DAYS</p>	<p><u>JSO-Specialized 2</u></p> <p>Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.</p>	<p>Module 7 - YRTC Programs</p> <p>Trainees will:</p> <ul style="list-style-type: none"> 33. know the key points about each of the main topics (e.g., the purpose, legal authority of the YRTCs, and the role/responsibilities of the JSO). 34. know the programs and services that are provided/offered at the YRTCs. * know what a typical day for a youth at a YRTC is like. 35. know the proper role and responsibilities for the JSO in regard to institutionally-assigned youths on his/her caseload. 36. know how to properly carry out institutional visits. 37. know how to appropriately communicate with the staff and residents of the YRTCs. <hr/> <p>Module 8 - Behavior Management</p> <p>Trainees will:</p> <ul style="list-style-type: none"> 38. know the key points about each of the main topics (e.g., the goals and philosophy, appropriate supervision and monitoring guidelines, and other responsibilities associated with behavior management). 39. know the range of normal adolescent behavior and how to distinguish normal adolescent behavior from delinquent behavior. 40. know the case management practices that can help to prevent or reduce the occurrence of behavior management problems. 41. know the principles of effective monitoring. 42. know the meaning of sanctions and rewards; know acceptable types of sanctions and rewards that can be used with juvenile offenders. 43. know how to identify and apply appropriate consequences with youths. 44. know the types of interventions that cannot be used with youths.

SPECIALIZED JUVENILE SERVICES OFFICER UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>JSO 02C</p> <p>CLASSROOM 5.5 DAYS</p>	<p><u>JSO-Specialized 2</u></p> <p>Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.</p>	<p>Module 9 - Search and Seizure</p> <p>Trainees will:</p> <ol style="list-style-type: none"> 45. know the key points about each of the main topics (e.g., the purposes, types, constraints, and tasks associated with search procedures). 46. know the types of items and materials that may be declared to be contraband. * know what different types of contraband look like. 47. know the legal basis for conducting searches. 48. know how to reduce the intrusiveness of search procedures. 49. know how to appropriately conduct both person and property searches. 50. be able to appropriately conduct both person and property searches. 51. know the options available to the worker for proper disposition of contraband items. 52. be able to identify an appropriate disposition for any contraband item that is discovered. <hr/> <p>Module 10 - Apprehension and Detention</p> <p>Trainees will:</p> <ol style="list-style-type: none"> 53. know the key points about each of the main topics (e.g., the purposes, legal authority, and tasks associated with apprehension procedures). 54. know the legal basis upon which a worker may take a juvenile offender into custody. 55. know how to carry out a supervisory consultation prior to a decision to apprehend a youth. 56. know how to appropriately identify backup in apprehension situations. 57. know the steps involved in conducting apprehension and detention. 58. know how to place a youth in detention, including use of the Detainer form.

SPECIALIZED JUVENILE SERVICES OFFICER UNITS

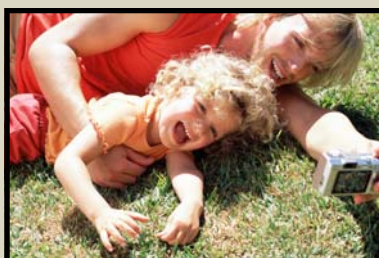
CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
JSO 02C CLASSROOM 5.5 DAYS	<u>JSO-Specialized 2</u> Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 11 - Use of Mechanical Restraints. Trainees will: 59. know the key points about each of the main topics (e.g., the philosophy, situations of authorized use, and procedures associated with the use of mechanical restraints). 60. know how to appropriately apply a full set of mechanical restraints. 61. be able to appropriately apply a full set of mechanical restraints. 62. know how to cope with common issues/problems that may arise in using mechanical restraints.
		Module 12 - Abscond Procedures. Trainees will: 63. know the key points about each of the main topics (e.g., the goal, legal authority, possible situations, and tasks associated with abscond procedures). 64. know the legal basis for making efforts to regain custody of youths who have absconded. 65. know how to identify a true abscond situation from a situation in which a youth is being unaccountable for his/her whereabouts. 66. know the steps to take when a youth is determined to be a true absconder. 67. know the steps to take when an absconder is located.
		Module 13 - Administrative Hearings. Trainees will: 68. know the key points about each of the main topics (e.g., the procedures and due process guidelines associated with administrative hearings). 69. know the purposes associated with each type of administrative hearing. 70. know what the JSO must do to prepare for each type of administrative hearing. 71. know what the JSO must do to testify/participate in each type of administrative hearing. 72. know what the JSO must do to follow up after each type of administrative hearing.

SPECIALIZED JUVENILE SERVICES OFFICER UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
JSO 02C CLASSROOM 5.5 DAYS	<u>JSO-Specialized 2</u> Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 14 – Youth Level of Service/ Case Management Inventory (YLS/CMI). Trainees will: 73. know when and how the YLS/CMI is utilized in the case management process. 74. know the rationale for and history of using standardized risks and needs assessments. 75. know the eight sections and 42 items of the YLS/CMI. 76. know the questions that are used to gather information relevant to the YLS/CMI. 77. know the scoring guidelines for each of the items in the YLS/CMI. 78. be able to appropriately score a YLS/CMI interview.
JSO 03F FIELD 1 DAY	<u>JSO-Specialized 3</u> Trainees tour the Youth Rehabilitation and Treatment Centers or observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. Field training exercises reinforce the learning objectives of the previous classroom days.

SPECIALIZED ADOPTION UNITS (3 DAYS)

CMP 16C CLASSROOM 3 DAYS	<u>Specialized Adoption</u> Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management and post-placement supervision responsibilities of the adoption worker; and the process and procedures necessary to free the child for adoption, make adoptive placement decisions, determine eligibility for subsidy, discuss openness, and finalize adoptions.	Trainees will be able to: <ol style="list-style-type: none"> 1. apply their knowledge and understanding of adoption dynamics when working with children and families preparing for adoption. 2. explain the adoption process and their role in this process. 3. identify the procedures and/or forms needed to complete relinquishments, provide notice to fathers, prepare placement, provide information to contractors for the adoption exchange, and discuss openness. 4. understand how to determine if a child is eligible for subsidy, how to complete the appropriate forms to arrange for subsidy, and that there are time frames that must be adhered to in order for subsidy to go into effect. 5. identify the forms needed to complete an adoption based on each child's circumstances and distinguish which forms need to be included in the Adoption Packet that will be sent to the adoptive parent(s)' attorney to complete the finalization of the adoption.
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REQUIRED IN-SERVICE TRAINING

IN-SERVICE UNITS (10.5 DAYS)

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
<p>WLS 05L</p> <p>LAB 2 DAYS</p>	<p><u>Testifying in an Adjudication Hearing</u></p> <p>In preparation for a mock adjudication hearing, trainees review the request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case. They learn techniques for providing credible testimony in an adjudication hearing, with emphasis on accurately and completely providing the results of the initial safety assessment. By participating in a mock adjudication hearing, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand how effective testimony supports the case management goals of safety, permanency and well-being. 2. understand the skill of testifying as a part of the work of a CFS Specialist. 3. understand that how a specialist presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 4. be able to testify in a credible manner providing the court with accurate and complete factual and opinion-based evidence. 5. be able to recognize and effectively respond to typical cross-examination techniques.
<p>WLS 07L</p> <p>LAB 2 DAYS</p>	<p><u>Testifying in a Disposition, Review, and Permanency Hearing</u></p> <p>In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan/court report and the importance of choosing appropriate services based on the adjudication order and their relation to specific strengths and needs of families. They learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. By participating in mock hearings, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 2. understand that credible and accurate testimony results in appropriate disposition. 3. understand how to communicate effectively both orally and in writing with other professionals in the court system. 4. be able to credibly defend a case plan/court report contested by other parties. 5. understand how to read court orders and the importance of obeying court orders. 6. understand the process of defending a case plan in contested disposition hearings. 7. understand how to effectively assess available information within the framework of an adjudication order to develop a case plan/court report. <p style="text-align: right;">(continued)</p>

IN-SERVICE UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
WLS 07L LAB 2 DAYS	<p><u>Testifying in a Disposition, Review, and Permanency Hearing</u></p> <p>In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan/court report and the importance of choosing appropriate services based on the adjudication order and their relation to specific strengths and needs of families. They learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. By participating in mock hearings, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.</p>	<ol style="list-style-type: none"> 8. understand the dynamic nature of the case process and how to respond to changing family dynamics within the framework of a disposition order. 9. be able to respond to changing family dynamics within the framework of a disposition order in a manner reflecting family centered practice's values, beliefs, and principles and which seeks to achieve the safety, permanency, and well-being of a child or children. 10. be able to collaboratively (with other trainees and with a Field Training Specialist role-playing a Supervisor) create and defend an amended case plan in response to changes in family circumstances in the mock case.
WLS 08C CLASSROOM 2 DAYS	<p><u>Legal Case Management Responsibilities</u></p> <p>Trainees learn about legal case management responsibilities, including working with Native American families pursuant to principles of law and family-centered practice, basic information about adoption, practical applications of confidentiality, expungement from the Central Register, and practical considerations of case management and worker liability. Trainees also discuss legal and judicial proceeding problems they have encountered with their first assigned cases.</p>	<p>Trainees will:</p> <ol style="list-style-type: none"> 1. understand the differences between the child protection tracking system and the Central Register. 2. understand concepts of liability and indemnification. 3. understand and be able to recognize instances when workers can be in danger of creating liability for themselves and the Department. 4. recognize legal differences between various permanency alternatives (particularly adoption and guardianship) and how those differences can impact a child's well-being. 5. understand legal ramifications of termination of parental rights. 6. recognize the importance of compliance with the Indian Child Welfare Act (ICWA) in achieving permanency. 7. understand how Child Welfare and Juvenile Services practice is impacted by legal requirements for reasonable efforts, Central Register, confidentiality, ICWA, and adoption.
CYF 03F-DSE FIELD .5 DAY	<p><u>Disability and Special Education 1</u></p> <p>In preparation for upcoming classroom training, trainees read information about conditions that qualify children for special education and review the Individualized Education Program (IEP) or</p> <p style="text-align: center;">(continued)</p>	<p>The following objectives are met by the activities of CYF 03F-DSE and the classroom activities of CYF 04C-DSE. Those marked with an asterisk are partially met by the activities of CYF 03F-DSE.</p> <p style="text-align: center;">(continued)</p>

IN-SERVICE UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CYF 03F-DSE FIELD .5 DAY	<u>Disability and Special Education 1</u> (continued) Individualized Family Service Plan (IFSP) and file information for a child who is in special education.	(continued) The trainees will: <ol style="list-style-type: none"> 1. understand the ways in which a child with special needs and the systems of care for the child (including special education) can impact a family in both positive and negative ways.
CYF 04C-DSE CLASSROOM 1 DAY	<u>Disability and Special Education 2</u> Trainees learn more about the most common conditions that qualify children for special education, explore the special education regulations, and learn advocacy techniques for children. They participate in an interactive development game that reinforces early recognition of special education needs and listen to a panel of parents present a family centered view of special education.	<ol style="list-style-type: none"> 2. * know the special education regulations contained in Rule 51 and the importance and methods of advocating for children who are receiving special education services. 3. know the aspects of the Department's policy and guidebooks as they relate to working and communicating with schools and planning for a child's education. 4. * know the CAPTA rules requiring referral to the Early Development Network for all children under three years of age who have been abused or neglected, and how these referrals are made. 5. know the gross motor, fine motor, and language development milestones for children from birth to age six and be able to use reference materials to recognize when children may need further evaluation of their developmental progress. 6. * know the most important considerations when dealing with commonly encountered physical and mental health conditions and how to effectively find additional information when needed.
CYF 03F-DEV FIELD .5 DAY	<u>Supporting Development 1</u> In preparation for upcoming classroom training, trainees read information about managing difficult developmental stages (colic, toilet training, behavior problems, and adolescence) that may lead to parenting difficulties and/or maltreatment.	The following objectives are met by the activities of CYF 03F-DEV and the classroom activities of CYF 04C-DEV. Those marked with an asterisk are partially met by the activities of CYF 03F-DEV. The trainees will: <ol style="list-style-type: none"> 1. *know the characteristics and understand the effective management of normal developmental stages that may put children at increased risk including crying, exploratory behavior, toilet training, discipline, development of attention, differences in learning styles, and adolescence.
CYF 04C-DEV CLASSROOM 0.5 DAY	<u>Supporting Development 2</u> Trainees apply their knowledge of difficult developmental stages to case studies and identify ways CFS Specialists can support families during these times.	<ol style="list-style-type: none"> 2. understand their attitudes about the proper place of corporal punishment in child rearing and know what expert organizations and research say on the subject.

IN-SERVICE UNITS

CODING	UNIT TOPIC & DESCRIPTION	LEARNING OBJECTIVES
CYF 03F-MPH FIELD .5 DAY	<u>Mental and Physical Health 1</u> In preparation for upcoming classroom training, trainees review information about treatment of mental health problems and abstract a case file of a child receiving complicated psychopharmacology.	The following objectives are met by the activities of CYF 03F-MPH and the classroom activities of CYF 04C-MPH. Those marked with an asterisk are partially met by the activities of CYF 03F-MPH. The trainees will:
CYF 03F-MPH CLASSROOM .5 DAY	<u>Mental and Physical Health 2</u> Trainees review what they have learned about mental health interventions, substance abuse treatment, and psychopharmacology and learn strategies for effective case management of children receiving complicated medication treatment.	<ol style="list-style-type: none"> 1. know the concept of evidence-based mental health treatment and the treatments that currently have the strongest evidence of effectiveness. 2. understand the requirements for successful treatment of addiction. 3. * know the most important considerations working with children taking each class of commonly prescribed psychotropic medications. 4. * know the importance of obtaining regular, objective information about the effects and side-effects of medication, and methods for objectively obtaining this information and professionally communicating it to the prescribing physicians. 5. *know the resources available for helping individuals affected by domestic violence and substance abuse and the importance of working collaboratively with these resources.
GMP 13C CLASSROOM 1 DAY	<u>Referral to Services/ Resources for Safety, Permanency, and Well-being 3</u> Trainees learn about transitional and independent living issues facing adolescents preparing for independent living and the services and the complexities of Medicaid services in order to more effectively refer to services and manage case plans.	Trainees will: <ol style="list-style-type: none"> 1. recognize the services that are paid for from Medicaid funding and need Magellan authorization for access. 2. be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 3. be able to initiate the process to resolve disagreements with providers. 4. be able to utilize the Transitional and Independent Living Programs to assist youth who are preparing for independent living.