

**SUPERVISOR  
& MENTOR  
GUIDE  
FY 2011**

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

Due to necessary changes in scheduling, the New Worker Development Plan which includes CW CORE training will be continued in FY 2011 with several changes. The Child Welfare New Worker Development Plan's expected outcome is to have "full performance workers" at the end of 36 months. The plan includes:

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

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

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

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

**REMINDER:** Policy covered in CORE is only current as of that date. It is the participants' responsibility to ensure their reference is with current policy. (Note: Policy changes are ongoing and we can only insure that the policy covered during CORE is current as of their date.)

## OVERVIEW OF CORE TRAINING

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

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

**Frequency:** SEVEN CORE Training sessions are offered in FY 11 in Norman. (See FY 11 schedule on Page 57).

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

**Mileage & Per-diem:** Mileage for all participants and per-diem for those in travel status are filed on the participants' regular travel claim and are paid from the Field Operations budget. Mileage may be claimed from the hotel to the training site but mileage is NOT claimed for personal travel including lunch and dinner. Lunch is provided to participants Monday through Thursday. Participants need to subtract  $\frac{1}{4}$  of the day's per-diem from their mileage claim for each lunch provided. **Mileage should be claimed from duty station or home, whichever is closer.**

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

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

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

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

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

**CORE Training Hours:** The classroom training will be four days a week. The training starts at 9:00 A.M. on Monday and ends at 3:30 P.M. on Thursday. **Please note the participants will need to return to their county offices on Fridays when offices are open and in accordance with their regularly scheduled work hours.**

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

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

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

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

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

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

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

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

**Post-CORE Shadowing:** All workers who complete CORE training and CW 1012 Interviewing and Engagement Skills for Children will automatically be enrolled in CW 2012 Field Interviewing. CW 2012 is not a classroom training; rather, each worker will be assigned a mentor to accompany them on field visits appropriate to their job assignments. The mentor may be either a liaison from the CW Training Section or contracted consultant. The mentors will provide verbal and written feedback to the worker and his or her supervisor regarding the worker's skill with interviewing and engagement of children and families, as well as quality of documentation.

## ON-THE-JOB TRAINING

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

**OJT activities have been divided into activities before and during CORE Training. The following is a list of resources the new worker should review prior to CORE Training:**

- Oklahoma Department of Human Services Child Welfare Practice Model Guide
- A selection of articles from ACTION for Child Protection related to aspects of Child Welfare Services:
  - *Child Safety and Substantiation of Child Maltreatment;*
  - *Immediate Evaluation of the Safety Plan;*
  - *Impending Danger and the Cultural Context;*
  - *When Living Conditions Seriously Endanger a Child's Physical Health;*
  - *In-Home Services as Safety Management;*
  - *Going Home: Conditions for Return;*
  - *Using Child Safety as the Basis for Case Closing.*
- DHS publication Domestic Violence
- Volume I of the Field Guide to Child Welfare (All Supervisors have a copy). **Please send a set of the guides with your new worker to CORE Training.**
- Volume IV of the Field Guide to Child Welfare pg. 733-764.
- Bridges Out Of Poverty
- Video: Coping with Fetal Alcohol Syndrome in Foster and Adoptive Children
- Video: Prenatal Drug Exposure
- Video: Ethics in Child Welfare

**An Assessment of Pre-CORE Activities will be given the first day of Pre-CORE KIDS training. Please be prepared.**

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

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

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

1. Accompany or “shadow” the mentor or another well-qualified worker on investigations, home visits, and to court. It is important that the new worker attend court as much as possible. The more familiar the new worker becomes with various aspects of the job, the more relevant the CORE Training will be. Shadow forms must be completed on all activities and submitted the **first day of CORE Training**. Copies of the shadow forms for *Juvenile Court*, *CPS*, and *Permanency Planning* are available on pages 18 through 20. The *Supervisor/Mentor Evaluation* form is on pages 27 and 28. The *Community Resource Directory* form is available on page 29. The number of required shadow forms is in relationship to the amount of time the worker has been in the county office.

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

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



2. Observe and assist their supervisor with completion of a comprehensive case review on KIDS. See *Comprehensive Case Review Shadow Form* on page 21.
3. Observe at least one of each of the following: a case transfer meeting (held between a PP and CPS worker or between PP workers at the time of case transfer), a Family Team Meeting, and/or a Bridge initial meeting. See *Case Transfer/Initial Meeting/FTM Shadow Form* on page 22.
4. Complete at least one Independent Living and at least one Indian Child Welfare Act (ICWA) case analysis activity. See *Independent Living Case Analysis Form* on page 23 and *Indian Child Welfare Act (ICWA) Case Analysis Form* on page 24.
5. Complete with their supervisor the *Learning Style Characteristics Inventory* on page 26 (see also information and instruction on page 25).
6. Visit key community agencies and record the agency information in the *Community Resource Directory* form on page 29. **(Please do not merely provide the worker with a photocopied list. Workers must meet with community resources and obtain signatures from the providers before the resource can be listed.)**

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

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

**should assist the worker in making lodging arrangements for this training if mileage requirements are met.**

**Schedule for Pre-CORE KIDS Class for FY 11:**

July 14-15, 2010	February 23-24, 2011
September 8-9, 2010	April 13-14, 2011
October 18-19, 2010	May 18-19, 2011
January 5-6, 2011	

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

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

If the new worker does not have the needed computer skills, a request must be made through the County Director for the Information Systems Services Coordinator (ISSC) to assist the new worker.

## STRUCTURED MENTORING

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

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

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

**Mentor Responsibilities:** The new worker will initially accompany the mentor on various work assignments including investigations, foster care placements, parent/child visits and court appearances. As the worker progresses through training, the mentor will observe the new worker conducting interviews, supervising visits, making foster home placements, etc. The mentor will provide feedback of their observations, both pre-CORE and during OJT week, of the new worker on the *Supervisor/Mentor Evaluation Form* on pages 27 and 28.

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

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

### **BEFORE CORE**

- Do not assign the new worker a caseload.
- Review all of the Pre-Core information with your new worker and explain the CW New Worker Development Plan format.
- Complete all activities on the Pre-CORE Checklist included in this guide.
- Assign a mentor to the new worker, recognizing that the mentor will have a great influence on the attitude and philosophy the worker will develop. Make sure the mentor is familiar with his/her responsibilities.
- Allow the new worker to shadow experienced workers on a variety of job assignments.
- Discuss with employee the Probationary Period (see page 56), role of CORE Training in the probationary period, and the Training Observation Summary (see page 55).
- Complete the *Supervisor/Mentor Evaluation Form* on pages 27 and 28.
- Lodging arrangements, if necessary, are automatically made by the Training Section (Participant must travel in excess of 60 miles one-way from their workstation to the training site to be eligible for overnight lodging. Participant must travel in excess of **120** miles to be eligible for overnight lodging on Sunday night before CORE on Monday).

### **DURING CORE**

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

## AFTER CORE

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

**ALWAYS**

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

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## **MANDATORY SPECIALIZED WORKSHOPS**

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

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

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

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

#### **Child Protective Services Track – 90 hours**

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

#### **Permanency Planning Track – 90 hours**

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

#### **Foster Care Specialist Track – 147 hours**

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

## **Comprehensive Track – 102 hours**

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

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

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

## **Child Protective Services Track - 66 hours**

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2006** - Permanency Planning for CPS 6 hours (1 day)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2012** - Field Interviewing – 12 hours (2 days)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)

## **Permanency Planning Track - 78 hours**

- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2012** - Field Interviewing – 12 hours (2 days)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

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

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

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

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



## **Comprehensive Track - 96 hours**

- **CW 2005** - Advanced CPS Policy 6 hours (1 day)
- **CW 2009** - Substance Abuse Level II 12 hours (2 days)
- **CW 2010** - Effects of Abuse and Neglect 18 hours (3 days)
- **CW 2011** - Basic Attachment Issues 6 hours (1 day)
- **CW 2012** - Field Interviewing – 12 hours (2 days)
- **CW 2015** - Out of Home Investigation 6 hours (1 day)
- **CW 2016** - Overview of Oklahoma IL Program 6 hours (1 day)
- **CW 2024** - Domestic Violence 6 hours (1 day)
- **CW 2025** - Medical Aspects of Child Abuse 6 hours (1 day)
- **CW 2026** - Planning Successful Reunification 12 hours (2 days)
- **CW 2037** - Child Assessment Preparation Training (CAPT) 6 hours (1 day)

## **Worker Level III (Experienced)**

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

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

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

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

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

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

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

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

<b>Show, Provide or Explain to the New Worker:</b>		Worker's Initials	Supervisor's Initials
1.	Desk Assignment w/key (if locking)		
2.	Locking File Cabinet w/key		
3.	Telephone Usage		
4.	Office Parking Location		
5.	Restroom Location		
6.	Location of Office Emergency Evacuation Plan		
7.	Designated Smoking Area		
8.	Location of Office Supplies		
9.	Location of copy machines		
10.	Local Street Map for Area		
11.	Assist Worker in making lodging reservations if needed		
12.	Review the Meth. OFO Update (12-12-00)		
13.	Completed on-line LMS HIPPA Privacy and Security Trainings		
14.	Completed Bridge Resource Family Orientation Training (LMS)		

<b>Prior to attending CORE Training assign the following:</b>		Worker's Initials	Supervisor's Initials
1.	Read <i>OKDHS Child Welfare Practice Model Guide</i>		
2.	Read the selected articles from ACTION for Child Protection		
3.	Read <i>Domestic Violence</i>		
4.	Read Volume I of the <i>Field Guide to Child Welfare</i>		
5.	Read Volume IV of the <i>Field Guide to Child Welfare</i> pg. 733 – 764		
6.	Read <i>Bridges Out Of Poverty</i>		
7.	Review the video: <i>Prenatal Drug Exposure</i>		

8.	Review the video: <i>Coping with Fetal Alcohol Syndrome in Foster and Adoptive Children</i>		
9.	Review the video: <i>Ethics in Child Welfare</i>		
<b>Show the new worker the following skills and allow them to practice:</b>			
1.	How to sign on to a computer & get into KIDS		
2.	How to use the Taskbars		
3.	How to open and operate Explorer		
4.	How to locate DHS Policy in Explorer		
5.	How to locate & use forms & templates in Explorer		
6.	Performs basic Word functions of cut & paste, save as, spell check and printing		
7.	How to sign onto computer & get into IMS using worker's own User ID and Password		
8.	Complete the Introduction to KIDS on-line training.		
<b>Assign the following activities:</b>			
1.	The new worker should go with their mentor or other qualified workers on as many shadow experiences as possible and complete a shadow form for each activity. The new worker's supervisor and mentor complete the Supervisor/Mentor Evaluation form.		
2.	Read cases that may eventually be assigned to the new worker.		
3.	Visit key community resources and start a directory of resources.		
4.	The new worker attends court and observes as much as possible.		

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

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

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

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

# Juvenile Court Shadow Experience Form

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

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

Please answer the following questions:

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

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

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What was the role of the worker?

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What was the determination made in the case?

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

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

# CPS Shadow Experience Form

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

## **Section 1**

(Please complete Section 1 with your Supervisor)

Mentor Name: \_\_\_\_\_ Date of Shadow Experience: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Participant's Name: \_\_\_\_\_  
Purpose of Visit: \_\_\_\_\_

## **Section 2**

(Please complete Section 2 after visit)

1. Explain how the worker engaged the family.

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

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3. Discuss any possible safety concerns you observed.

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

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# Permanency Planning Shadow Experience Form

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

## Section 1

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

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

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

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

## Section 2

**(Please complete Section 2 after visit)**

1. What was the identified Permanency Plan for the family?

\_\_\_\_\_

2. What were the behaviors or conditions the family had to change in order to make the child safe in the home? (You may need to ask your mentor or supervisor for help).

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. Document the progress of the family toward the behavioral changes needed to make the child safe in the home as required on an ISP Progress Report to the court. (You may need to consult the mentor or supervisor).

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4. Participant's Reactions, Comments, and Observations about the visit:

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# Comprehensive Case Review Shadow Form

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

## Section 1

(Please complete Section 1 with your Supervisor)

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

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

**Instruction: Assist your supervisor with completion of a comprehensive case review on KIDS. After you have completed the review, fill out Section 2 below.**

## Section 2

1. State your understanding of why the case review process exists.

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2. Name some of the areas of strength you were able to identify for the case reviewed.

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3. What were some of the areas identified as needing improvement?

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4. Discuss how knowing this process will help you in your approach to child welfare work.

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# Case Transfer/Initial Meeting/Family Team Meeting Shadow Form

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

## **Section 1**

(Please complete Section 1 with your Supervisor)

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

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

Purpose of Meeting:  Case Transfer       Bridge Initial Meeting       FTM

## **Section 2**

(Please complete Section 2 after observing the meeting)

1. Explain how the worker prepared for the meeting.

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

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

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

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# Independent Living Case Analysis Form

To be submitted the first day of CORE.

## Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: \_\_\_\_\_ Date of Case Analysis: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

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

## Section 2

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

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

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

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4. Has OKDHS made effort to ensure the youth has needed documents, such as a driver's license, social security card, etc.? Explain.

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# Indian Child Welfare Act (ICWA) Case Analysis Form

To be submitted the first day of CORE.

## Section 1

(Please complete Section 1 with your Supervisor)

Mentor Name: \_\_\_\_\_ Date of Case Analysis: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

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

## Section 2

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

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

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

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4. Were placement preferences of ICWA followed and efforts documented? Explain.

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## Learning Style Characteristics Exercise

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

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

### Adult Learning Styles:

- **Kinetic-Tactile Learner:** Learns by doing, hands-on learning, stays in motion, likes physical rewards, enjoys doing activities, outgoing nature, emotionally expressive, dresses for comfort, sensitive to or distracted by environment, when spelling feels if it's right, bored by A/V presentations, poor handwriting, physically expressive when angry, right brain, memorizes by doing.
- **Auditory Learner:** Learns by listening, talks to self aloud, easily distracted by noise, whispers to self while reading, enjoys listening, likes learning tapes, remembers by hearing, uses auditory repetition for memorizing, talks when bored, enjoys listening to music, verbally expressive when angry, left brain, articulate speaker, good impersonator, can repeat tone and pitch.
- **Visual Learner:** Learns by watching, likes to observe, daydreams when bored, memorizes by seeing, usually good spellers, finds verbal instructions difficult, likes meticulous, neat environment, notices details, remembers faces, remembers where on page, silent and moody when angry, right brain, visual thinker, impatient listener, distracted by movement, good peripheral vision.

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

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

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

## Learning Style Characteristics Inventory

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

Kinetic-Tactile Learner	Auditory Learner	Visual Learner
<input type="checkbox"/> Learns by doing	<input type="checkbox"/> Learns by listening	<input type="checkbox"/> Learns by watching
<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Talks to self aloud	<input type="checkbox"/> Likes to observe
<input type="checkbox"/> Stays in motion	<input type="checkbox"/> Easily distracted by noise	<input type="checkbox"/> Daydreams when bored
<input type="checkbox"/> Likes physical rewards	<input type="checkbox"/> Whispers to self while reading	<input type="checkbox"/> Memorizes by seeing
<input type="checkbox"/> Enjoys doing activities	<input type="checkbox"/> Enjoys listening	<input type="checkbox"/> Usually good spellers
<input type="checkbox"/> Outgoing nature	<input type="checkbox"/> Likes learning tapes	<input type="checkbox"/> Finds verbal instructions difficult
<input type="checkbox"/> Emotionally expressive	<input type="checkbox"/> Remembers by hearing	<input type="checkbox"/> Likes meticulous, neat environment
<input type="checkbox"/> Dresses for comfort	<input type="checkbox"/> Uses auditory repetition for memorizing	<input type="checkbox"/> Notices details
<input type="checkbox"/> Sensitive to, or distracted by environment	<input type="checkbox"/> Talks when bored	<input type="checkbox"/> Remembers faces
<input type="checkbox"/> When spelling feels if it is right	<input type="checkbox"/> Enjoys listening to music	<input type="checkbox"/> Remembers where on page
<input type="checkbox"/> Bored by AV presentations	<input type="checkbox"/> Verbally expressive when angry	<input type="checkbox"/> Silent and moody when angry
<input type="checkbox"/> Poor handwriting	<input type="checkbox"/> Left brain	<input type="checkbox"/> Right brain
<input type="checkbox"/> Physically expressive when angry	<input type="checkbox"/> Articulate speaker	<input type="checkbox"/> Visual thinker
<input type="checkbox"/> Right brain	<input type="checkbox"/> Good impersonator	<input type="checkbox"/> Impatient listener
<input type="checkbox"/> Likes hands on learning	<input type="checkbox"/> Can repeat tone and pitch	<input type="checkbox"/> Distracted by movement
<input type="checkbox"/> Memorizes by doing		<input type="checkbox"/> Good peripheral vision

\_\_\_\_\_  
PARTICIPANT/DATE

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

**A copy of this inventory should be provided to the supervisor and the new worker must hand in a completed copy on the first day of training.**

## Supervisor and Mentor Evaluation Form

**To be filled out after completion of pre-CORE and OJT activities. Submitted the first day of CORE and after return from OJT week.**

**Based on review of the worker's pre-CORE and OJT documentation, as well as direct observation by the worker's mentor, fill out the following:**

### Supervisor Evaluation

(Rate the new worker's observed skills and conduct according to the following: Area Needing Improvement (ANI), Adequate, and Excellent):

<b>Behaviors</b>	<b>ANI</b>	<b>Adequate</b>	<b>Excellent</b>
Consistently observes assigned work hours and utilizes leave appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits compliance with dress code and professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning knowledge of KIDS and basic computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes assignments timely and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates respect for families, co-workers and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic understanding of CW mission and Practice Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Comments on Areas Needing Improvement (mandatory).

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2. List areas of strength noted for the new worker.

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3. List areas the new worker should seek to develop while in training.

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**Mentor Evaluation**

(Rate the new worker’s observed skills and conduct according to the following: Area Needing Improvement (ANI), Adequate, and Excellent):

<b>Behaviors</b>	<b>ANI</b>	<b>Adequate</b>	<b>Excellent</b>
Displays respect for children, families and foster parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with other stakeholders (court participants, law enforcement, service providers, etc) in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing documentation accurately and completely reflects interactions and discussions during field visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a basic understanding for CW role in assisting children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Comments on Areas Needing Improvement (mandatory).

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2. List areas of strength noted for the new worker.

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3. List areas the new worker should seek to develop while in training.

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

\_\_\_\_\_  
MENTOR/DATE

**This evaluation should be maintained in the local personnel file and the new worker must hand in a copy of the evaluation completed pre-CORE on the first day of training. The new worker hands in a copy of the evaluation completed during OJT week upon return to training after OJT.**

**COMMUNITY RESOURCE DIRECTORY**

To be submitted first day of CORE

Agency Name & Address	Signature of Contact Person	Phone	Services Provided

**ONLY LIST RESOURCES YOU HAVE VISITED.**

# **Content for CW CORE Training**

## **Week 1**

### **Safety Assessment and Planning: Day 1, 2, & 3 - AM**

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

- Legal base of CW and categories and definitions of maltreatment (for abandonment, physical abuse, education neglect, medical neglect, mental injury, neglect, and sexual abuse).
- Oklahoma Statutes Title 10 as the legal authority for Child Protective Services.
- Physical, emotional, and behavioral indicators of abuse, neglect, and sexual abuse in child victims and their families.
- Child abuse and neglect as presenting symptoms of family dysfunction and individual, family, and environmental contributors to abuse, neglect, and sexual abuse.
- Basic medical and visual aspects of child abuse and neglect.
- How cultural issues impact child abuse and neglect.
- Utilization of the Assessment of Child Safety initially and throughout the life of the case.
- Difference between CPS assessments and investigations.
- General protocol for investigation/assessment.
- Basic information about safety planning.
- Report to the District Attorney on referrals of abuse and neglect.

### **KIDS CPS: Day 3 – PM & Day 4**

- Completing search and demographics, adding collaterals.
- Navigation and data entry in the CPS Assessment screens.
- Completion of the Assessment of Child Safety (AOCS) in CPS Assessment.
- Navigation and data entry in the CPS Investigation screens.
- Completion of the AOCS in CPS Investigation.
- Complete findings and Report to the DA.
- Enter removal, placement, child care & court numbers.



## **Week 2**

### **Engagement Skills and Practice: Days 1- 4**

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

## Week 3

### ON THE JOB ACTIVITIES during Training

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

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

#### OJT Activity 1:

**Complete the following activities:**

- Accompany your mentor or another experienced worker in your office on a least four (4) separate investigations or assessments.
- Complete the *Assessment of Child Safety (AOCS)* form on each investigation or CPS assessment individually based on your observations.

Meet with your Supervisor to discuss the investigations/assessments and to answer your questions.

#### Instructions to Supervisors/Mentors

Allow your new worker to go with an assigned mentor or another experienced worker on at least four investigations, CPS assessments or four interviews needed on one investigation. When the new worker returns, assist the worker in processing the information. The worker should complete an Assessment of Child Safety on each investigation or assessment.

**Both the supervisor and mentor will provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 27 and 28. Attach a copy to the completed AOCS and all OJT homework; the new worker gives all forms to the CORE coordinator upon return to training.**

## **OJT Activity 2:**

Complete the following activities:

- Plan with your Supervisor or mentor to shadow an experienced worker on at least three home visits to parents whose children are in Foster Care.
- Read each case prior to the home visit.
- When you return to the office individually complete the Face to Face Contact Guide (04MP007E) based on your observations.
- Discuss the cases with your mentor or Supervisor and ask any questions that came to mind regarding the home visits.

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

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

**Both the supervisor and mentor will provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 27 and 28. Attach a copy to all OJT homework; the new worker gives all forms to the CORE coordinator upon return to training.**

### **OJT Activity 3:**

Complete the following activities:

- Accompany mentor to visit at least four different children in foster care and discuss the visit with your Supervisor/Mentor.
- Complete a Face to Face Contact Guide.(04MP007E) and any required addendums for each child.
- Complete *Assessment of Child in Placement* Form.

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

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

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

**Both the supervisor and mentor will provide the worker written feedback, date, and sign the *Supervisor/Mentor Evaluation Form* on pages 27 and 28. Attach to the completed Contact Guide(s); the new worker gives both to the CORE coordinator upon return to training.**

# ASSESSMENT OF CHILD IN PLACEMENT FORM

(Complete for each child in foster care you visit)

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

Female

Male

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

Child's Strengths (check all that apply):

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

Have medical needs been identified with EPSDT and ongoing care?

Yes  No

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

Yes  No

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

Yes  No  N/A

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

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## **OJT Activity 4:**

### Complete the following activity:

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

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

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

**Date, initial and comment on the worker's form when this activity is completed.**

## **WORKSHEET for Supervised Visit between child(ren) and parent(s)**

**Answer the following questions after supervising the visit.**

1. When was the last visit between parent and child?

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2. How did the visit meet the requirements of policy?

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3. What occurred during the visit? Who attended the visit?

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4. Describe the location of the visit and how it was conducive to parent/child interaction?

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5. Why was the visit being supervised? What was to be evaluated, observed, taught or mentored during the visit? Where was the visit documented on KIDS?

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6. What is the Permanency Plan? What information did you obtain to document progress toward the Permanency Plan?

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

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

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9. Do a visitation plan for the child, parents and placement provider. On each case follow Policy 75-6-30.



## OJT Activity 5:

Complete the following Activities:

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

## Instructions to Supervisors/Mentors

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

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

**Date, initial and write comments on the worker's form when this activity is completed.**

**Personal Reactions Questionnaire**  
**Pre-Interview**

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

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

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

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

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

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

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

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

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

**Personal Reactions Questionnaire  
Post-Interview**

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

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

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

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

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

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

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

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

1. Summarize the family's history:

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

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3. Summarize the family's roles and rules:

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4. Who provides support for the family?

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5. What did you learn from this experience?

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

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## **Week 4 – Back to CORE**

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

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

### **Worker Safety: Day 3 – AM**

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

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

- The effect of multiple transitions as a result of out of home placements.
- Bridge: Definition, Guiding Principles and What Does it All Mean.
- Requirements for Resource Homes.



- What is a Kinship Resource.
- Initial Kinship Placement Procedure.
- Discipline versus Punishment.
- Multi-Ethnic Placement Act—impact it has on placements.

#### **Permanency Planning: Day 4**

- Applying social work values and principles to Child Welfare practice, including respecting the family's dignity, individuality, culture, and right to self-determination.
- Overview of the Practice Standards and the Practice Model in relation to Permanency Planning.
- How to look up Permanency Planning policy on-line.
- Permanency Planning definitions.
- Introduction to Permanency Policy and the Adoption and Safe Families Act.
- Roles and responsibilities of the Permanency Planning Worker.

## Week 5

### **Permanency Planning/KIDS: Days 1-3**

- Placement types and considerations, CW responsibilities for children in out of home care.
- Basics of the Placement Plan, Provider Information Report and Change of Placement report and how to enter reports on KIDS.
- How to access the help desk and how to request assistance with KIDS problems.
- Purpose and documentation of worker contacts with children and families.
- Purpose of child's visitation with family members, maintaining connections and documentation in KIDS.
- Strategies to engage families and empower family members into constructive and collaborative casework relationships that promote thorough family assessments, service plans and service provision.
- Effects of cultural differences on the development of the casework relationship, and strategies to establish relationships with families from cultural backgrounds different from one's own.
- Effective family assessment and introduction to behavioral service planning as the foundation of casework intervention.
- Safety assessment in Permanency Planning.
- Factors to address in a strengths-based family assessment, including the contributing factors to abuse and/or neglect; the functioning of the family as a unit; and the cognitive, behavioral, social, and emotional resources, strengths, and needs of each family member.
- Sources of and strategies for gathering information.
- Importance of family involvement in assessments and the development of individualized service plans.
- Strategies to achieve permanency in the lives of children.
- Times frames for Permanency Planning casework.
- Basics of the Family Functional Assessment and Individualized Service Plan and how to enter on KIDS.

### **Federal Funding / CASA: Day 4 – AM**

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

### **Permanency Planning / KIDS: Day 4 – AM**

- Basics of the Progress Report and how to enter on KIDS.
- Brief overview of court hearings and process, discussion of preparation for court.

### **Continuous Quality Improvement/Therapeutic Foster Care: Day 4 – PM**

- Overview of Therapeutic Foster Care placement, including process and considerations.
- Overview of CQI process, including Child and Family Services Reviews and implications for individual county and worker practice.

**POST-CORE TRAINING SUPERVISORY CONFERENCES:**

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

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

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

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

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

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

**CPS (continued)**

	<b>YES</b>	<b>NO</b>	<b>NA</b>
Can complete Assessment of Child Safety form and gather relevant information regarding individual and familial factors affecting child safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With assistance can complete safety determination section of the AOCS form and explain the presence (or lack) of safety threats to the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can obtain the needed information in an investigative or assessment interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can develop a safety plan to prevent removal or re-removal when safety threats are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can explain how the plan assures safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMUNITY RESOURCES/FAMILY CENTERED SERVICES**

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

**COURT/LEGAL SYSTEM**

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

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

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

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

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

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

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

**PERMANENCY PLANNING**

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

Is aware of time frames for permanency and knows various permanency options, (reunification, adoption, planned alternative permanent placement, etc.)

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

With assistance, can identify factors of family functioning affecting child safety and behavioral changes needed .

**PERMANENCY PLANNING (continued)****YES****NO****NA**

Knows the process and time frames for completing family functional assessment and service plan in court involved cases; can complete assessment and plan with assistance.

Can articulate the purpose of worker contact with child and visitation between siblings and with parents on at least a monthly basis.

Without assistance, can accurately complete the KIDS information needed to document worker contacts with children in out of home care.

Is aware of Independent Living requirements for youth and can locate information and procedures when needed.

With assistance, can utilize supervisory and policy guidance for assessing successful reunification.

Understands concept of termination of parental rights.



# Child Welfare CORE Training Observation Summary

## End of CORE Observation Report

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

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

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

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

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

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

**Overall Summary:**

**Signature:**

## **Probationary Period**

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

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

# CW CORE Training FY11

## Norman

CORE #202 July 19 - August 19, 2010		
Wk #1	Classroom Training	Jul 19- 22, 2010
Wk #2	Classroom Training	Jul 26 - 29, 2010
Wk #3	On-The-Job Training	Aug 2 - 5, 2010
Wk #4	Classroom Training	Aug 9 - 12, 2010
Wk #5	Classroom Training	Aug 16 - 19, 2010

CORE #207 April 18 - May 19, 2011		
Wk #1	Classroom Training	April 18 - 21, 2011
Wk #2	Classroom Training	April 25 - 28, 2011
Wk #3	On-the-Job Training	May 2 - 5, 2011
Wk #4	Classroom Training	May 9 - 12, 2011
Wk #5	Classroom Training	May 16 - 19, 2011

CORE #203 September 13 - October 14, 2010		
Wk #1	Classroom Training	Sept 13 - 16, 2010
Wk #2	Classroom Training	Sept 20 - 23, 2010
Wk #3	On-The-Job Training	Sept 27 - 30, 2010
Wk #4	Classroom Training	Oct 4 - 7, 2010
Wk #5	Classroom Training	Oct 11 - 14, 2010

CORE #207B May 2 - 26, 2011		
Wk #1	Classroom Training	May 2 - 5, 2011
Wk #2	Classroom Training	May 9 - 12, 2011
Wk #4	Classroom Training	May 16 - 19, 2011
Wk #5	Classroom Training	May 23 - 26, 2011

CORE #204 October 25 - December 2, 2010		
Wk #1	Classroom Training	Oct. 25 - 28, 2010
Wk #2	Classroom Training	Nov 1 - 4, 2010
Wk #3	On-The-Job Training	Nov 8 - 11, 2010
Wk #4	Classroom Training	Nov 15 - 18, 2010
Wk #5	Classroom Training	Nov 29 - Dec. 2, 2010

CORE #208 May 23 - June 23, 2011		
Wk #1	Classroom Training	May 23 - 26, 2011
Wk #3	On-the-Job Training	May 30 - June 2, 2011
Wk #2	Classroom Training	June 6 - 9, 2011
Wk #4	Classroom Training	June 13 - 16, 2011
Wk #5	Classroom Training	June 20 - 23, 2011

CORE #204B January 5 - 27, 2011		
Wk #1	Classroom Training	Jan 5 - 7, 2011
Wk #2	Classroom Training	Jan 10 - 14, 2011
Wk #4	Classroom Training	Jan 18 - 21, 2011
Wk #5	Classroom Training	Jan 24 - 27, 2011

CORE #208B May 31 - June 30, 2011 (Tulsa)		
Wk #1	Classroom Training	May 31 - June 3, 2011
Wk #2	Classroom Training	June 6 - 9, 2011
Wk #3	On-the-Job Training	June 13 - 16, 2011
Wk #4	Classroom Training	June 20 - 23, 2011
Wk #5	Classroom Training	June 27 - 30, 2011

CORE #205 January 10 - February 10, 2011		
Wk #1	Classroom Training	Jan 10 - 13, 2011
Wk #3	On-the-Job Training	Jan 17 - 20, 2011
Wk #2	Classroom Training	Jan 24 - 27, 2011
Wk #4	Classroom Training	Jan 31 - Feb 3, 2011
Wk #5	Classroom Training	Feb 7 - 10, 2011

= On the Job Training

### No CORES during these weeks:

**Jun 28 – July 1**

**Jul 5 – 8**

**Jul 12 - 15**

**Aug 2 – 5**

**Aug 23 – 26**

**Aug 30 – Sept 2**

**Sept 6 – 9**

**Sept 27 – 30**

**Oct 18 – 21**

**Nov 8 – 11**

**Nov 22 – 25**

**Dec 6 – 9**

**Dec 13 – 16**

**Dec 20 – 23**

**Dec 27 - 30**

CORE #206 February 28 - March 31, 2011		
Wk #1	Classroom Training	Feb 28 - Mar 3, 2011
Wk #2	Classroom Training	Mar 7 - 10, 2011
Wk #3	On-the-Job Training	Mar 14 - 17, 2011
Wk #4	Classroom Training	Mar 21 - 24, 2011
Wk #5	Classroom Training	Mar 28 - 31, 2011

CORE #206B March 14 - April 14, 2011		
Wk #1	Classroom Training	Mar 14 - 17, 2011
Wk #2	Classroom Training	Mar 21 - 24, 2011
Wk #3	On-the-Job Training	Mar 28 - 31, 2011
Wk #4	Classroom Training	Apr 4 - 7, 2011
Wk #5	Classroom Training	Apr 11 - 14, 2011

# CW CORE Training FY12 Norman

CORE #209A Jul 5 - Jul 28, 2011		
PC	Classroom Training	Jun 29 - 30, 2011
Wk #1	Classroom Training	Jul 5 - 8, 2011
Wk #2	Classroom Training	Jul 11-14, 2011
Wk #4	Classroom Training	Jul 18 - 21, 2011
Wk #5	Classroom Training	Jul 25 - 28, 2011

CORE #209 July 11 - August 11, 2011		
PC	Classroom Training	Jul 6 - 7, 2011
Wk #1	Classroom Training	Jul 11 - 14, 2011
Wk #2	Classroom Training	Jul 18 - 21, 2011
Wk #3	On-the-Job Training	Jul 25 - 28, 2011
Wk #3	Classroom Training	Aug 1 - 4, 2011
Wk #5	Classroom Training	Aug 8 - 11, 2011

CORE #210 August 15 - September 15, 2011		
PC	Classroom Training	Aug 10 - 11, 2011
Wk #1	Classroom Training	Aug 15 - 18, 2011
Wk #2	Classroom Training	Aug 22 - 25, 2011
Wk #3	Classroom Training	Aug 29 - Sep 1, 2011
Wk #4	On-the-Job Training	Sep 5 - 8, 2011
Wk #5	Classroom Training	Sep 12 - 15, 2011

CORE #211 September 19 - October 20, 2011		
PC	Classroom Training	Sep 14 - 15, 2011
Wk #1	Classroom Training	Sep 19 - 22, 2011
Wk #2	Classroom Training	Sep 26 - 29, 2011
Wk #3	On-the-Job Training	Oct 3 - 6, 2011
Wk #4	Classroom Training	Oct 10 - 13, 2011
Wk #5	Classroom Training	Oct 17 - 20, 2011

CORE #212 October 3 - November 3, 2011		
PC	Classroom Training	Sep 28 - 29, 2011
Wk #1	Classroom Training	Oct 3 - 6, 2011
Wk #2	Classroom Training	Oct 10 - 13, 2011
Wk #3	On-the-Job Training	Oct 17 - 20, 2011
Wk #4	Classroom Training	Oct 24 - 27, 2011
Wk #5	Classroom Training	Oct 31 - Nov 3, 2011

CORE #213 November 14 - December 15, 2011		
PC	Classroom Training	Nov 9 - 10, 2011
Wk #1	Classroom Training	Nov 14 - 17, 2011
Wk #3	On-the-Job Training	Nov 21 - 24, 2011
Wk #2	Classroom Training	Nov 28 - Dec 1, 2011
Wk #4	Classroom Training	Dec 5 - 8, 2011
Wk #5	Classroom Training	Dec 12 - 15, 2011

CORE # 214 January 9 - February 9, 2012		
PC	Classroom Training	Jan 4 - 5, 2012
Wk #1	Classroom Training	Jan 9 - 12, 2012
Wk #3	On-the-Job Training	Jan 16 - 19, 2012
Wk #2	Classroom Training	Jan 23 - 26, 2012
Wk #4	Classroom Training	Jan 30 - Feb 2, 2012
Wk #5	Classroom Training	Feb 6 - 9, 2012

CORE #214B Feb 13 - March 8, 2012		
PC	Classroom Training	Feb 8 - 9, 2012
Wk #1	Classroom Training	Feb 13 - 16, 2012
Wk #2	Classroom Training	Feb 20 - 23, 2012
Wk #4	Classroom Training	Feb 27 - Mar 1, 2012
Wk #5	Classroom Training	Mar 5 - 8, 2012

CORE #215 February 27 - March 29, 2012		
PC	Classroom Training	Feb 22 - 23, 2012
Wk #1	Classroom Training	Feb 27 - Mar 1, 2012
Wk #2	Classroom Training	Mar 5 - 8, 2012
Wk #3	On-the-Job Training	Mar 12 - 15, 2012
Wk #4	Classroom Training	Mar 19 - 22, 2012
Wk #5	Classroom Training	Mar 26 - 29, 2012

CORE #216 April 2 - May 3, 2012		
PC	Classroom Training	Mar 28 - 29, 2012
Wk #1	Classroom Training	Apr 2 - 5, 2012
Wk #2	Classroom Training	Apr 9 - 12, 2012
Wk #3	On-the-Job Training	Apr 16 - 19, 2012
Wk #4	Classroom Training	Apr 23 - 26, 2012
Wk #5	Classroom Training	Apr 30 - May 3, 2012

CORE #217 May 14 - June 14, 2012		
PC	Classroom Training	May 9 - 10, 2012
Wk #1	Classroom Training	May 14 - 17, 2012
Wk #2	Classroom Training	May 21 - 24, 2012
Wk #3	On-the-Job Training	May 28 - 31, 2012
Wk #4	Classroom Training	Jun 4 - 7, 2012
Wk #5	Classroom Training	Jun 11 - 14, 2012

PEP CORE June 4 - 28, 2012		
PC	Classroom Training	May 30 - 31, 2012
Wk #1	Classroom Training	Jun 4 - 7, 2012
Wk #2	Classroom Training	Jun 11 - 14, 2012
Wk #4	Classroom Training	Jun 18 - 21, 2012
Wk #5	Classroom Training	Jun 25 - 28, 2012

**Blue** Pre-CORE and CORE overlap  
**Pink** Two CORES  
**Yellow** OJT week

**No CORES or Pre-CORE during these weeks:**

**Sep 5 - 8                      Jan 16 - 19**  
**Nov 21 - 24                 Mar 12 - 15**  
**Dec 19 - 22                 Apr 16 - 19**  
**Dec 26 - 29                 May 7 - 10**