



Working Together to Prepare Child & Family Services Specialists

Child Welfare and Juvenile Services (CW & JS) Training Field Training Resource Book (FTRB)

Designed to direct the field learning experiences of:

- Child and Family Service (CFS) Specialists
- Juvenile Services Officers (JSOs)

Version 17.0 – April, 2009

Name:

DHHS Office:

Supervisor:

Field Training Specialist:

Report of completed tasks throughout training: (90 Essential tasks/134 Suggested Tasks)

CORE AND REQUIRED IN-SERVICES

_____ (/61) Essential Tasks completed as of _____

_____ (/47) Suggested Tasks completed as of _____

SPECIALIZED – INTAKE

_____ (/7) Suggested Tasks completed as of _____

SPECIALIZED – ONGOING SAFETY INTERVENTION

_____ (/30) Essential Tasks completed as of _____

_____ (/1) Suggested Task completed as of _____

SPECIALIZED – JUVENILE SERVICES OFFICER

_____ (/1) Essential Task completed as of _____

_____ (/60) Suggested Tasks completed as of _____

SPECIALIZED - ADOPTION

_____ (/19) Suggested Tasks completed as of _____

This *Field Training Resource Book* has been created as a training tool for CFS Specialists and as such is the property of the Nebraska Department of Health and Human Services and the state of Nebraska. Information included within the exercises is confidential and may not be disclosed except as permitted by state law.

TABLE OF CONTENTS

INTRODUCTION

FIELD TRAINING SPECIALISTS----- 3
 INTRODUCTION TO THE TRAINING MODEL ----- 4
 HOW TO USE THIS FIELD TRAINING RESOURCE BOOK ----- 5

REQUIRED FOR ALL TRAINEES IN CORE AND REQUIRED IN-SERVICES----- 6

LOCAL OFFICE ORIENTATION----- 7
 RECORDS MANAGEMENT/DOCUMENTING ----- 8
 ORIENTATION TO LOCAL AREA RESOURCES----- 9
 INTRODUCTION TO CHILD WELFARE AND JUVENILE SERVICES TRAINING ----- 12
 THE MANDT SYSTEM ® AND WORKER SAFETY ----- 15
 INITIAL SAFETY INTERVENTION----- 16
 REFERRAL TO SERVICES/RESOURCES FOR SAFETY, PERMANENCY, AND WELL-BEING----- 17
 WORKING WITHIN THE LEGAL SYSTEM----- 19

REQUIRED FOR ALL TRAINEES IN SPECIALIZED – INTAKE ----- 20

SPECIALIZED INTAKE ----- 21

REQUIRED FOR ALL TRAINEES IN SPECIALIZED – ONGOING SAFETY INTERVENTION - 22

PROTECTIVE CAPACITY ASSESSMENT ----- 23
 CASE PLANNING ----- 24
 BECOMING FAMILIAR WITH “ASSIGNED FAMILIES”----- 25
 STATUS OFFENSE----- 27

REQUIRED FOR ALL TRAINEES IN SPECIALIZED – JUVENILE SERVICES OFFICER----- 28

JUVENILE SERVICES OFFICER ----- 29

REQUIRED FOR ALL TRAINEES IN SPECIALIZED – ADOPTION ----- 34

SPECIALIZED ADOPTION----- 35

FIELD OBSERVATION EVALUATION----- 37

FIELD TRAINING SPECIALISTS

Questions regarding the field training activities outlined in this booklet should be directed to the Field Training Specialist for your Service Area:

<p style="text-align: center;">Shelly Egge Field Training Specialist Southeastern Service Area 206 S 13th, Suite 1000 Lincoln, NE 68508-0227 Office: (402) 472-1504 Cell: (402) 450-8106 Fax: (402) 472-8412 E-mail: segge2@unl.edu</p>	<p style="text-align: center;">Chad Gressley JSO Field Training Specialist Nebraska 1910 University Dr., #213 Kearney, NE 68849 Office: (308) 865-1569 Cell: (308) 224-6585 Fax: (308) 865-8090 E-mail: cgressley2@unlnotes.unl.edu</p>	<p style="text-align: center;">Angie Graham Field Training Specialist Northern & Eastern Service Areas 206 S 13th, Suite 1000 Lincoln, NE 68508-0227 Office: (402) 472-0471 Cell: (402) 340-5263 Fax: (402) 472-8412 E-mail: agraham2@unlnotes.unl.edu</p>
<p style="text-align: center;">Becky Jones Field Training Specialist Western Service Area Craft State Office Building 200 S. Silber St. North Platte, NE 69101 Cell: (308) 530-2117 Fax: (308) 535-8368 E-mail: bjones@ccfl.unl.edu</p>	<p>Call with your questions</p> 	<p style="text-align: center;">Jill Knox Field Training Specialist Southeastern Service Area 206 S 13th, Suite 1000 Lincoln, NE 68508-0227 Office: (402) 472-0934 Cell: (402) 450-7742 Fax: (402) 472-8412 E-mail: jknox2@unl.edu</p>
<p style="text-align: center;">Joyce Starke Field Training Specialist Western Service Area 1600 10th St. P.O. Box 540 Gering, NE 69341 Office: (308) 436-6942 Cell: (308) 225-2007 Fax: (308) 436-6561 E-mail: jstarke2@unl.edu</p>	<p style="text-align: center;">Paulette Sombke Field Training Specialist Central Service Area 1306 W. 3rd St. Grand Island, NE 68801 Office: (308) 385-5601 Cell: (308) 750-8339 Fax: (308) 385-6029 E-mail: psombke@unlnotes.unl.edu</p>	<p style="text-align: center;">Angie Pick Field Training Specialist Eastern Service Area 1313 Farnam St. 3rd Floor Omaha, NE 68102 Office: (402) 595-2783 Cell: (402) 216-6917 E-mail: apick@ccfl.unl.edu</p>

INTRODUCTION TO THE TRAINING MODEL

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).

The Child Welfare and Juvenile Services Training has two phases: Pre-service (Core plus Specialized) Training and Required In-Services Training. Core training includes fundamental units that all trainees must complete, including Initial Safety Intervention. It is followed by one week of field experiences. Specialized training tracks include Intake, Ongoing Safety Intervention, Juvenile Services, and Adoption; completion of these additional tracks depends on each trainee's anticipated job duties. Required In-Services Training includes a variety of advanced topics that everyone must complete within the first year of employment. Trainees are promoted off trainee status at the completion of phase one of training. These CFS Specialists on probation are then allowed up to eight cases, with a gradual increase to a full caseload by the 12th month of employment.

This model allows these trainees to assume case management responsibilities after approximately eight weeks for CFS Specialists with intake or initial assessment duties, 12 weeks for specialists with ongoing duties, 14 weeks for specialists with juvenile service duties, and 13-15 weeks for specialists with adoption duties.

HOW TO USE THIS FIELD TRAINING RESOURCE BOOK

The tasks identified in the Field Training Resource Book are designed to supplement classroom learning and to promote skill building. This booklet is meant to be a guide for you, the CFS Specialist trainee, and your supervisor during Child Welfare and Juvenile Services Training.

All trainees are responsible for completing the tasks associated with the Core training, any assigned Specialization training, and the Required In-services. If you are not assigned to attend a particular specialized training track, then you are not required to complete the FTRB tasks listed under that particular topic.

All items under each topic are placed in an order of priority. **Bolded items are essential.** The items that are not in bold are suggested additional activities. As you complete each task, please record the date the task was completed on the line provided before each numbered task. This will assist you in recording your task completions and reporting them to your FTS as you update your progress at each Triangle Meeting.

In the left margin, next to the lined space provided before each numbered task, is a code letter. The code letter is designed to help you to quickly sort the various tasks. Some tasks, marked (**R**), are to be done alone such as those that have you read, review, or complete assignments. Other tasks, marked (**S**), require you to shadow, observe, or complete a task under the direction/observation of a CFS Specialist. Still other tasks, marked (**D**), are tasks that require you to discuss or consult with your supervisor or another indicated person.

This booklet is a permanent record of accomplished field tasks for you and/or your supervisor. The Field Training Task Log Sheets are provided to you as a way to report your completed field training to your Field Training Specialist. These log sheets should be updated as the tasks are accomplished, and submitted to your Field Training Specialist at the monthly Triangle Meetings.

Promotion to permanent employment status at the end of your probationary period is dependent upon:

1. completion of Core training;
2. completion of any assigned Specialized trainings;
3. completion of the Required In-Services Training;
4. **completion of all identified Essential Tasks in the FTRB that correlate with the Core and the Required In-Services Training units; and**
5. **completion of all Essential Tasks in the FTRB that correlate with all assigned Specialized training units.**

The supervised field-training activities in this booklet supplement the classroom instruction portion of the Child Welfare and Juvenile Services Training. The combined learning experiences have the purpose of preparing you to become a competent Child and Family Services Specialist (CFS Specialist) who is able to perform unsupervised casework duties. The tasks in the book fall into two categories, preparation and application.

Preparation:

Representative field-training activities in this category include:

- reading *Policy and Guidebook* information
- reading and reviewing information from actual case files (or N-FOCUS/CWIS)
- observing other specialists or work processes (e.g., shadowing a specialist, taking a tour of a facility)
- completing activity sheets relating to training or case management activities
- working through hypothetical case scenarios

Application:

Field activities in this category are focused on refining your knowledge and skills through applied experiences with families. The FTS may accompany you in the field to coach and observe performance. Alternatively, you may independently perform case-related tasks as directed by your supervisor or recommended by your FTS. You will engage in follow-up discussion and debriefing with your FTS after these activities to review performance and receive feedback.

REQUIRED FOR ALL TRAINEES IN CORE AND REQUIRED IN-SERVICES

This portion of the FTRB contains both *Essential* and *Suggested* field training activities specific to **Core** training and the **Required In-Services Training**. All CFS Specialist Trainees **are required to complete all** **Essential Tasks** in this section of the FTRB.

LOCAL OFFICE ORIENTATION

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. Introduction by supervisor
 - To co-workers
 - To support staff
 - To other DHHS/Building Staff

- D** _____ 2. Locate office space
 - Parking
 - Tour of area
 - Supplies

- D** _____ 3. Discuss with supervisor: the office security system, door codes, etc. / office safety protocol – signing in and out

- D** _____ 4. Obtain or arrange for photo identification

- D** _____ 5. Review time sheet protocol/completion with supervisor

- D** _____ 6. Discuss expense reimbursement with supervisor

- D** _____ 7. Discuss state car usage with supervisor and set up Driver Training/TSB card, etc.

- D** _____ 8. Schedule new worker orientation with supervisor to complete HR paperwork, etc.

- D** _____ 9. Discuss dress code with supervisor

- D** _____ 10. **Access materials needed for training if not provided in training**
 - **Updated Policy Book (or small binder and tabs for Policy Book)**
 - **Updated Guide Book (or large binder and tabs for Guidebooks)**
 - **Key Documents folder and box or roller bag to carry training notebooks**

- D** _____ **S** _____ 11. **Obtain appropriate computer access and observe how information is retrieved from each area below:**
 - **LAN ID – local area/access network identification**
 - **N-FOCUS/CWIS – Nebraska Family Online Client User System/Child Welfare Information System**
 - **MS Outlook – e-mail system**
 - **PXE – State of Nebraska’s IronPort PXE secure e-mail system**

- D** _____ 12. **Participate in the periodic Triangle Meetings (Pre-Training Triangle Meeting, Probationary Period Triangle Meeting, 5th Month Triangle Meeting to prepare for CDT, 7th Month Triangle Meeting to prepare for CDT, and 11th Month Triangle Meeting to prepare for CDT) and as requested by supervisor, FTS, or trainee. Record dates of each meeting in the spaces below:**

RECORDS MANAGEMENT/DOCUMENTING (CMF 02L, CMF 06L-SRV, and CMF 10L)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. **Review case files, paying close attention to documentation of Court Orders, assessments, Intakes, professional reports, financial records, correspondence, Case Plans, Court Reports, narratives or service / resources documentation, Genograms, Eco-Maps, and other forms.**
- S** _____ 2. **Observe specialists entering various types of information on the computer: Nebraska Safety Assessment Instrument, family/child information, service/resource referral and authorizations, and Child Abuse and Neglect Tracking System information.**
- S** _____ 3. **Observe another specialist, case aid, or your supervisor demonstrate the following basic navigation within the N-FOCUS/CWIS system.**
- How to log on
 - Point out “window names” which appear at the top of each screen
 - Point out descriptive notes appearing at the bottom of windows when the cursor touches an item
 - Show how using the “enter” key is the same as pointing to and clicking the default (highlighted) push button
 - Demonstrate how the “tab” key will move the cursor from one field to the next
 - Birthdates, phone numbers and social security numbers will automatically format.
 - Show how typing the first letter in “drop-down” boxes locates all names with that beginning letter
 - Demonstrate how the computer automatically generates ID numbers for Intakes, individuals, and Master Cases
 - Show how entering the zip code will automatically fill in the name of the city or town
 - Demonstrate “copying” and “pasting” by “right-clicking” the mouse
 - Define icon meanings – Describe and show how holding the cursor on an icon reveals the title of the icon
 - Demonstrate “save” vs. “save and close” vs. “save and next” vs. “close”
 - Demonstrate using the “open” icon vs. double click to open
 - “Person Search”
 - “Narrative” – “Subject and Items”
 - The black “swoosh-out” arrow vs. the blue “swoosh-in” arrow
 - Underlined information vs. other information
 - Required contacts
- D** _____ 4. **Discuss with your supervisor specifically what information the CFS Specialist is required to put on N-FOCUS/CWIS and what information other staff, such as case aides and Resource Development staff, will place on the system.**
- R** _____ 5. **Using a brief scenario on a specific aspect of work, document your actions on the N-FOCUS/CWIS system for review by your supervisor.**
- R** _____ 6. **File all forms, reports, court documents, correspondence and all other paper work in the appropriate sections of the hard case file of a family with whom you have been working.**
- R** _____ 7. **Ensure that all information regarding a family with whom you have been working is correctly entered into the computer system, including demographic information, service referral and authorizations, placement and removals, etc.**

ORIENTATION TO LOCAL AREA RESOURCES

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Consult with your supervisor and/or FTS in completing an orientation to the items and people listed below which are within the DHHS System:

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. **Income Maintenance Foster Care (IMFC)** – Meet with the IMFC worker or staff in your area and become familiar with what this person does for you and what information you need to get to this person when opening a case.
- D** _____ 2. **Resource Development (RD)** – Become familiar with the local staff in this department, what services they provide to you as a CFS Specialist, and what information they need and when, etc.
- D** _____ 3. **Social Services/Economic Assistance**
- **Temporary Assistance to Needy Families (TANF or “ADC”)**
 - **Employment First (EF)**
 - **Kids Connection**
 - **Aid to the Aged, Blind, and Disabled (AABD)**
 - **Medically Handicapped Children’s Program**
- Become familiar with these programs and what they can offer families and children. Find out what information needs to be shared with these workers when you have joint cases, etc.
- D** _____ 4. **If Utilization Management (UM) and Child and Adolescent Functional Assessment Scales (CAFAS)** are available in your area, find out who the UM coordinators are, when you use them, and what information they need.
- D** _____ 5. **Developmental Disabilities** – Contact a **Developmental Disabilities Services Coordinator** and become familiar with available **Developmental Disability services** and what information is necessary to qualify for these services.
- D** _____ 6. **Quality Assurance (QA)** – Meet with your local **Quality Assurance Coordinator** to discuss what this person’s role is in your **Service Area**.
- D** _____ 7. **Child Support** – Become familiar with the local staff in this department, what services they have that can be used by **CFS Specialist’s**, and what information they need and when, etc.
- D** _____ 8. **Contract Liaison** – Contact the **Contract Liaison** in your **Service Area** to discuss the protocols for use of non-treatment services in your service area. Review any contracts and discuss the appropriate use of the various services available.
- D** _____ 9. **Adult Protective Services (APS)** – Become familiar with this program, identify the local **APS staff** and find out what they can offer to vulnerable adults. Find out when and how a report needs to be made on behalf of a suspected vulnerable adult.

ORIENTATION TO LOCAL AREA RESOURCES

(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Consult with your supervisor and/or FTS in completing an orientation to the items and people listed below which are within the DHHS System:

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 10. **DHHS Attorneys – Meet your Service Area DHHS designated attorney(s). Find out what they can do to support you in the field, and discuss the preferred protocol of how and when to contact them for case consultation, etc.**

- D** _____ 11. **Data Processing – Find out who does data processing for your local office, and where they are located. Discuss with them what things they can do for you regarding case documentation, and entry of data on N-FOCUS. Discuss the local protocol for utilizing this support, and find out the approximate turn-around-time.**

- S** _____ 12. **Child Advocacy Center (CAC) – Discuss the use of the local Child Advocacy Center (CAC) with your supervisor. Review the local Sexual Abuse Interview protocols.**
- D** _____

- S** _____ 13. **County Attorney – Meet local County Attorneys and Deputy County Attorneys and find out what is expected from your local County Attorney’s office**
- D** _____

- S** _____ 14. **Guardian ad litem (GAL) – Meet the GALs working in your area.**
- D** _____

- S** _____ 15. **Court – Meet court officials in your local juvenile/county court system and become familiar with the local court system and processes.**
- D** _____

- D** _____ 16. **Court Appointed Special Advocates (CASA) – Learn who your CASA workers are in your area, if they are used in your county, and become familiar with how and when they are appointed and expectations/protocols for working with them.**

- S** _____ 17. **Judges – Meet your local Juvenile/County Court Judges, become familiar with their courtrooms, their expectations, etc.**
- D** _____

- S** _____ 18. **Law Enforcement – Meet and become familiar with your local law enforcement officials and jurisdictions and learn each jurisdiction’s protocols and procedures.**
- D** _____

- D** _____ 19. **LB-1184 Investigation and Treatment Teams – Learn when and where your local teams meet, who is involved in these teams, what your responsibility as a CFS Specialist is to these teams, and what are the local protocols with these teams.**

- S** _____ 20. **Preparation for Adult Living Specialist (PALS) – Meet PALS Specialist in your area.**
- D** _____

ORIENTATION TO LOCAL AREA RESOURCES

(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Consult with your supervisor and/or FTS in completing an orientation to the items and people listed below that are outside DHHS, but within your local community:

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- S** _____ 21. **Probation Officers – Meet your local Probation Officers, become familiar with their expectations, etc.**
D
- D** _____ 22. Foster Care Review Board (FCRB) – Learn who your local FCRB reviewer(s) is/are in your area and become familiar with the local protocol on how and when they complete their monthly reviews. Also learn what your expectations are in working with and cooperating with board members.
- D** _____ 23. Social Security – Find out where your local Social Security Administration office is located. Find out what services they provide, and when it is appropriate to refer people to them for specific needs or request change of payee status, etc.
- S** _____ 24. Family Advocate organizations – Locate any and all local Family Advocate organizations in your area that are widely utilized by specialists. Become familiar with what services and supports they offer families, and how and when to engage them in working with you and your families.
D
- S** _____ 25. Family Group Conference (FGC) – Locate the local resources responsible for contracting Family Group Conferencing in your area. If available, learn how and when to engage their services, and discuss the scope of the services provided by this agency.
D

INTRODUCTION TO CHILD WELFARE AND JUVENILE SERVICES TRAINING (INTRO 01C and CMF 01C-FCP)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. **Go to the UNL Blackboard and set up your password. Navigate and discover what the site offers. Locate the calendar for your group and begin the assignments listed on Blackboard.**
- R** _____ 2. Read the *Twelve Groups of Children and Youth* handout from the CYF overview and locate the cited information in statute and policy.
- R** _____ 3. Read the Case Assignment and Case Process Guidebook on the DHHS intranet to learn more about how the CFS Specialist serves various types of families.
- R** _____ 4. Read 390 NAC 8-000, 8-001, 8-002, and 8-003 to learn more about the use of legal processes during case management. Read NRS 43-247, 28-707, and 28-710 online or in your Red Book.
- S** _____ 5. Observe an experienced specialist working with families and note the ways in which he or she uses the family centered values, beliefs, and principles. Discuss with the specialist their efforts to implement family centered practice as they work with the family.
- D** _____ 6. Use the 20 questions of the Strengths Discovery to ask a co-worker, friend, or family member about their strengths. Fine tune your skills in asking these questions.
- S** _____ 7. Observe a family team meeting. Watch how the CFS Specialist helps the family arrive at or review the family's outcomes, needs, strength-based strategies, and resources.
- R** _____ 8. Read 390 NAC 1-001 to learn more about the Child and Family Services philosophy.
- R** _____ 9. Read 390 NAC 6-000 and 1-003 to learn more about establishing permanency for children.
- R** _____ 10. Look up Child and Family Services Review (CFSR) information at this recommended website: <http://www.acf.hhs.gov/programs/cb/cwmonitoring/recruit/cfsrfactsheet.htm>
- R** _____ 11. Review and become familiar with the various sections of policy, guidebooks, and the Red Book. Find statute, policy, guidebooks, and memos on the DHHS intranet or the Internet. Read 390 NAC 1-002 and 1-004.07.
- R**
S
D _____ 12. Read the *Time Management Tips* handout from INTRO 01C. Observe an experienced CFS Specialist for an entire day. Focus on the volume of work, typical activities, prioritization of tasks, safety concerns, issues and challenges encountered, and how the CFS Specialist responds to these. Discuss with the CFS Specialist or your supervisor suggestions for prioritizing and managing time during a busy day.
- R**
D _____ 13. Read 390 NAC 1-007. Ask an experienced specialist about typical situations in which maintaining confidentiality is particularly challenging.

INTRODUCTION TO CHILD WELFARE AND JUVENILE SERVICES TRAINING
(INTRO 01C and CMF 01C-FCP)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 14. Read 390 NAC 2-000, the Supports Guidebook, and the handout on *Mandatory Supervisory Consultation Points* distributed in INTRO 01C.
D _____
- R** _____ 15. Work with your supervisor to identify and set up meetings with various CFS partners
D _____ discussed in INTRO 01C.
- S** _____ 16. Observe supervisor and specialist case consultations or staffings. Listen to the
R _____ discussions and the solutions for families. Become familiar with supervision methods and how solutions are developed. If possible, after the meeting, look up some of the discussion topics in your policy manual to reinforce your learning.
- D** _____ 17. **To help you plan for supervisory consultation before you need it, discuss and complete with your supervisor the Case Consultation Recommendations worksheet that you received during INTRO 01C.**
- D** _____ 18. Talk with two or three experienced specialists about times, locations, and situations where they were unsafe. Learn what they did to get out of the situation. Also discuss what they do to prevent or plan for safety as they work with youth and families.
- D** _____ 19. Talk with your supervisor about the importance of accountability in Child and Family
S _____ Services work. As you observe your supervisor or another experienced specialist interacting with families, pay special attention to the emphasis placed on worker and/or family accountability.
- R** _____ 20. Read 390 NAC 1-004.05 to 1-004.08 and the rest of the *Ethical Guidelines* handout
S _____ from INTRO 01C. Talk with your supervisor or another experienced specialist regarding ethical guidelines in Child and Family Services work. Observe your supervisor or an experienced specialist model these ethical guidelines with families.
- D** _____ 21. Discuss with your supervisor or another experienced specialist how to maintain professional boundaries with co-workers, families and other professionals with whom you will work. Discuss typical situations that occur and how to respond.
- R** _____ 22. Go to the Child and Family Services Website and review information in the links provided there, using instructions provided in INTRO 01C. Find out about the various areas of the Child and Family Services System and potential resources for you as a CFS Specialist.

INTRODUCTION TO CHILD WELFARE AND JUVENILE SERVICES TRAINING
(INTRO 01C and CMF 01C-FCP)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 23. **Conduct two face-to-face visits with any assigned family/youth prior to the 5th Month Triangle Meeting. The FTS will be observing you using the criteria listed on the Field Observation Evaluation form. See the instructions at the end of this resource book as well as the enclosed Field Observation Form.**
- S**

Record dates of each meeting in the spaces below:

- D** _____ 24. **Conduct two more face-to-face visits with any assigned family/youth after the 5th Month Triangle Meeting and prior to the 11th Month Triangle Meeting. The FTS will be observing you using the criteria listed on the Field Observation Evaluation form. See the instructions at the end of this resource book as well as the enclosed Field Observation Form.**
- S**

Record dates of each meeting in the spaces below:

THE MANDT SYSTEM ® AND WORKER SAFETY **(CMF 04C)**

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. **Beginning the first week in the office, your supervisor should meet with you to discuss worker safety. Your supervisor should discuss the safety issues specific to the office and to the area of work (i.e. rural vs. urban).**

- S** _____ 2. **Go out with experienced specialists on actual cases to observe interviews and home visits. Afterwards, you and your supervisor will process the potential safety issues that were present and discuss how the specialist addressed them.**

INITIAL SAFETY INTERVENTION

(CMP 02C, CMP 03F, CMP 04C, CMF 05L, CMP 06F, and CMP 08L)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Read and review completed Intake forms with your supervisor. Have your supervisor explain the process on how the information was gathered, documented, and how and why the decision was made to accept or not accept the Intake referral for Safety Assessment (office protocol).
- D** _____
- R** _____ 2. Read and review initial safety intervention information and safety plans from case files and N-FOCUS/CWIS. Talk with your supervisor or an experienced specialist who does safety interventions and safety plans in your office (discuss purpose, timelines, outcomes, decisions, steps, and documentation).
- D** _____
- S** _____ 3. Shadow an experienced specialist to observe the interview process with a family during an initial safety intervention. Write your own narratives, and compare them with those of the experienced specialist. Review and discuss your completed narratives and your job shadowing experience with your FTS and supervisor.
- Note:** If it is not possible to observe an initial safety intervention, observe one of the following: (order of preferred contacts)
- Ongoing safety intervention contact
 - Home visit of any type
 - Court hearing with a family present
- S** _____ 4. Observe an experienced specialist input safety intervention information, safety plans, and contact narratives into the computer system.
- R** _____ 5. Practice navigating and enter on N-FOCUS/CWIS safety intervention data for a CFS Specialist.
- S** _____ 6. Observe an initial safety intervention interview and pay attention to the protocol to follow in interviewing children and the use of open-ended questions.
- S** _____ 7. Observe an experienced specialist interviewing a child during the initial safety intervention process.
- S** _____ 8. Observe law enforcement officers and how they interview an alleged perpetrator.
- S** _____ 9. Observe an experienced specialist interviewing an offending parent.

Application:

- S** _____ 10. Under the supervision of an experienced CFS Specialist, practice interviews of adults, youth, and children in the field, in school, in placement setting, or in the family home. (These practice contacts are not applicable towards your four required field observations.)
- S** _____ 11. Complete safety intervention interviews under the supervision of an experienced specialist. Debrief the experience with the experienced specialist, your supervisor and the FTS.
- D** _____

**REFERRAL TO SERVICES/RESOURCES FOR SAFETY,
PERMANENCY, AND WELL-BEING**
(CMP 01C, CMP 11C, and CMP 13C)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Locate, read, and review several Service Referrals in an active case file.
- R** _____ 2. Locate and read several different provider reports in an active case file.
- S** _____ 3. Observe an experienced specialist/supervisor complete a Service Referral on N-FOCUS/CWIS.
- S** _____ 4. Observe an experienced specialist/supervisor complete a Service Authorization on N-FOCUS/CWIS.
- S** _____ 5. Observe an experienced specialist/supervisor enter placement information into N-FOCUS/CWIS.
- S** _____ 6. Observe how resources are identified by an experienced specialist (i.e., based on identified needs, safety threats, and adjudication identified in a Protective Capacity Assessment and Case Plan).
- R** _____ 7. Locate all out of home placement forms used in your local office - Create your own "Placement Packet", if your local office does not already have and utilize these.
- S** _____ 8. Observe the placement of a child/youth into an out-of-home placement.
- S** _____ 9. Observe an experienced specialist disclose information to a placement provider at the time of an initial out-of-home placement.
- S** _____ 10. Observe the placement transfer from one out-of-home placement provider to another, including the preparation of the youth for the placement transition.
- S** _____ 11. Observe an experienced specialist conducting a home visit with a placement provider to address needed supports.
- D** _____ 12. Discuss with your supervisor the protocols for placements out of the service area.
- D** _____ 13. Discuss with your supervisor the Mandatory Consultation Points specific to an out-of-home placement.
- D** _____ 14. Discuss with your supervisor the local office protocol for a placement change notification to the court and all parties involved.

**REFERRAL TO SERVICES/RESOURCES FOR SAFETY,
PERMANENCY, AND WELL-BEING**
(CMP 01C, CMP 11C, and CMP 13C)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 15. Write your own narratives as you shadow experienced specialists on home visits. Compare them with those of the experienced specialist. Review and discuss your completed narratives and your job shadowing experiences with your supervisor and FTS.
- D**
- R** _____ 16. Complete a Service Referral on N-FOCUS/CWIS.
- R** _____ 17. Complete a Service Authorization on N-FOCUS/CWIS.
- S** _____ 18. Under the supervision of an experienced specialist, conduct a home visit to introduce a service provider to the family and explain everyone's roles, purposes, and expectations. Debrief the experience with your supervisor or FTS. Enter the contact documentation/narrative into required contacts on the N-FOCUS/CWIS system. (Early Phase 2)
- D**

WORKING WITHIN THE LEGAL SYSTEM (WLS 01C, WLS 05L, WLS 07L, and WLS 08C)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. **Talk with your supervisor or specialists about how Juvenile Court is structured in your area. Ask about court protocols and general guidelines.**
- D** _____ 2. **Discuss with the County Attorney, Deputy County Attorney, or supervisor the process for preparing to testify, and the procedure for requesting a petition to be filed. Get a copy of the Request to File form if there is one.**
- R** _____ 3. **Read and review with a supervisor completed request-to-file petitions prepared by experienced specialists.**
D
- R** _____ 4. **Read and review, with a supervisor, Case Plans completed by family teams and Court Reports prepared by experienced specialists.**
D
- S** _____ 5. **Observe several Juvenile court hearings. Focus on the court process in general, not on the specific content of the hearing. During the hearings, take note of the points listed below and include them in this section of fieldwork:**
- **court protocol (when to stand; how to address the judge)**
 - **appropriate attire – for specialist and for families**
 - **interaction of attorneys and witnesses both off and on the witness stand,**
 - **differences in appropriate witness response when objections are either sustained or overruled**
 - **differences in procedure and formality of various hearings (adjudication as compared to a six-month review hearing)**
 - **how experienced specialists testify**
 - **effect of proven allegations in petition on what is ordered in the disposition**
- R** _____ 6. **Review a Termination of Parental Rights summary.**
- R** _____ 7. **Read and review, with a supervisor, a petition motion or supplemental petition for Termination of Parental Rights.**
D

Application:

- R** _____ 8. **With the assistance of an experienced specialist or supervisor, prepare a Request to File a Petition.**
D
- R** _____ 9. **With the assistance of an experienced specialist or supervisor, document a Case Plan and Court Report for an adjudicated case.**
D

**REQUIRED FOR ALL TRAINEES IN
SPECIALIZED – INTAKE**

This portion of the FTRB contains both *Essential* and *Suggested* field training activities **specific to Specialized – Intake** training. Only those CFS Specialist Trainees that are identified by their supervisor to need this specialty training **are required to complete all the *Essential Tasks*** in this section of the FTRB.

SPECIALIZED INTAKE (CMP 15L)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Read and review Intakes from case files and N-FOCUS/CWIS. Talk with your supervisor or an experienced specialist who does Intakes in your office (discuss purpose, timelines, steps, priorities, and documentation).
- D** _____
- S** _____ 2. Observe an experienced specialist during an Intake interview. If possible, listen in on a two-way conversation between the specialist and the reporter.
- S** _____ 3. Observe an experienced specialist input an intake onto the N-FOCUS computer system.
- S** _____ 4. Observe an experienced specialist complete background checks for an Intake on N-FOCUS and through other computer-based systems.

Application:

- S** _____ 1. Under the supervision of an experienced specialist, practice taking an Intake call, interviewing the reporter, and gathering the information needed to complete the Intake. Debrief the experience with the experienced specialist, your supervisor, and the FTS.
- D** _____
- S** _____ 2. Under the supervision of an experienced specialist, practice inputting the information from an Intake call on N-FOCUS.
- S** _____ 3. Under the supervision of an experienced specialist, practice complete background checks for an Intake on N-FOCUS and through other computer-based systems.
- D** _____

**REQUIRED FOR ALL TRAINEES IN
SPECIALIZED – ONGOING SAFETY INTERVENTION**

This portion of the FTRB contains both *Essential* and *Suggested* field training tasks specific to **Specialized – Ongoing Safety Intervention Training**. Only those CFS Specialist Trainees that are identified by their supervisor to need this specialty training **are required to complete all the *Essential Tasks*** in this section of the FTRB.

PROTECTIVE CAPACITY ASSESSMENT (CMP 05C, CMF 06L-CPR, and CMP 10L)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. **Discuss with your supervisor or an experienced specialist how Protective Capacity Assessments are conducted in the office out of which you work (i.e., protocol for conducting Protective Capacity Assessments, what forms are used, how to update the forms, timelines, Genograms, Eco-Maps, outcomes, decisions, and steps).**
- R** _____ 2. **Read a completed Protective Capacity and Conditions for Return Assessment from a case file and N-FOCUS/CWIS. Take notes and discuss it with your supervisor.**
Questions to ask yourself:
- **What information about strengths is contained in each element?**
 - **What enhanced protective capacities are evident?**
 - **What diminished protective capacities are evident?**
 - **What questions do you think were asked to elicit this information?**
 - **What strengths did the specialist incorporate? (Reference sample questions from Children/Adult Functional Strengths and Needs Assessment found in Case Management: Book One notebook.)**
 - **In your opinion, where is clarification needed? Think about how you would go about gathering this information.**
- S** _____ 3. **Observe an experienced specialist or supervisor enter a Protective Capacity Assessment and Conditions for Return information into the N-FOCUS/CWIS computer system.**
- S** _____ 4. **Observe an experienced specialist or supervisor complete a Protective Capacity Assessment. Write your own narratives, and compare them with those of the experienced specialist. Review and discuss your completed narratives and your job shadowing experience with your FTS and supervisor.**
- S** _____ 5. **Practice navigating within the N-FOCUS/CWIS system by entering FOCUS/CWIS Protective Capacity Assessment data for an experienced specialist.**
- S** _____ 6. **Attend a family team meeting/family group conference if and when a family is in agreement with your attendance.**

Application:

- S** _____ 7. **Conduct a Protective Capacity Assessment under the supervision of an experienced specialist or supervisor. Debrief the experience with your FTS and supervisor. Enter the Protective Capacity Assessment data into the N-FOCUS/CWIS system. (Prior to 5th Month Triangle Meeting)**
- D** _____

CASE PLANNING
(CMF 01C-FTM, CMP 09C, WLS 06L, and CMP 14C)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Read several completed Case Plans and Court Reports from case files and N-FOCUS/CWIS. Questions to ask yourself as you review the Case Plans:
- What are the identified outcomes?
 - Were the needs identified?
 - Were the strategies strength based?
 - Were the needs directly tied to the outcomes?
 - Do the strategies clearly state who is responsible for each of them?
 - Are there established time frames and assigned individuals?
 - Is it clear how you will know when the outcomes are achieved?
- S** _____ 2. Observe an experienced specialist or supervisor enter a Case Plan and Court Report into the N-FOCUS/CWIS computer system.
- S** _____ 3. Observe an experienced specialist or supervisor lead a meeting to determine the Case Plan, focusing on the protective capacities to be enhanced, and the conditions for return as identified during the Protective Capacity Assessment, which must relate to the adjudication.
- S** _____ 4. Attend a facilitated team meeting with other case professionals – observe facilitation by an experienced CFS Specialist.
- S** _____ 5. Attend a home visit to assess case plan/protective capacity progress. Evaluate and/or modify the plan as necessary.
- S** _____ 6. Attend a court hearing (disposition and a review) with an experienced specialist or supervisor. After each hearing, discuss the outcomes of the court hearing that was observed with your supervisor or FTS.

Application:

- R** _____ 7. Document on the N-FOCUS/CWIS system by entering the Case Plan developed by the family team you observed in task #4 above.
- S** _____ 8. With one of your identified families, lead a family case planning meeting under the supervision of an experienced specialist or supervisor. Debrief the experience with your supervisor or FTS. Document the Case Plan into the N-FOCUS/CWIS system. (Prior to 5th Month Triangle Meeting)
- D**

BECOMING FAMILIAR WITH “ASSIGNED FAMILIES”

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Complete for each “Assigned Family” a "family face sheet" or family identification page, (if already completed, check for any missing information).
Include the following:
- Names and aliases of bio-mother (include maiden name), bio-father(s) for all children, legal or stepparents, acknowledged parents, etc.
 - Address for each of the above
 - Phone number for each of the above (home, work, cell, pager, etc.)
 - Name of each child in family (indicate whether state ward or non-state ward)
 - Date of birth for each child and parents
 - Place of birth for each child
 - Social Security Number for each child and parents
 - Dates of placements, with address and phone numbers (for all children)
 - Doctors, with address and phone number
 - Therapist, with address and phone number
 - Relatives that are involved, with address and phone number
 - Attorneys, with address and phone numbers (county attorney, parent’s attorney(s), Guardian ad Litem, etc.
 - Marriage status of parents (if divorced – when finalized and who got custody of children)
 - Biological parents paternity acknowledgement
 - Type of case (with court docket identified)
- R** _____ 2. Organize file for case management (If not already done)
- Create a “to do” list of things that need completion
- R** _____ 3. Review file format and content
- Examine the sections of the file
 - Types of information needed in each section (court, correspondence, placements, medical, etc.)
 - Examine the information that is in each section.
 - Note purpose and need for the information
 - Note date order – information dated with the most current information is on the top of the section
- R** _____ 4. Review Appendix file information
- Police reports
 - Privileged information between case manager and County Attorney
 - Name of reporting party (This is not to be released to other parties without supervisor’s approval.)

BECOMING FAMILIAR WITH “ASSIGNED FAMILIES”*(continued)*

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 5. **Review Court Order (if applicable)**
- **Ensure the petition is signed, dated and in the file**
 - **Note time of next court hearing**
 - **Put date in planner/calendar**
 - **Note one week in advance that the Court Report is due**
 - **Note type of hearing**
- D** _____ 6. **Talk with your assigned families about the option of communicating with you via e-mail. Discuss the PXE system with them and explain how it works.**

STATUS OFFENSE (Included in CMP units)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: (bolded tasks = Essential, non-bolded tasks = Suggested)

- D** _____ 1. **Discuss with a supervisor the local protocol for assigning a status offense case in your office.**
- D** _____ 2. **Discuss with a supervisor the local protocol for how dual-adjudicated cases are handled.**
- D** _____ 3. **Discuss with a supervisor the local protocol for documenting a new report or a discovery of abuse or neglect, in a status offense case. Discuss how assignments are made when a new Safety Assessment is opened.**
- R** _____ 4. **Locate these forms specific to status offense case management:**
 - ***Youth Responsibility Agreement***
 - **Signature page**
 - ***Youth Level of Service – Case Management Inventory (YLS/CMI)***
- D** _____ 5. **Discuss with a supervisor the services/resources in your area which address the needs of the status offender’s family.**
- D** _____ 6. **Discuss with a supervisor various techniques and methods used to engage families when you are working with adolescents that are resistive.**
- D** _____ 7. **Discuss with a supervisor the local protocol for requesting closure when families are unwilling to work with the Department.**
- S** _____ 8. **Attend a home visit with a specialist on a status offense case. Observe the differences of this type of case versus an abuse/neglect case.**
- S** _____ 9. **Observe an experienced specialist document Safety Assessments, Safety Evaluations, and Safety Plans for status offenders on N-FOCUS/CWIS.**
- S** _____ 10. **Observe an experienced specialist using a *Youth Responsibilities Agreement* with a youth and family.**

REQUIRED FOR ALL TRAINEES IN SPECIALIZED – JUVENILE SERVICES OFFICER

This portion of the FTRB contains both *Essential* and *Suggested* field training activities **specific to SPECIALIZED – Juvenile Services Officer Training**. Only those CFS Specialist Trainees that are identified by their supervisor to need this specialty training **are required to complete all the *Essential Tasks*** in this section of the FTRB.

JUVENILE SERVICES OFFICER **(JSO 01F, JSO 02C, and JSO 03F)**

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation: Pre-Class Reading Assignment (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 1. Prior to attending JSO 02C, read the assigned pre-class materials, which can be accessed on Blackboard.

Preparation/Application:

Steps in the Court and Legal Process:

- S** _____ 1. Observe an adjudication hearing for an alleged juvenile offender.
- S** _____ 2. Observe a dispositional hearing for a juvenile offender who has been recommended for commitment to OJS.
- R** _____ 3. Complete the field-training questionnaire entitled *Steps in the Court and Legal Process* on your individual group Blackboard website. Submit the completed questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu.

Steps in the Case Management Process:

- R** _____ 1. Review a current case file; look at the documentation from the YLS/CMI assessment and case planning (family and child planning) processes.
- S** _____ 2. Observe an experienced JSO as he/she carries out the case planning (family and child planning) process with a youth/family.
- S** _____ 3. Observe an experienced JSO as he/she completes documentation of initial case management tasks on N-FOCUS.
- D** _____ 4. With guidance from an experienced JSO, develop (or update) a case plan (family and child plan) for a youth/family on your caseload.

Initial Case File Review:

- R** _____ 1. Review a current case file; look at information from the pre-dispositional period (including Court Orders, OJS evaluation report, evaluation cover letter, and initial classification documents).

Orientation to Rules and Expectations:

- R** _____ 1. Review the forms associated with the rules orientation including the *Conditions of Liberty* and *Grievance and Appeals Procedures*. Familiarize yourself with the forms.
- S** _____ 2. Observe an experienced JSO as he/she provides a complete rules orientation to a youth/family.
- S** _____ 3. With guidance from an experienced JSO, provide a rules orientation to a youth/family on your caseload

JUVENILE SERVICES OFFICER
(JSO 01F, JSO 02C, and JSO 03F)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

Safety and In Home Services for Juvenile Offenders:

- D** _____ 1. Determine whether a Life Skills Center is available in your service area; visit the center and talk with the staff about referral procedures, the programs that are provided, and typical supervision issues that arise.
- D** _____ 2. Determine whether electronic monitoring services are available; talk with an experienced JSO about referral guidelines and typical supervision issues that arise.
- R** _____ 3. Locate and review a current juvenile offender case file: look over a completed *Tracking Service Agreement* form and *Tracking Service Progress Report* form.
- R** _____ 4. Complete the field-training questionnaire entitled *Tracker Services Agreement* on the Blackboard website. Submit the completed questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu.
- S** _____ 5. Meet with an experienced tracker; discuss with him/her typical supervision issues that that arise.
- D** _____ 6. Talk with a youth who has been assigned to tracker service; discuss the youth's experiences.

Drug Screening:

- D** _____ 1. Find out where urinalysis equipment is stored in the local office and how to request more equipment when supplies run low.
- D** _____ 2. Discuss with an experienced JSO: 1) the types of drugs commonly used by youths living in the area; 2) the procedures to follow when a youth tests positive for drugs; and 3) local resources that are available to deal with drug abuse, and how to access those resources.
- S** _____ 3. Observe an experienced JSO as he/she implements urinalysis procedures – including urine sample collection, urinalysis testing, and documentation including the *Urinalysis Test* form.
- S**
D _____ 4. With guidance from an experienced JSO, carry out the tasks required to conduct urinalysis with a youth on your caseload.

YRTC's:

- R** _____ 1. Review a juvenile offender case file; look over documentation for a youth that has been assigned to the Youth Rehabilitation and Treatment Center (YRTC), including the *Intake Summary*, *Individual Treatment Plan*, monthly progress letters, *Placement Worksheets*, *Youth Counselor's Release Recommendation*, and *Release Summary*.
- S** _____ 2. Visit both YRTC locations (Geneva and Kearney). Tours of the YRTC's will be scheduled on the second JSO training field day (listed on the schedule as JSO 03F) by JSO Field Training Specialist Chad Gressley.
- D** _____ 3. Talk to staff and youth about their experiences and their expectations of the JSO.

JUVENILE SERVICES OFFICER
(JSO 01F, JSO 02C, and JSO 03F)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

- R** _____ 4. Complete the field-training questionnaire entitled *YRTC*s on your individual group Blackboard website. Submit the completed questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu.

Behavior Management:

- R** _____ 1. Review a current case file; look for documentation regarding rule violations committed by the youth and consequences received.
- D** _____ 2. Discuss with an experienced JSO how to implement graduated sanctions in your service area.
- S** _____ 3. Observe an experienced JSO assign and implement consequences for a rule violation by a youth.
- S** _____ 4. With guidance from an experienced JSO, assign consequences to a youth on your caseload that has violated a rule.

Search and Seizure:

- S** _____ 1. Observe an experienced JSO conduct both a pat search and a property search.
- D** _____ 2. Discuss with an experienced JSO the local office protocol for handling contraband and evidence.
- S** _____ 3. With guidance from an experienced JSO, conduct both a pat search and a property search with a youth on your caseload.

Apprehension and Detention:

- D** _____ 1. Locate and review a juvenile offender case file. Within the file, locate and review a completed *Detainer for the Apprehension and Temporary Detention of Juveniles on Juvenile Parole* form and a *Release from Hold Order*.
- D** _____ 2. Discuss with an experienced JSO the decision-making standards in place for authorizing apprehension.
- D** _____ 3. Discuss with an experienced JSO the supervision issues that arise during apprehension (including what can go wrong and how to respond).
- S** _____ 4. Observe an experienced JSO as he/she takes a youth into custody and completes the necessary paperwork (e.g., the *Detainer* form).
- S** _____ 5. Observe an apprehension process in which the law enforcement officer takes the lead, and note how this is different from a JSO-controlled apprehension.
- R** _____ 6. Complete the field-training questionnaire entitled *Detention of Juveniles* on your individual group Blackboard website. Submit the completed questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu

JUVENILE SERVICES OFFICER
(JSO 01F, JSO 02C, and JSO 03F)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

- S** _____ 7. With guidance from an experienced JSO, implement apprehension and detention procedures for a youth on your caseload (if and only if the youth has met the statutory guidelines for apprehension).
- S** _____ 8. Visit the local detention center and shelter. Talk with the staff and youth; resolve any questions you may have about the apprehension/detention process and the operation of the facilities.

Use of Mechanical Restraints:

- D** _____ 1. Find out where mechanical restraints are located in your local office.
- S** _____ 2. Practice with co-specialists the use of mechanical restraints.

Abscond Procedures:

- D** _____ 1. Talk with an experienced JSO about notification procedures for youth that have absconded; find out how/by whom the National Crime Information Center (NCIC) requests typically are entered.
- S** _____ 2. Observe an experienced JSO carry out the tasks required when a youth absconds.
- R** _____ 3. Complete the Field Training questionnaire for *Absconding of Juveniles* on the Blackboard website. Submit the questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu.
- S** _____ 4. With guidance from an experienced JSO, complete the necessary abscond procedures for a youth on your caseload that has absconded.

Administrative Hearings:

- R** _____ 1. Locate and review a juvenile offender/parolee case file; look over a completed *Behavioral Accountability Meeting form, Notice of Preliminary Hearing and Allegations form* and *Placement, Program and Services Summary form*.
- S** _____ 2. Observe an experienced JSO as he/she makes preparations for, testifies at, and carries out follow-up tasks for a Behavioral Accountability Meeting.
- S** _____ 3. Observe an experienced JSO as he/she makes preparations for, testifies at, and carries out follow-up tasks for a Preliminary Hearing.
- S** _____ 4. Observe an experienced JSO as he/she makes preparations for, testifies at, and carries out follow-up tasks for a Revocation Hearing.
- R** _____ 5. Complete the Field Training questionnaire for *Administrative Hearings* on your individual group Blackboard website. Submit the completed questionnaire to JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu.
- S** _____ 6. With guidance from an experienced JSO, complete all tasks associated with a Behavioral Accountability Meeting for a youth on your caseload that requires such a hearing.

JUVENILE SERVICES OFFICER

(JSO 01F, JSO 02C, and JSO 03F)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

S _____ 7. With guidance from an experienced JSO, complete all tasks associated with a
D Preliminary Hearing for a youth on your caseload that requires such a hearing.

S _____ 8. With guidance from an experienced JSO, complete all tasks associated with a
D Revocation Hearing for a youth on your caseload that requires such a hearing.

Youth Level of Service/Case Management Inventory (YLS/CMI):

S _____ 1. Meet the worker(s) that are assigned as OJS evaluation coordinator(s) in the local area.

S _____ 2. Visit the office of an evaluation provider in your service area.

S _____ 3. Observe an OJS evaluation coordinator as he/she conducts an initial YLS/CMI interview with a youth/family.

S _____ 4. Observe an OJS evaluation coordinator as he/she conducts an initial YLS/CMI classification and enters the initial YLS/CMI information onto N-FOCUS/CWIS.

S _____ 5. Observe an experienced JSO as he/she conducts a routine reclassification/updating a youth's YLS and supervision level.

S _____ 6. With guidance from an experienced JSO, conduct a routine reclassification/updating a youth's YLS and supervision level.

a. Submit the following information to the JSO Field Training Specialist Chad Gressley via e-mail cgressley2@unlnotes.unl.edu for review and feedback:

- i. The youth's prior classification date
- ii. The youth's prior YLS/CMI total risk score and level
- iii. The youth's prior classification and supervision level
- iv. The youth's reclassification date
- v. The youth's updated YLS/CMI total risk score and level
- vi. The youth's updated classification and supervision level
- vii. The youth's case plan outcomes addressing the YLS domains

**REQUIRED FOR ALL TRAINEES IN
SPECIALIZED – ADOPTION**

This portion of the FTRB contains both *Essential* and *Suggested* field training activities **specific to Specialized – Adoption Training**. Only those CFS Specialist Trainees that are identified by their supervisor to need this specialty training **are required to complete all the *Essential Tasks*** in this section of the FTRB.

SPECIALIZED ADOPTION (CMP 16C)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

R _____ 1. Prior to attending CMP 16C, read the Policy on Adoption 390 NAC 6.002 – 6-003. Read the Adoption Services Guidebook Sections I – XXII.

R _____ 2. Prior to attending CMP 16C, read the Policy on Voluntary Relinquishment and Termination of Parental Rights 390 NAC 8-004 - 8-005. Read the Court and Legal for Child Abuse, Neglect, Dependency, and Status Offense Sections: IV. Voluntary Relinquishment and V. Termination of Parental Rights.

Relinquishment:

R _____ 1. Read through a completed Relinquishment from a case file.

S _____ 2. Observe an experienced specialist locate the Relinquishment form on N-FOCUS/CWIS.

S _____ 3. Observe an experienced specialist complete the relinquishment paperwork and take a relinquishment from a parent.

Notice to Fathers

R _____ 1. Read through a Notice to Father newspaper publication from a case file. Discuss the process of publishing with your supervisor or an experienced specialist who does adoptions in your office.

S _____ 2. Observe an experienced specialist complete the Notice to Father paperwork.

S _____ 3. Under the supervision of an experienced specialist, complete a Notice to Father letter and send the letter certified mail return receipt.

Adoptive Placement

R _____ 1. Read through a completed Adoptive Placement Agreement from a case file.

S _____ 2. Observe an experienced specialist locate the Adoptive Placement Agreement form on N-FOCUS/CWIS.

Adoption Exchange

R _____ 1. Read through a completed Adoption Exchange form in a case file.

R _____ 2. Locate and browse the Nebraska Adoption Exchange in the Lotus Notes Yellow Pages. (Once you open the Yellow Pages, **By category**, click on Team Rooms, double click on Protection and Safety Information, then click on the memo you want to open. You can then click on each icon, open and print.)

R _____ 3. Locate and browse the Nebraska Adoption Website located on the Nebraska Department of Health and Human Services website www.hhss.ne.gov, click on Department of Services, then click on Adoption, and then on Children Available for Adoption. You can then view the boys or girls available for adoption in Nebraska.

SPECIALIZED ADOPTION
(CMP 16C)
(continued)

Field training tasks (coding: **R** = read/review/complete, **D** = discuss/consult, **S** = shadow/observe)

Preparation/Application: (bolded tasks = Essential, non-bolded tasks = Suggested)

Adoption Exchange

- R** _____ 4. Locate and browse the *National Adoption Exchange* on the *AdoptUSkids* website www.adoptuskids.org, click on *Meet the Children*, then complete the requested information, and view the children available for adoption.

Adoption Subsidy

- R** _____ 1. Read through completed Adoption Subsidy forms. Discuss the process of negotiating an Adoption Subsidy with your supervisor or an experienced specialist who does adoptions in your office.
- D** _____
- S** _____ 2. Observe an experienced specialist complete the Adoption Subsidy paperwork and discuss the approval process for adoption subsidy in your office with your supervisor or an experienced specialist who does adoptions in your office.
- D** _____
- D** _____ 3. Meet with the designated Income Maintenance Foster Care (IMFC) Specialist for your office and discuss the information needed for them to open an adoption subsidy case.

Finalization

- S** _____ 1. Observe and assist an experienced specialist complete the Adoption Finalization packet and send to the adoption attorney.
- R** _____
- S** _____ 2. Attend and observe an adoption finalization hearing with an experienced adoption specialist.

FIELD OBSERVATION EVALUATION

1. The CFS Specialist Trainee/CFS Specialist on probation will be evaluated by the Field Training Specialist no less than four times during their first year of employment.
2. These four required observations of the trainee's performance in the field will take place as follows:
Two observations must be completed prior to the beginning of the 5th month of employment, and the other two must be completed prior to the beginning of the 11th month of employment. Specific opportunities to observe the trainees/specialists include home visits, family team meetings, and other contact between the family/youth and the trainee/specialist.
3. The CFS Specialist Trainee will be responsible for making arrangements with the family and the FTS for the field observation evaluations.
 - Two evaluations will be conducted during a face-to-face contact with any assigned family/youth prior to the beginning of the 5th month of employment, and two more will be conducted during a face-to-face contact with any assigned family/youth prior to the beginning of the 11th month of employment.
 - The CFS Trainee/Specialist is to inform the family prior to the visit that the FTS will be present for the purpose of evaluating the CFS Trainee/Specialist's performance only.
 - Transportation: The FTS may meet the CFS Trainee/Specialist at the local office to accompany them to the visit.
4. The evaluation will be done by observation. The FTS will be observing trainees using the criteria listed on the Field Observation Evaluation form.