Child Welfare
and
Juvenile Services
(CW & JS) Training |
Families Matter

NEW WORKER

Child and Family Services (CFS) Specialist

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Training Overview

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for

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Division of Children & Family Services

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Electronic copies of this document are available at

http://ccfl.unl.edu/services/training/

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I. INTRODUCTION | CHILD WELFARE AND JUVENILE SERVICES TRAINING | FAMILIES MATTER

Families Matter is a multi-year initiative to reform Nebraska's child welfare and juvenile services. The Department of Health and Human Services (DHHS) believes that children grow best in their own homes, that children should be reunified or moved to permanency through adoption or guardianship in a timely manner, and that families should receive services earlier and be offered services after they leave DHHS. The goals of Families Matter include fewer children made state wards, more children served in family settings, and more timely permanency objectives.

The Child Welfare and Juvenile Services (CW & JS) Training | Families Matter prepares new workers to serve the children and their families identified as in need of child welfare or juvenile services intervention. Training is administered as a joint project involving the Human Resources and Development unit of the Nebraska Department of Health and Human Services and the University of Nebraska-Lincoln, Center on Children, Families, and the Law.

A. Goal, Focus, and Key Features of Training

1. Goal

Training will support the Families Matter reform by preparing workers to intervene as authorized to provide safety for Nebraska's children, families, and communities and to consistently move the children in the state's care toward permanency and well-being.

2. Focus

This model places a strong focus on:

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

3. Key Features

The training includes:

- a new worker training model that allows trainees to assume case management responsibilities upon completion of core plus specialization training
- utilization of adult learning principles and an emphasis on active learning
- a team of expert trainers with education and experience in family systems, child maltreatment, child welfare, juvenile services, and family and juvenile law

- regular delivery of on-site training at a variety of locations throughout the state, making the training more family-friendly for the trainees
- a positive learning environment supported by regular communication among trainers, trainees, supervisors, Field Training Specialists (FTSs), and training associates
- promotion of transfer of learning from the classroom to the field
- quality field-training experiences supported by FTSs
- timely provision of accurate feedback to the assigned supervisor
- collaboration between DHHS and CCFL to identify and meet training needs
- access to the training curriculum via a university-sponsored website

B. New Worker Training Model

In the current training model, Child Welfare and Juvenile Services (CW & JS) Training | Families Matter (often referred to as the Specialized Model), trainees receive customized training plans that include those units identified to be a best fit with their anticipated job duties. The model has two phases, pre-service training and required in-services training. Phase one, pre-service training, includes core training and specialized training. Core training, units considered foundational to case management, is required for all trainees. Assignment to specialized training is dependent upon each trainee's anticipated job duties. Phase two, required in-services training, includes a variety of advanced topics that all trainees must complete within the first year of employment. Case load coverage is required when trainees return for required in-services training.

Training days typically are six hours in length, allowing two hours per day for trainees to attend to home-office business. It is recommended that a home-office period precede the start of training to acquaint the new worker with his or her home office and staff. During the first year of training, transfer of learning from the classroom to the field is supported by Field Training Specialists (FTSs) located in the various Service Areas. Training is offered at various sites throughout Nebraska and is dependent upon location of trainees in need of training.

First Year of Employment

Home-Office Orientation Period	**PHASE ONE: PRE-SERVICE**		**PHASE TWO: REQUIRED IN-SERVICS**
Includes first Triangle Δ Meeting*	**Core Training** • required foundational units • complete before assignment to any case	**Specialized Training** • assigned based on anticipated job duties • complete before assignment to related cases • specialized training tracks: o Intake o Initial Safety Intervention o Ongoing Safety Intervention o Juvenile Services** o Adoption**	• required • complete within one year from date of hire • requires case load coverage

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

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

Child and Family Services (CFS) Specialist

New worker training for a CFS Specialist, if taken in its entirety, consists of 43 training units and 60.5 training days or 363 hours of training. Trainees must take all units in both Core and Required In-Services trainings. The available specialized training tracks include Intake, Initial Safety Intervention, Ongoing Safety Intervention, Juvenile Services, and Adoption. Completion of these specialized training tracks depends upon each trainee's anticipated job duties.

Trainees are promoted off trainee status and become CFS Specialists on probation at the completion of the first phase of training and with the completion of all identified field tasks outlined in the *Field Training Resource Book*. Specialists are then allowed to work with up to eight cases, with a gradual increase to a full caseload by the 12th month of employment. This model allows CFS Specialists on probation to assume case management responsibilities after approximately 8 weeks for those with intake or initial assessment duties, 12 weeks for those with ongoing duties, 14 weeks for those with juvenile service duties, and 13-15 weeks for those with adoption duties. CFS Specialists whose job duties change must return to CW & JS Training | Families Matter to complete the additional specialized training.

# UNITS	PHASE ONE	TIME	
		DAYS	HOURS
15	Core	20	120
1	Specialized Intake	3	18
7	Specialized Initial Safety Intervention	8	48
9	Specialized Ongoing Safety Intervention	14	84
3	Specialized Juvenile Services	7	42
2	Specialized Adoption	2.5	15
# UNITS	PHASE TWO	TIME	
		DAYS	HOURS
6	Required In-Services	6	36
43	TOTAL Possible for a Child and Family Services (CFS) Specialist	60.5	363

C. Training Staff

The DHHS and CCFL staff includes a multidisciplinary team of expert trainers as well as a team of Field Training Specialists (FTSs) who are located throughout the state. The training team maintains certification as trainers for Department-initiated or mandated procedures, including the Nebraska Safety Intervention System (NSIS), the Youth Level of Service/Case Management Inventory (YLS/CMI), and The Mandt® System. The staff also has acquired an advanced level of knowledge not only about the Department's vision, mission statements, policies and procedures, but also about how to apply these guidelines in the daily work. A significant number of the trainers and all FTSs have previously worked for the Nebraska Department of Health and Human Services in roles such as Protection and Safety Worker, Protection and Safety Supervisor, Juvenile Service Officer, Central Office Program Specialist, and Integrated Care Coordinator. The remaining staff members have extensive experience in the legal arena and/or areas that support family well-being and the understanding of the complexity of the issues surrounding maltreatment, neglect, dependency, and delinquency. Examples of work experience include: pediatrician, lawyer, psychologist, and sociologist.

The FTSs are training facilitators assigned to work with trainees in their local areas as they move through training. FTSs are positioned throughout the state; at least one FTS is assigned to every service area. Their job is to work very closely with trainees and their supervisors as trainees practice and apply in the field the knowledge learned in the classroom or lab. FTSs work with and support their assigned trainees as they complete all required training and prepare to take on full responsibility for family case management. The FTSs coordinate meetings with the supervisors and trainees throughout training. They assist the trainees with learning to document case information, attend family interviews, and facilitate completion of field training tasks. The FTSs track training received by trainees and then follow up to ensure completion of training requirements within one year from the date of hire.

To meet the extensive training-related responsibilities, DHHS and CCFL draw not only on their expert trainers and FTSs but also on a bank of specialists in the areas of education, curriculum development, competency assessment, training and program evaluation, administrative coordination, technology, and production.

II. TRAINING DELIVERY AND METHODOLOGY

Training units are delivered using a variety of methods: classroom, computer lab, videotaped practice and simulation, home-office activities, and field training.

A. Classroom

The purpose of classroom training is to help trainees acquire new knowledge and skills in a group setting, facilitated by a trainer. Virtual classroom training is supported when the training topics are appropriate and travel by the trainees is significant. Types of classroom training include:

- acquisition of information presented through lecture, brief reading, video, etc.
- question and answer sessions
- group discussions
- activities and exercises

B. Computer Lab

The purpose of computer lab training activities is to allow trainees to develop skills and demonstrate competence in applied work using hypothetical cases prior to progressing to case management activities with families. In contrast with classroom training, computer lab training generally has a stronger focus on practicing and refining specific job-related skills. Specifically, computer lab training provides opportunities for trainees to become familiar with entering and using information on the Department's computer system (N-FOCUS). Computer lab training also typically involves small group or one-on-one supervision and feedback from the training staff.

C. Videotaped Practice & Simulation

The purpose of videotaped practice and simulation is to provide another way for trainees to develop skills and demonstrate competence in applied work using hypothetical cases. It allows trainees to practice

specific job-related skills in a safe environment and allows trainees to receive one-on-one support and feedback from the training staff.

D. Home Office Activities

Home-office activities allow trainees to continue their job preparation through structured learning activities outside of the classroom and lab. Trainees may engage in individualized or group learning by participating in trainer-led webinars or by completing self-directed units. They complete assignments to prepare for upcoming classroom training or to perform activities that reinforce concepts recently learned in classroom. Finally, they observe and shadow experts in the field. These activities typically occur in settings such as the trainee's local office, the community, the home of a family receiving services, or a facility run by a provider. Training activities of this type include:

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

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

E. Field

Field training activities include structured Triangle Meetings and applied field experiences. Triangle Meetings are periodic planning sessions throughout training that include the trainees, their assigned supervisors, and their assigned FTSs. The meetings are held to ensure that:

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

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

During applied field activities, Field Training Specialists (FTSs) work closely with supervisors to provide support to trainees by coordinating trainees' orientation to local resources (e.g., meeting with Resource Development (RD) or Income Maintenance Foster Care (IMFC) workers, touring a Child Advocacy Center (CAC), etc.), responding to questions or concerns related to field training tasks, providing coaching on case management tasks, and observing and giving performance feedback. The *Field Training Resource*

Book lists field activities that are not assigned to a specific day on the training calendar but rather can be flexibly scheduled in coordination with the trainee's assigned FTS and/or supervisor. The book includes over 200 tasks that allow the trainees to apply the learning acquired in the classroom or lab. The FTS, the supervisor, or an experienced worker may accompany the trainee in the field to observe performance or the trainee may independently perform case-related tasks as directed by the supervisor. Trainees typically consult with their FTSs, supervisors, or experienced workers after these activities to discuss their experiences, link these experiences to principles presented in classroom or lab training, and receive feedback.

III. TRAINING ACTIVITIES

A. Development of Curriculum and Supplemental Training Information

Trainers and curriculum development staff routinely develop, revise, and update training curriculum to be consistent with state statute; DHHS policy, guidebooks, and memos; as well as research and best practice in both child welfare and juveniles services.

Supplemental training materials are maintained and updated by CCFL curriculum development staff. These materials currently include 1) a training overview and syllabus that summarize new worker training and direct trainees as to the expectations of training; 2) a booklet that includes descriptions of training staff backgrounds and training responsibilities; 3) a booklet of over 200 field training tasks (known as the *Field Training Resource Book*; 4) a manual for supervisors and Field Training Specialists to use in overseeing individual trainees (known as *The Triangle Book*); 5) a compilation of selected Nebraska statutes pertaining to child welfare and juvenile justice (known as the *Red Book*); and 6) a glossary of child welfare and juvenile services terms and definitions.

B. Curriculum Distribution

To meet the need for statewide access to the training materials, CCFL provides a password-protected link on the CCFL training page. The web link *DHHS Child Welfare and Juvenile Services (CWJS) Training | Families Matter Version 1* allows DHHS administration, training staff, and CFS Specialist trainees and supervisors to access the curriculum electronically as needed. Access to DHHS policy, guidebooks, and memos is also available through hyperlinks on this site.

In addition to providing electronic access to curriculum, CCFL makes and distributes paper copies of curriculum for trainers and trainees. For *Child Welfare and Juvenile Services (CW & JS) Training | Families Matter Version 1*, all trainers and trainees receive complete sets of training materials from CCFL on an ongoing basis. Supplemental training materials are produced and distributed on an as needed basis.

C. Training Scheduling

For each new worker training group, CCFL creates a comprehensive calendar that indicates the day, time, and location of training sessions. Each calendar is designed to ensure timely completion of training while accommodating service area and trainee needs whenever possible. Planning also includes consideration of room/lab, trainer, and equipment availability and, in many cases, travel time. Finalized calendars are distributed to supervisors by e-mail and to trainees via their supervisors or initial planning meeting (orientation Triangle Meeting) with their supervisor and Field Training Specialist (FTS). When

calendar changes are sometimes necessary (e.g., due to service area requests or bad weather), supervisors and trainees receive notification and updated calendars by e-mail or through communication with their FTS. Notification of training cancellation due to dangerous road conditions is available by calling (402) 472-0212 at CCFL after 5:00 a.m. on the morning of the training.

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

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

D. Make-up Training

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

IV. TRAINING EVALUATION

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

A. Evaluation of Training by Trainees

1. Unit Evaluations

Trainees provide ratings and brief written feedback about the content and delivery of each training unit. Although the specific questions vary by training method (e.g., in person, self-paced, or online), questions generally target trainer behavior (e.g., clarity, preparedness, enthusiasm, respectfulness), training content and methods, and perceived utility and learning. Trainees may also provide written comments about these dimensions or about any other aspect of training they wish to evaluate. Responses are summarized and distributed to the DHHS HRD Resource Coordinator; CCFL Director, Assistant Director, Training Administrator, curriculum and evaluation staff; and the appropriate trainer(s). Any concerns raised in the evaluations about the trainer, training, or training group are discussed as soon as possible and remedied as needed.

2. Post-Training Survey

Trainees provide ratings and written feedback about their overall perceptions of the training model by completing an online post-training evaluation survey. The survey supplements individual unit evaluations, which assess detailed aspects of each unit, by assessing broader perceptions of training. Questions address perceptions related to training timing, sequence, duration, content relevance, utility and resources, triangle meetings, field training, feedback, training cases, trainees' self-efficacy and motivation, trainees' supervisor and coworkers, transfer climate, and training transfer. Trainees complete the survey 1) at the end of the in-service phase and 2) six months after the completion of training. Results of the survey are summarized periodically throughout the year and are used to inform training model decisions.

B. Evaluation of Trainee Attitude & Behavior

Following each unit of classroom and lab training, trainers provide a written evaluation of trainee attitude and behavior. Trainers rate a total of nine dimensions (identified through interviews with 15 DHHS Protection and Safety Supervisors in 2004), including alertness, attitude, participation, communication, preparedness, respectfulness, open-mindedness /acceptance of feedback, sensitivity to race/culture/gender/religion, and punctuality. Trainers may also provide written comments about these dimensions or about any other aspect of trainee attitude and behavior they wish to evaluate. Feedback from these evaluations is shared with the assigned Field Training Specialist (FTS) and the supervisor through routine progress reports. If trainers have immediate concerns about trainee attitude and behavior, they may flag the evaluation for immediate review. In these cases, the assigned FTS is contacted as soon as possible, and the FTS contacts the appropriate supervisor.

C. Trainee Knowledge and Skills Assessments

Written, multiple-choice knowledge assessments are administered for Initial and Ongoing NSIS units. Skills assessments are conducted for interviewing, documenting, initial safety assessment, testifying, family team meetings, N-FOCUS navigation, and meetings with families. Informal knowledge and skill evaluation occurs routinely in all training units.

When knowledge tests are administered, trainers reveal the correct answers at the conclusion of the assessment, so trainees know immediately how they performed. For some skills assessments (e.g., interviewing, initial safety assessment, and testifying), trainees receive immediate trainer feedback in class or lab. For other skills assessment (e.g., documentation), trainees must wait for their performance to be scored outside of class. When a trainee's performance is significantly lower than the performance of the rest of the training group, the assigned FTS is notified, and the FTS notifies the supervisor. All other scores are shared by the FTS through Trainee Progress Reports.

D. Trainee Progress Reports

A summary of trainee 1) attitude and behavior and 2) knowledge and skills assessment results are compiled four times during training. These reports are prepared by the CCFL assessment team and are forwarded to the assigned Field Training Specialists, who share the results with supervisors.

E. Competency Development Tool

CFS Specialist Trainees and CFS Specialists on probation are assessed using the Competency Development Tool (CDT). The CDT is a performance evaluation and probationary planning instrument that assesses 1) a sample of CFS Specialist job tasks representing 17 different performance dimensions

and 2) a set of important employee behaviors, called *pro-social behaviors*. The CDT also includes a supervisor's self-assessment section, to evaluate supervisory participation in the new employee's development, and a goal-setting section, to encourage the specialist and supervisor to jointly develop action plans for performance improvement when employee performance does not meet minimum standards.

Supervisors complete the CDT four times for each CFS Specialist: 1) at the end of specialized training (or at the end of core if only taking core), 2) six months after hire, 3) eight months after hire, and 4) 11 months after hire. Because specialists have not yet performed case management at the time of the first CDT, only the pro-social behaviors and goal-setting sections are completed for the first CDT. Supervisors turn in the completed CDT to their local human resources manager, and a copy is to be sent to CCFL to facilitate a summarization of trends and identification of system issues raised by the data.

V. TRAINING SITES

Facilities and Rooms

Location of the majority of trainees, training requirements, size of group, and availability of facility and rooms all combine to determine the location of each training session. CCFL provides coordination of training for each group. Trainees and supervisors are notified about the location of training facilities and rooms via the training calendar. Notification of change in location of training sessions is provided via e-mail.

VI. TRAINING RECORDS MANAGEMENT

Records and Reports

CCFL maintains a database of records for all new worker training units. Records include such information as training dates, trainer(s), topic, number of hours, name of trainees, and location of training. Quarterly reports are generated that chart the training by date, group, location, and audience. These reports are provided to the DHHS HRD Resource Coordinator, designated administrators, and training staff. Additional reports based on the records in this database are generated at the request of DHHS.

VII. PHASE ONE: PRE-SERVICE (INFORMATION BY UNIT)

The Pre-service phase of training includes core training and the specialized training tracks assigned to the trainee depending upon the trainee's anticipated job duties. Structured training begins after the Home-Office Orientation Period and the first Triangle Meeting.

A. Home-Office Orientation Period

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

B. Core Training

Core training includes 15 units that introduce the trainees to child welfare and juvenile services, family-centered practice, the Nebraska Family Online Client User System (N-FOCUS), the concept of maltreatment, referral to services and resources, interviewing adults and children, the importance of critical thinking, assessing and managing safety, worker safety, the Nebraska Juvenile Court process, gathering and corroborating information, and techniques in testifying. Trainees learn through listening to expert trainers share their knowledge and field experiences, contributing to discussion, practicing entering data, testifying in simulated court experiences, and participating in field experiences. This portion of training is required for all trainees regardless of anticipated specialization. Following core, trainees move on to complete assigned specialized training(s) in the track(s) that support their potential job duties.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 01 **Mode:** Classroom **Time:** 1.5 days / 9 hours **Mode:** Home Office Activity: Pre-Reads **Time:** .5 day / 3 hours	**Introduction to Child Welfare & Juvenile Services |** Trainees receive an introduction to the types of children and families they serve, the case management process, and the juvenile court process. They also learn that: 1) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, 2) family centered practice is the foundation for performing child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management and legal process.	Trainees will: 1. know the 12 main populations of children and families served by DHHS as defined by policy. 2. be aware of the emotional reactions that are elicited when seeing maltreated children. 3. know the phases of the case management process, including their basic purpose and sequence. 4. know the major roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) in the case management process. 5. know the basic differences in the case management process for child abuse/neglect, status offense, and juvenile offense cases. 6. know the common steps in the juvenile court process, including their basic purpose and sequence. 7. know the mission, vision, and goals of Child Welfare and Juvenile Services and the Families Matter reform. 8. know what the outcomes of safety, permanency, and well-being are and how they are measured. 9. know the family centered practice values, beliefs, and principles and how they apply to child welfare and juvenile services work. 10. know the written rules and guidelines (statute, policy, guidebook, operations manual, and memos) for performing child welfare and juvenile services work, including where to find them and how they should be used. 11. be aware of workers' roles and authorities and the importance of protecting the legal rights of families. 12. be aware of the consequences of not abiding by statute and policy. 13. know that the constitutional doctrine of due process requires Child Welfare and Juvenile Services intervention to be time limited. 14. know that statutes and policy implement these requirements in the form of required time frames for court processes and child welfare and juvenile services work. 15. be aware of time management tips that facilitate meeting deadlines. 16. be aware of the different formal and informal partners involved in child protection and the roles and responsibilities of these partners. 17. be aware of the primary types of teams and the different roles workers will have on different teams. 18. know what to do before, during, and after supervisory case consultation. 19. know where to find the statute and policy that prohibits disclosure of confidential information. 20. be aware of the process to follow when deciding whether information is confidential and whether to disclose confidential information. 21. know the different types of threats to safety and that the primary strategies for enhancing safety are preventing, recognizing, and responding to safety threats. 22. be aware of professional and ethical guidelines, including the importance of accountability. 23. be aware of the additional types of fundamental knowledge and skills workers will need to perform the work.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Family Centered Practice |** Trainees acquire knowledge and skills related to applying the steps of the family centered practice process to case management supervision. Topics include using genograms and ecomaps to engage families, indentifying safety concerns, assessing strengths, and identifying formal and informal resources. Trainees are introduced to the concepts of Family Team Meetings; the development of outcomes, needs, and strategies; and working effectively with families.	Trainees will: 1. be aware of the 12 values, beliefs, and principles of family centered practice and how they define the approach to working with families. 2. be able to exhibit social skills that support family centered practice by treating families with respect and dignity and engaging them in decision making. 3. be able to identify and draw upon family strengths as a basis for developing and maintaining a professional working relationship with families. 4. be able to identify potential formal and informal resource people to serve on the family team. 5. know the purpose and elements of genograms and ecomaps and how to read and use them. 6. know when to begin and update genograms and ecomaps and the importance of contacting relatives for a variety of purposes. 7. become familiar with the concepts of outcomes, needs, and strategies and how they can support the change process.
CORE 03 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**N-FOCUS: Introduction |** Trainees are introduced to the purpose and importance of timely, accurate case management documentation, both in the electronic record and on paper. They become familiar with the basic structure and functionality of N-FOCUS and the standardized case file format. Trainees are introduced to a set of guidelines regarding the appropriate content and style of written documentation. Trainees are then introduced to several N-FOCUS functions relating to searching N-FOCUS and case management. They become familiar with creating a case and entering narratives and required contacts.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) regarding N-FOCUS. 2. be familiar with the major terms involved in documentation including SACWIS, N-FOCUS/CWIS, Master Case, Program Case, Expert System, Icons (Search, List, Detail). 3. know the basic function of each N-FOCUS main menu icon. 4. know what information should be included in narratives. 5. know the proper writing style for narratives and other written documentation. 6. know the organization of the paper case file and how to properly file case documents. 7. be able to perform basic navigation functions in N-FOCUS. 8. be able to register a Children and Family Services (CFS) program case in N-FOCUS. 9. be able to document children and family information using the Detail Person and the Program Person functions in N-FOCUS. 10. be able to search for and create required contacts. 11. be able to search for and create general narratives and Program Person narratives. 12. be able to create a service referral in N-FOCUS. 13. be able to search, create, view, print, and destroy correspondence in N-FOCUS. 14. be able to read, clear, and create electronic alerts in N-FOCUS.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 04 **Mode:** Home Office Activities: Activity, Pre-Reads & Visit **Time:** .5 day / 3 hours	**Maltreatment 1 |** In preparation for upcoming classroom training, trainees read and answer questions about several articles related to maltreatment definitions, occurrence, dynamics, effects, services, and cultural considerations and make a community visit to a community resource dealing with a cultural/ethnic group different than their own.	The objectives below are met by the activities of CORE 04 and the classroom activities of CORE 05. Those marked with an asterisk are partially met by the activities of CORE 04. Trainees will: 1. *know the demographics of children and youth who have been physically abused, sexually abused, emotionally abused, physically neglected, and medically neglected, adjudicated as a status offender or juvenile offender. 2. *know the systemic nature of maltreatment, and the interpersonal and family dynamics associated with maltreatment. 3. *know the connection between maltreatment and juvenile offense. 4. *know the effects of physical abuse, sexual abuse, and neglect on the child's physical and mental health and family. 5. *know the effects of delinquent behavior on the individual, family, and community. 6. *understand ways in which culture impacts all aspects of child rearing. 7. know how intentional and unintentional injuries may be distinguished. 8. know and be able to recognize the physical and behavioral indicators of maltreatment. 9. know the cultural practices and medical conditions that may be mistaken for or associated with maltreatment. 10. be able to objectively document physical evidence of abuse. 11. understand how the family functions as a system, and how a change in any one part may affect all other parts. 12. understand the importance of attachment and the formation of deep meaningful connections for all children and youth. 13. understand the difficulties created for the child and family when attachments fail or are insecure and the importance to the child of an environment that nurtures and sustains attachments. 14. know and be able to apply the Department's policy about sexuality and pregnancy. 15. understand the relationship of domestic violence to child maltreatment and the ways in which specialists can keep themselves safe while working with families who exhibit domestic violence situations. 16. know the system of support services in domestic violence situations. 17. know the physical effect of alcohol and drugs on the brain, and the implications of these effects for working with individuals who are addicted and for their treatment. 18. be able to recognize the effects of alcohol and drugs on individual and family dynamics 19. know the additional dangers created by the use and manufacture of methamphetamine and ways to recognize and avoid these dangers. 20. know the types of services needed by children who have been maltreated. 21. know the types of providers who provide services to children who have been maltreated and how to make effective referrals to these providers.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 05 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Maltreatment 2 |** Trainees discuss what they have learned about maltreatment in preparation for class and gain additional understanding and practice related to recognizing and documenting abuse and neglect, assessing attachment and mental health factors, substance abuse and its dangers, and the recognition of cultural factors	See objectives described in CORE 04.
CORE 06 **Mode:** Classroom **Time:** .5 day / 3 hours	**Referral to Services/Resources 1 |** To promote safety, permanency, and well-being, trainees learn about the referral process as it relates to medical and treatment services including wards with disabilities and families experiencing domestic violence.	Trainees will: 1. *know the levels of medical/surgical and mental* health/substance abuse services. 2. know how to access services for wards with disabilities and for families experiencing domestic violence.
CORE 07 **Mode:** Videotaped Practice & Simulation **Time:** 2 days/ 12 hours	**Interviewing/Interviewing Children |** Trainees build communication skills needed to work with children and families by learning about the process and structure of effective interviewing. They participate in multiple videotaped sessions to refine skills needed to accurately gather and assess information while working with families throughout the case management process. They are also introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child, child language development, memory, and suggestibility.	Trainees will: 1. understand why proper interviewing skills are important for developing relationships with families, gathering accurate information from them, and engaging them in the process of change. 2. know the fundamental skills needed for effective interviewing. 3. know the general structure and process of effective interviewing. 4. know the areas in which they have interview strengths and the areas where they need further work. 5. understand what to look for as they shadow specialists in various interview situations. 6. understand the background and importance of appropriate interviewing with children. 7. recognize their potential impact on the children they will interview. 8. know the reason for the different parts of the standard interview protocol. 9. recognize the usual patterns of communication between children and adults. 10. know basic information about language development. 11. understand the components of memory. 12. understand factors that contribute to suggestibility in children. 13. recognize the impact of confirmatory bias on interviews with children.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 08 **Mode:** Classroom **Time:** 2 days / 12 hours	**Critical Thinking in Case Analysis |** Trainees build critical thinking skills needed for gathering and analyzing necessary information throughout the case process. They will learn the basics of case analysis in order to assess safety, permanency, and well being. Trainees will also learn to apply critical thinking in analyzing information provided by other professionals in making ongoing case decisions.	Trainees will: 1. know the basic components of critical thinking as applied to analysis of the case process. 2. understand how critical thinking/case analysis enhances thorough safety assessment, placement, and case planning. 3. be able to analyze personal assumptions and how these assumptions affect how they gather, perceive, and assess information. 4. be able to describe how to orchestrate information gathering in a logical manner. 5. be aware of the signs of common issues that contribute to maltreatment. 6. be able to formulate questions that are pertinent to the issue and developmentally appropriate.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 09 **Mode:** Classroom **Time:** 1.5 day / 9 hours	**Referral to Services/Resources 2 |** Trainees return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. Trainees also learn about referrals to services/resources designed to promote safety, permanency, and well-being and to preserve, strengthen, and support reunification of the family. This includes placement of the child and permanency planning emphasizing kinship care as a resource for children involved with the child welfare system, IV-E services as they relate to out-of-home placement of children, Interstate Compact for the Placement of Children (ICPC), Interstate Compact for Juveniles (ICJ), and Independent Living Services.	Trainees will: 1. know the array of services available to families and how to determine if they are meeting the family's needs. 2. know the guaranteed services available to individuals and families. 3. know about all of the Department and non-Department persons who work with families as part of a Family Team. 4. know the eligibility criteria for Independent Living Services. 5. understand the different funding sources. 6. recognize the importance of using IV-E services. 7. know about Service Referrals and Service Authorizations including how to complete them. 8. know about placement services, including placement change protocol. 9. recognize the importance of locating the most permanent, family-like setting that meets the child's needs. 10. recognize their responsibility to demonstrate reasonable efforts. 11. know the roles and responsibilities for referring children and families to services and resources. Trainees will understand that: 12. ongoing assessment and services will be approached in the least intrusive manner possible. 13. priority will be given to providing reasonable opportunities for parents to keep their families intact by utilizing all appropriate services available. 14. families and children will receive appropriate services to address the identified safety threats and/or presenting problem, reduce risk of maltreatment or delinquency, and provide opportunities for families and children to work toward self-sufficiency. 15. the work at this phase will occur through a team effort on the part of the Department, the community, and family. Trainees will be able to: 16. monitor service plan development and implementation to ensure that they target and address identified safety threats and agreed upon outcomes. 17. approve placement decisions based on the best interest of the child, least-restrictive setting, and closest proximity to family or community. 18. continually evaluate the safety of children in out-of-home placements. 19. assure that the child's educational, medical, and mental health needs are met through services and placement.
CORE 10 **Mode:** Home Office Activity: Area Specific **Time:** .5 day / 3 hours	**Referral to Services/ Resources 3 |** Trainees learn about the various services that are provided in their service areas.	Trainees will: 1. become familiar with the various in-home and out-of-home services by name and description of services. For Eastern Service Area and Southeast Service Area only: 2. learn the evidenced-based practice/promising practice models provided by your service area's contracted agency(ies). 3. learn how to access ongoing case management services through the Provider Referral Line.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 11 **Mode:** Classroom **Time:** 3 days / 18 hours	**NSIS: Assessing and Managing Safety |** Trainees are introduced to the concepts and steps in the Nebraska Safety Intervention System (NSIS). Topics include: assessing and responding to present danger at first contact, assessing impending danger through information gathering and identification of safety threats, conducting a safety intervention analysis to determine if a situation requires a child's removal from the home, safety planning, and case status determination. These steps may bring children into care and will inform the decision as to whether or when children return home.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs) in initial safety intervention. 2. know that the Nebraska Safety Intervention System (NSIS) is the process used to assess and manage safety in the children and families who are served by the Department. 3. understand the differences between maltreatment, risk, and safety. 4. know what present danger is and be able to recognize it. 5. know what a protective action is and how to develop, document, and implement one. 6. know what information to collect to assess for impending danger. 7. understand the safety factors that should be considered when assessing safety. 8. know the safety threshold criteria. 9. know how to assess for the presence of safety threats. 10. know how to make the appropriate case status determination. 11. understand the difference between safety plans and case plans. 12. know how to conduct a safety intervention analysis. 13. know how to develop a safety plan. 14. know how to judge the suitability of safety plan participants including non-custodial parent and extended family.
CORE 12 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Worker Safety and** **The Mandt System ® |** Worker Safety: Trainees learn about the potential human, non-human, and environmental threats to their safety during case management and supervision. They also learn appropriate strategies for preventing, recognizing, and responding to worker safety threats. The Mandt System ®: Trainees acquire fundamental knowledge and skills related to building healthy relationships, building healthy communication, and building healthy conflict resolution.	In Worker Safety: Trainees will know: 1. tips for preventing threats to safety. 2. indicators of potentially dangerous situations. 3. the various types of responses to safety threats (e.g., de-escalation, leaving the scene, etc.) and when each is appropriate. 4. when and where threats might be encountered and the consequences of failing to address them. In The Mandt System®: Trainees will: 5. learn that people have a right to be treated with dignity and respect. 6. learn that unmet needs can cause people to use behaviors that can sometimes cause harm to others. 7. learn ways to interact with people so interactions do not escalate into incidents. 8. better understand the importance in working as a team. 9. better understand the difference between emotions and behaviors. 10. better understand how stress affects communication. 11. better understand the importance of positive communication (verbal and non-verbal). 12. better understand the role of empathy in communication. 13. better understand the crisis cycle. 14. be better able to build healthy relationships. 15. be better able to demonstrate conflict resolution. 16. be better able to respond in crisis situations.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 13 **Mode:** Classroom **Time:** 2 days / 12 hours	**Juvenile Court Process: Part I |** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the Nebraska juvenile court process through adjudication for child protection, status offense, and law violation cases.	Trainees will: 1. know that there are special legal requirements for placement of children. who are Native American, born outside of the US, or have dual citizenship in the US and another country. 2. know the basic mandate of the Multiethnic Placement Act (MEPA) and the Interethnic Adoption Provisions (IEAP) regarding placement. 3. know the basic process for the placement of children out of state (ICPC) and who to contact. 4. know the legal requirements regarding joint placement of or visitation between siblings. 5. know the legal requirement regarding children's placement and attendance at their school of origin. 6. know the basic elements of a petition. 7. know the basic steps involved in opening a court case. 8. know what occurs prior to the admit/deny hearing and who is involved. 9. know the typical process of the admit/deny hearing and the formal adjudication hearing and who is involved. 10. know the basic factors that differ for child protection, status offender, and juvenile offender cases. 11. know the typical reporting and investigation process for status offenders and juvenile offenders and who is involved. 12. know the types of behavior that constitute a status offense. 13. know the basic decisions the county attorney must make when presented with a juvenile offender. 14. know the burdens of proof for child protection, status offense, and juvenile offense cases. 15. know the steps of the legal process for child protection, status offense, and law violation cases through adjudication. 16. know the basic conditions and process for emergency custody and emergency detention. 17. know the basic process for court-ordered custody and detention. 18. know the requirements for reasonable efforts. 19. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) in the legal process. 20. know the basic roles and responsibilities of law enforcement and the county attorney in the legal process. 21. be able to analyze case situations and determine what parts of the law and policy apply to each situation. 22. be able to respond to case situations with appropriate remedial actions, if necessary, to make sure the juvenile court case is processed in the appropriate way. 23. know the steps for identifying and notifying parents (custodial and non-custodial). 24. understand the difference between legal and putative fathers.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 14 **Mode:** Home Office Activity: Self-Study **Time:** .3 day / 2 hours	**Gathering and Corroborating Information |** To support effective case management and supervision decision making, trainees learn how to gather information and how to access and search computer systems and web sites that can facilitate this process.	Trainees will: 1. know how to search for information on various computer systems and web sites (e.g., Central Registry, Child Support, NDEN, sex offender registries, etc.). 2. know where to look to find or confirm common pieces of information, such as address, birth date, child support, criminal records, and social security numbers.
CORE 15 **Mode:** Classroom **Time:** .7 days / 4 hours	**Testifying Techniques |** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. They first learn techniques for providing credible testimony in an adjudication hearing, with emphasis on accurately and completely providing the results of the initial safety assessment. Trainees then prepare a request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case.	Trainees will: 1. know what a Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) should do to prepare to testify in court. 2. know what typically happens during an adjudication hearing 3. know common legal terms related to testifying 4. know the types of evidence presented during a hearing 5. know recommended practices for effective testifying 6. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 7. understand how effective testimony supports the case management goals of safety, permanency and well-being. 8. understand that how a worker presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 9. be able to testify in a credible manner, providing the court with accurate and complete factual and opinion-based evidence. 10. be able to recognize and effectively respond to typical cross-examination techniques. 11. understand the process of analyzing available information within the framework of the Juvenile Code. 12. understand the process of assessing available information to decide what to include in a request to file memorandum. 13. understand the process of consulting with contractors and others in the Department in order to provide information to the county attorney needed to determine whether to file a petition. 14. be able to analyze and assess available information from the family, contractors, and others in order to request the county attorney to file a petition allowing the necessary intervention with children and families.

C. Specialized Intake Training

Specialized Intake training prepares a trainee to become a CFS Specialist who can take responsibility for intake cases. It includes both classroom and practice in the computer lab. The complete training track includes Core training and the Specialized Intake unit. Trainees who will be assigned intake job duties can be promoted to CFS Specialist on probation after completing this training.

SPECIALIZED INTAKE (3 DAYS / 18 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
INTK 01 **Mode:** Computer Lab **Time:** 3 days / 18 hours	**Specialized Intake |** Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process. Topics include effective data gathering, decision making, screening, prioritization, and data entry on N-FOCUS.	Trainees will: 1. understand the intake process. Trainees will be able to: 2. take a referral. 3. ask the appropriate questions to gather the required information. 4. make screening decisions and priority decisions.

D. Specialized Initial Safety Intervention Training

Specialized Initial Safety Intervention training prepares workers to take responsibility for working with families during the initial safety intervention phase of the work. This training builds on the more general information about assessing and managing safety that is presented in Core. It focuses on the worker's role during initial safety intervention as defined by the Nebraska Safety Intervention System (NSIS). Trainees learn through reviewing case files, receiving information and feedback from trainers and trainees, exploring policy, working with case data on N-FOCUS, and shadowing experienced specialists. The complete training track includes Core training and Specialized Initial Safety Intervention. Trainees who will be assigned to initial safety intervention job duties can be promoted to CFS Specialist on probation after completing this training.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 01 **Mode:** Home Office Activity: Case File Review **Time:** 1 day / 6 hours	**Initial Safety Intervention: Practice 1 |** Trainees continue to learn about the Nebraska Safety Intervention System (NSIS) as they review case file information and then document pertinent information in the six assessment domains, identify existing safety threats, and determine if the child is safe.	Trainees will: 1. be able to apply knowledge learned in NSIS: Assessing and Managing Safety. 2. be able to write safety assessment domain narratives. 3. be able to identify and justify safety threats. 4. be able to write a safety plan that controls the identified safety threats emphasizing least restrictive measures (e.g., extended family and informal resources).

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Initial Safety Intervention: Practice 1 Feedback |** Trainees continue to learn about the Nebraska Safety Intervention System (NSIS) as they report on the identified safety threats in their assigned cases and on their determination of the child's safety. They receive feedback from training staff and participate in a question and answer session about their decision-making process.	There are no separate learning objectives for this day. The classroom reporting exercise reinforces the learning objectives of the previous field day.
ISI 03 **Mode:** Classroom **Time:** 1 day / 6 hours	**Initial Safety Intervention: NSIS** Trainees learn about the concepts, steps, and policy associated with implementing the NSIS during the initial phases of case management. Trainees learn about techniques used in corroborating and documenting evidence in determining if maltreatment has occurred. Trainees participate in a case status determination activity to practice assessing whether there is credible evidence to support the finding of child abuse or neglect as defined by state statute and Department policy. Trainees also learn techniques related to interviewing children.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs) in initial safety intervention. 2. know DHHS policy related to the initial phases of the Nebraska Safety Intervention System 3. know how to document accurate information in appropriate domains as a foundation for safety assessment and case planning. 4. know how to make an appropriate case status determination. 5. know strategies for searching for corroborating evidence. 6. learn techniques to use when interviewing children.
ISI 04 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**N-FOCUS: Initial Safety Intervention |** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. Topics include CFS program case registration, case and person detail, family relationships, safety assessment, protective action, safety plan, kinship narrative, intake findings, and case closure.	Trainees will be able to: 1. document NSIS information into N-FOCUS. 2. process family relationships using the Expert System in N-FOCUS. 3. tie an intake to a CFS Program Case and enter allegation findings in N-FOCUS.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 05 **Mode:** Home Office Activities: Shadowing & Assignment **Time:** 1day / 6 hours	**Initial Safety Intervention: Application |** Trainees shadow experienced specialists conducting initial safety assessments. Trainees review the experience with the specialists who use the Initial Safety Assessment tool to determine if the child is safe and, if not, what in-home or out-of-home services (least restrictive to most restrictive) need to be provided to the family. They then enter appropriate documentation on N-FOCUS under the guidance of the specialists. This shadowing experience is supported by an assignment to do a case analysis to determine existence of present or impending danger.	Trainees will: 1. know the local practices for conducting and documenting an initial safety assessment. 2. be able to recognize present danger. 3. be able to recognize impending danger.
ISI 06 **Mode:** Computer Lab **Time:** 1.5 days / 9 hours	**Initial Safety Intervention: Practice 2 |** Trainees practice identifying present danger and needed protective actions in a hypothetical case. They determine if a child is safe and whether a situation requires a child's removal from the home. They then conduct a mock initial safety assessment interview and document the initial safety intervention steps in N-FOCUS.	Trainees will be able to: 1. ask questions to gather initial safety assessment information. 2. document initial safety assessment and safety plan information in N-FOCUS.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 07 **Mode:** Videotaped Practice & Simulation **Time:** 1.5 days / 9 hours	**Preparing a Request to File & Testifying in an Adjudication Hearing |** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Trainees prepare a request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case. By participating in a mock adjudication hearing, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	Trainees will: 1. know what a CFS Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) should do to prepare to testify in court. 2. know what typically happens during an adjudication hearing 3. know common legal terms related to testifying 4. know the types of evidence presented during a hearing 5. know recommended practices for effective testifying 6. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 7. understand how effective testimony supports the case management goals of safety, permanency and well-being. 8. understand that how a CFS Specialist presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 9. be able to testify in a credible manner, providing the court with accurate and complete factual and opinion-based evidence. 10. be able to recognize and effectively respond to typical cross-examination techniques. 11. understand the process of analyzing available information within the framework of the Juvenile Code. 12. understand the process of assessing available information to decide what to include in a request to file memorandum (e.g., statements related to contrary to the welfare, best interests, and reasonable or active efforts). 13. understand the process of consulting with contractors and others in the Department in order to provide information to the county attorney needed to determine whether to file a petition. 14. be able to analyze and assess available information from the family, contractors, and others in order to request the county attorney to file a petition allowing the necessary intervention with children and families.

E. Specialized Ongoing Safety Intervention Training

Specialized Ongoing Safety Intervention training prepares workers to take responsibility for working with families during the ongoing safety intervention phase of the work. Trainees learn about ongoing safety intervention based on the Nebraska Safety Intervention System (NSIS) curriculum. They participate in discussion based on classroom lecture; role play in family team meetings and testify in simulated hearings; develop case plans, court reports, and visitation plans; enter case data; practice writing narratives; and examine case examples. The complete training track includes Core and Specialized Ongoing Safety Intervention training. Trainees who will be assigned ongoing case management job duties can be promoted to CFS Specialist on probation.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 01 **Mode:** Classroom **Time:** 3.5 days / 21 hours	**Ongoing Safety Intervention |** Trainees continue learning about the Nebraska Safety Intervention System (NSIS) with specific focus on the concepts, steps, and policy associated with implementing the NSIS during the ongoing phases of case management and supervision. Topics include: introduction to ongoing safety intervention, the protective capacity assessment, development and implementation of the case plan, conditions for return, continuing safety management, measuring progress, permanency planning including using kinship care as a resource for children involved with the child welfare system, and reunification.	Trainees will: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the ongoing phase of case management. 2. understand the purpose and primary responsibilities of ongoing safety intervention. 3. know what protective capacities are and what they look like. 4. know the purpose, objectives, and steps associated with each stage of the protective capacity assessment (preparation, introduction, discovery, and case planning). 5. know how to document the protective capacity assessment and case plan. 6. know how to write outcomes, needs, and strategies. 7. understand what conditions for return are and how to write them. 8. know the standards and process for measuring case plan progress. 9. know when reunification should be considered and the criteria for making the decision. 10. know the process for reunification. 11. know DHHS policy related to the ongoing phases of the Nebraska Safety Intervention System. 12. understand how to use the information provided by other professionals to support effective decision making.
OSI 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Family Team Meeting |** Trainees learn the role of a facilitator on a family team. Topics include: elements of a family team meeting, expectations of a facilitator, the facilitator's role in assisting a family team in developing outcomes, needs, and strategies to assure that the safety concerns are addressed in the case plan.	Trainees will: 1. apply the 12 values, beliefs, and principles of family centered practice in the facilitation of family team meetings. 2. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to family team meetings. 3. understand how to facilitate a family team meeting. 4. be able to effectively talk with families about their identified safety concerns. 5. be able to work with families to identify outcomes, needs, and strength-based strategies in order to develop the case plan. 6. understand how to review and analyze family team meeting documentation.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 03 **Mode:** Classroom **Time:** .5 day / 3 hours	**Court Report Components |** Trainees learn the basic components of the court report and the visitation/parenting time plan as they develop case management and supervision skills.	Trainees will: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the development of the components of a court report. 2. know the components of a court report. 3. know the components of a visitation/parenting time plan.
OSI 04 **Mode:** Computer Lab **Time:** 2 days / 12 hours	**N-FOCUS: Ongoing Safety Intervention |** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include: removal and placement of a child, visitation plan, contracted organization assignments, protective capacity assessment, a case plan, and a court report. They learn how to enter conditions for return and required contacts in N-FOCUS.	Trainees will be able to: 1. document removals, placement, and changes in placement in N-FOCUS. 2. assign a contracted organization to the CFS case. 3. create a visitation plan in N-FOCUS. 4. review ongoing case management progress regarding the visitation plan in N-FOCUS. 5. create a protective capacity assessment, a case plan, and a court report in N-FOCUS. 6. review case management progress regarding the case plan and court report in N-FOCUS, 7. document conditions for return in N-FOCUS. 8. document required contacts.
OSI 05 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**Ongoing Safety Intervention: Practice 1 |** Trainees will use the family centered practice process to complete conditions for return, protective capacity assessment and identify outcomes and needs, and strategies while working with a hypothetical family.	Trainees will be able to: 1. explain the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the ongoing phase of case management. 2. complete a Conditions for Return. 3. complete a Protective Capacity Assessment. 4. complete outcomes, needs and strategies. 5. recommend permanency objective(s) for the child(ren)

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 06 **Mode:** Classroom & Computer Lab **Time:** 4 days / 24 hours	**Juvenile Court Process: Part II & Developing and Advocating for the Case Plan, Court Report, and Visitation Plan |** Trainees learn the steps of the juvenile court process beginning after adjudication through case closure for child protection, status offense, and law violation cases. They learn how the process of case management and their interaction with contractors and others in the system fit with the legal process. In preparation for participation in the dispositional phase of a judicial child protection case, trainees prepare a Protective Capacity Assessment and a case plan and court report in a mock court-adjudicated case, based on their responsibilities to work alone or with contractors in the coordinated development of the case plan and court report. Trainees learn how to integrate the case planning process with court reporting and with preparation of a visitation plan for a family. In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan and court report. Trainees work to understand the importance of working with contractors in order to choose appropriate services based on the adjudication order and their relation to specific strengths and needs of families.	Trainees will: 1. understand the differences among the legal processes for child protection, status offense, and law violator cases from adjudication through case closure. 2. understand the juvenile court process from adjudication through case closure, including how the Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) relate so that they can always know where a case is in the process, what should have been done before, and what needs to be done next and when. 3. understand how the Juvenile Court process fits with the case planning process, and how the Child and Family Services Specialists (CFSSs) relates to the Family Permanency Specialists (FPSs) to assure they both carry out their responsibilities. 4. understand the importance of accurate assessment in both the case planning process and the court process. 5. be able to document a protective capacity assessment in compliance with family centered practice and policy. 6. understand the need to review and express strategies so that compliance with the case plan leads to progress toward the permanency objective. 7. be able to prepare a case plan and court report which incorporate the values, principles, and beliefs of family centered practice, comply with statute and policy and, if followed, result in achieving permanency. 8. be able to document a case plan and court report using the N-FOCUS system. 9. be able to work collaboratively to create a case plan and court report reflecting family centered practice. 10. understand how to articulate the case plan so it is clear, precise, and understandable. 11. be able to demonstrate/articulate why a case plan and court report submitted to the court should be upheld and ordered by the court. 12. Demonstrate an ability to articulate the Juvenile Court process to a parent in a simulated setting. 13. Understand how to develop and present primary and concurrent permanency plan in the Court Report. 14. Understand how to develop visitation plans to promote reunification.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 07 **Mode:** Videotaped Practice & Simulation **Time:** 1 day / 6 hours	**Testifying in a Disposition, Review, and Permanency Hearing |** By participating in mock hearings, trainees learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. They develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on videotape and of others as they testify.	Trainees will: 1. understand that there are techniques that will assist the worker in presenting accurate and credible testimony in court. 2. understand that credible and accurate testimony results in appropriate disposition. 3. understand how to communicate effectively both orally and in writing with contractors and other professionals in the court system. 4. understand how to coordinate their testimony with the contractor and be able to credibly defend a case plan/court report contested by other parties. 5. understand how to read court orders and the importance of obeying court orders. 6. understand how to prepare for a dispositional hearing, help the contractor prepare, and know how to defend a case plan in contested disposition hearings. 7. understand how to effectively assess available information within the framework of an adjudication order to work with the contractor in order to develop a case plan/court report. 8. understand the dynamic nature of the case process and how to respond to changing family dynamics within the framework of a disposition order. 9. be able to respond to changing family dynamics within the framework of a disposition order in a manner reflecting family centered practice's values, beliefs, and principles and which seeks to achieve the safety, permanency, and well-being of a child or children. 10. be able to collaboratively (with other trainees and with a Field Training Specialist role-playing a Supervisor or a contractor) create and defend an amended case plan in response to changes in family circumstances in the mock case.
OSI 08 **Mode:** Classroom **Time:** .5 day / 3 hours	**Ongoing Safety Intervention: Practice 2 |** Trainees review examples of protective capacity assessments, case plans, and a court report to be able to determine those that have been written well and those that need to be improved. Trainees discuss needed improvements to address safety, permanency, and well-being.	Trainees will be able to: 1. determine if protective capacity assessments, case plans, and court reports are well written. 2. critically analyze how protective capacity assessments, case plans, and court reports address safety threats to achieve defined outcomes.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 09 **Mode:** Classroom **Time:** .5 day / 3 hours	**Case Closure |** Trainees learn how to carry out final case management and supervision responsibilities, with a focus on when and how to close a case based on the resolution of the issues that brought the child/youth to the attention of the Department and the achievement of case plan outcomes.	Trainees will: 1. explain the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to case closure. 2. understand that case closure occurs for all adjudications. 3. know there are two types of case closure. 4. understand the case transfer process. 5. know who is involved in the case closure decision making process. 6. know the case management activities for case closure. 7. know the 15 case closure determinations. 8. know the role of the Safety Assessment in case closure. 9. understand the process for case closure of a 3a case. 10. understand the process for discharge of a Juvenile or Status Offense case. 11. understand the need to make referrals prior to discharge. 12. know what information and property is available upon case closure. 13. know what needs to be documented before a case can be close. 14. know file retention guidelines. 15. know the process for sealing records.

F. Specialized Juvenile Services Training

Specialized Juvenile Services training prepares a worker to take responsibility for supervising committed juvenile offenders. In this training, case management procedures (including use of the Youth Level of Service/Case Management Inventory [YLS/CMI]) are taught. Trainees learn through pre-reads, classroom participation, and tours of the YRTCs. Specialized Juvenile Services is scheduled for completion within approximately two weeks of the conclusion of Specialized Ongoing Safety Intervention. In this track, trainees who will be assigned juvenile services job duties can be promoted to Juvenile Service Officer on probation after completing Core training, Specialized Ongoing Safety Intervention training, and Specialized Juvenile Services training.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 01 **Mode:** Home Office Activity: Pre-Reads **Time:** .5 day / 3 hours	**Juvenile Services 1 |** Trainees complete readings in preparation for JS classroom training and observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. See JS 02.
JS 02 **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2 |** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures (including use of the Youth Level of Service/Case Management Inventory), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 1 - Court and Legal Process. Trainees will: 1. know which individuals hold decision making authority in the juvenile justice system 2. know the charging options available to the county attorney when a youth has committed a law violation 3. know the meaning of an adjudication, what happens at an adjudication hearing, and which statutes provide the basis for an adjudication of a juvenile offender. 4. know about the pre-dispositional evaluation services that are offered through DHHS-OJS and probation. 5. know the meaning of a disposition, what happens at a disposition hearing, and the main dispositional options for youths adjudicated as juvenile offenders. 6. know the meaning of an initial level of treatment and the three initial levels of treatment that a judge may order. 7. know which youths are subject to review hearings by the committing court.
		Module 2 - Case Management Process. Trainees will: 8. know how the early case management steps for juvenile offenders compare to those for other adjudicated populations. 9. know the types of tasks that the worker must complete during the early phases of case management with juvenile offenders. 10. know the basic sequence/order in which early case management responsibilities must be completed.
		Module 3 - Initial Document Review. Trainees will: 11. know the purpose of the document review, which documents are included in the review, time frames, and tasks associated with the initial document review. 12. be able to interpret the information in an adjudication order and disposition order. 13. be able to interpret the information in the Comprehensive Child and Adolescent Assessment (CCAA) report. 14. know how to interpret basic clinical information such as standardized test scores, percentile ranks, and the five axes of the Diagnostic and Statistical Manual (DSM). 15. know how to review and interpret the information in the YLS/CMI and the Initial Classification Form.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2 |** continued	Module 4 - Orientation to Rules and Expectations. Trainees will: 16. know the purpose of the rules orientation, individuals involved, times frames, and tasks associated with the orientation. 17. know the complementary responsibilities of the worker. 18. know the DHHS-OJS forms (e.g., the *Conditions of Liberty*) that present the rules and expectations for juvenile offenders and their families. 19. know the order of priority for introducing the forms. be able to explain each of the forms to assigned youths and families and provide a clear rationale for the rules and expectations found in them.
		Module 5 - Services. Trainees will: 20. know the services made available specifically for juvenile offenders (i.e., electronic monitoring, tracker services, and drug testing). 21. know the intended purpose and eligibility guidelines for each of the services.
		Module 6 - Drug Screening. Trainees will: 22. know the purpose of drug screening. 23. know the complementary responsibilities of the worker for drug screening. 24. know the difference between preliminary and confirmatory urinalysis testing. 25. know the types of situations in which the worker is authorized to conduct urinalysis testing. 26. know when and how to obtain urine samples from youths. 27. know how to conduct urinalysis tests using the Department's preliminary urinalysis equipment.
		Module 7 - YRTC Programs. Trainees will: 28. know the purpose of the YRTCs and the legal processes that result in placement. 29. know the programs and services that are provided/offered at the YRTCs. 30. know the complementary responsibilities of the worker in regard to institutionally-assigned youths. 31. know how to properly carry out institutional visits. 32. know how to appropriately communicate with the staff and residents of the YRTCs.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2 |** continued	Module 8 - Behavior Management. Trainees will: 33. know the goals and philosophy of the Department in regard to behavior management. 34. know the complementary responsibilities of the worker. 35. know the range of normal adolescent behavior and how to distinguish normal adolescent behavior from delinquent behavior. 36. know the case management practices that can help to prevent or reduce the occurrence of behavior management problems. 37. know the principles of effective monitoring. 38. know the meaning of sanctions and rewards; know acceptable types of sanctions and rewards that can be used with juvenile offenders. 39. know the types of interventions that cannot be used with youths.
		Module 9 - Search and Seizure. Trainees will: 40. know the purposes served by search and seizure. 41. know the types of searches that can be done. 42. know the types of items and materials that may be declared to be contraband. 43. know how to collaborate with others involved in the process. 44. know the legal basis for conducting searches. 45. know how to reduce the intrusiveness of search procedures. 46. know how to appropriately conduct both person and property searches. 47. be able to appropriately conduct both person and property searches. 48. know the options available to the FPS and/or JSO for proper disposition of contraband items.
		Module 10 - Apprehension and Detention. Trainees will: 49. know the purpose of apprehension. 50. know how to collaborate with others involved in the process. 51. know the legal basis upon which a worker may take a juvenile offender into custody. 52. know how to carry out a supervisory consultation prior to a decision to apprehend a youth. 53. know how to appropriately identify backup in apprehension situations. 54. know the steps involved in conducting apprehension and detention. 55. know how to place a youth in detention, including use of the Detainer form.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2 |** continued	Module 11 - Use of Mechanical Restraints. Trainees will: 56. know the purpose for using restraints and the Department's philosophy about their use. 57. know how to appropriately apply a full set of mechanical restraints. 58. be able to appropriately apply a full set of mechanical restraints. 59. know how to cope with common issues/problems that may arise in using mechanical restraints.
		Module 12 - Abscond Procedures. Trainees will: 60. know the purpose for carrying out abscond procedures. 61. know how to collaborate with others involved in the process. 62. know the legal basis for making efforts to regain custody of youths who have absconded. 63. know how to identify a true abscond situation from a situation in which a youth is being unaccountable for his/her whereabouts. 64. know the steps to take when a youth is determined to be a true absconder. 65. know the steps to take when an absconder is located.
		Module 13 - Administrative Hearings. Trainees will: 66. know the due process guidelines associated with the administrative hearings. 67. know how to collaborate with others involved in the process. 68. know the purposes associated with each type of administrative hearing. 69. know what the FPS and/or JSO must do to prepare for each type of administrative hearing. 70. know what the FPS and/or JSO must do to testify/participate in each type of administrative hearing. 71. know what the FPS and/or JSO must do to follow up after each type of administrative hearing.
		Module 14 - Youth Level of Service/Case Management Inventory (YLS/CMI). Trainees will: 72. know when and how the YLS/CMI is utilized in the case management process, including the case planning and reclassification processes. 73. know the rationale for and history of using standardized risks and needs assessments. 74. know how to collaborate with others involved in the process. 75. know the eight sections and 42 items of the YLS/CMI. 76. know the questions that are used to gather information relevant to the YLS/CMI. 77. know the scoring guidelines for each of the items in the YLS/CMI. 78. be able to appropriately score a YLS/CMI interview.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 03 **Mode:** Home Office Activity: YRTC Tours **Time:** 1 day / 6 hours	**Juvenile Services 3 |** Trainees tour the Youth Rehabilitation and Treatment Centers or observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. Field training exercises reinforce the learning objectives of the previous classroom days.

G. Specialized Adoption Training

Specialized Adoption training prepares a worker to take responsibility for adoption cases. It is scheduled for completion approximately one week after the conclusion of Specialized Juvenile Services training. In this track, trainees who will be assigned adoption duties can be promoted to CFS Specialist on probation after completing Core training, Specialized Ongoing Safety Intervention training, and the three-day Specialized Adoption sequence. The ADP 01 unit is highly recommended for all ongoing workers who may be preparing children or families for adoption.

SPECIALIZED ADOPTION (2.5 DAYS / 15 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ADP 01 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Preparing for Adoption |** Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management supervision responsibilities of the adoption worker; and the process and procedures necessary to make adoptive placement decisions.	Trainees will: 1. know the roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to preparation for adoption. 2. be able to apply their knowledge and understanding of adoption dynamics when working with children and families preparing for adoption. 3. be able to explain the adoption process and their role in this process. 4. know how to work with the team to arrive at appropriate adoptive placement decisions.

SPECIALIZED ADOPTION (2.5 DAYS / 15 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ADP 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Specialized Adoption |** Trainees learn about the case management and post-placement supervision responsibilities of the adoption worker. Trainees understand the process and procedures necessary to use the adoption exchanges, make an adoptive placement, determine eligibility for subsidy and develop subsidy agreements, discuss openness, and finalize adoptions.	Trainees will be able to: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to adoption. 2. explain the adoption process and their role in this process. 3. identify the procedures and complete the documentation needed to: locate appropriate adoptive placements (including use of adoption exchanges), make an adoptive placement, and complete steps necessary for finalization. 4. discuss openness in adoption and their role in developing open adoption agreements. 5. understand if a child is eligible for subsidy and their role in providing and/or completing the appropriate documentation and steps necessary to develop a subsidy agreement. 6. identify the documentation necessary to finalize an adoption based on each child's circumstances and distinguish what documentation needs to be included in the Adoption Packet which will be sent by DHHS to the adoptive parent(s)' attorney to finalize the adoption.

VIII. PHASE TWO: REQUIRED IN-SERVICES (INFORMATION BY UNIT)

Required In-Services Training

Required In-Service training covers advanced topics identified as needed by all workers after receiving case management responsibilities. Trainees are assigned pre-readings, participate in classroom discussions, review case files, and tour facilities. This required training must be scheduled within the first year of employment. The Department recommends that workers have coverage for their caseloads while they are in training.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 01 **Mode:** Classroom **Time:** 2 days / 12 hours	**Legal Case Management Responsibilities |** Trainees learn about legal case management responsibilities and how to assure that they carry out their assigned duties. The topics discussed include working with Native American families pursuant to principles of law and family-centered practice, practical applications of confidentiality, and expungement from the Central Register. Trainees learn the detailed distinctions between Adoption and Guardianship as each relates to the goals of safety, permanency, and well-being. For DHHS trainees, there is discussion of and practical considerations of case management and worker liability.	Trainees will: 1. understand the differences between the child protection tracking system and the Central Register. 2. understand and be able to recognize instances when workers and contractors can be in danger of creating liability for themselves and the Department. 3. understand legal ramifications of termination of parental rights. 4. recognize the roles and responsibilities of both workers and contractors in complying with the Indian Child Welfare Act (ICWA) in achieving permanency, and knowing how the activities of workers and the contractors make compliance possible. 5. understand how Child Welfare and Juvenile Services practice is impacted by legal requirements for reasonable efforts, Central Register, confidentiality, ICWA, and adoption. 6. understand the distinction between a legal father and putative father. 7. understand the process of notifying a legal or putative father in the Juvenile Court and as required by DHHS policy. 8. understand the distinction between Legal Guardianship and Adoption as a permanency plan for state wards. 9. demonstrate how to articulate the DHHS permanency plan of Adoption or Legal Guardianship to the Court and parties involved in the juvenile case. 10. understand DHHS and the Juvenile Court requirements to complete a relinquishment. 11. understand legal ramifications between termination of parental rights and a voluntary relinquishment. 12. understand the statutory ramifications involved in a Legal Guardianship versus Adoption. DHHS trainees will: 13. understand concepts of liability and indemnification.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 02 **Mode:** Home Office Activities: Pre-Read, Visit, & Review **Time:** .5 day / 3 hours	**Development, Disability, and Special Education 1 |** In preparation for upcoming classroom training, trainees read information about developmental milestones and the Denver Development Screening Test Scoresheet and review the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) and file information for a child who is in special education.	The following objectives are met by the activities of RIS 02 and the classroom activities of RIS 03. Those marked with an asterisk are partially met by the activities of RIS 02. The trainees will: 1. understand the ways in which a child with special needs and the systems of care for the child (including special education) can impact a family in both positive and negative ways. 2. * know the special education regulations contained in Rule 51 and the importance and methods of advocating for children who are receiving special education services. 3. know the aspects of the Department's policy and guidebooks as they relate to working and communicating with schools and planning for a child's education. 4. * know the CAPTA rules requiring referral to the Early Development Network service for all children under three years of age who have been abused or neglected, and how these referrals are made. 5. know the gross motor, fine motor, and language development milestones for children from birth to age six and be able to use reference materials to recognize when children may need further evaluation of their developmental progress. 6. * know the most important considerations when dealing with commonly encountered physical and mental health conditions and how to effectively find additional information when needed.
RIS 03 **Mode:** Classroom **Time:** 1 day / 6 hours	**Development, Disability, and Special Education 2 |** Trainees learn more about the most common conditions that qualify children for special education, explore the special education regulations, and learn advocacy techniques for children. They participate in an interactive development activity that reinforces early recognition of special education needs and listen to a panel of parents present a family centered view of special education.	See objectives described in RIS 02.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 04 **Mode:** Home Office Activities: Pre-Read, Review, & Listing **Time:** 1 day / 6 hours	**Supporting Mental and Physical Health 1 |** In preparation for upcoming classroom training, trainees read information about managing difficult developmental stages (colic, toilet training, behavior problems, and adolescence) that may lead to mental health difficulties and/or maltreatment. In addition, trainees review information about treatment of mental health problems and abstract a case file of a child receiving complicated psychopharmacology.	The following objectives are met by the activities of RIS 04 and the classroom activities of RIS 05. Those marked with an asterisk are partially met by the activities of RIS 04. The trainees will: 1. *know the characteristics and understand the effective management of normal developmental stages that may put children at increased risk including crying, exploratory behavior, toilet training, discipline, development of attention, differences in learning styles, and adolescence. 2. understand their attitudes about the proper place of corporal punishment in child rearing and know what expert organizations and research say on the subject. 3. know the concept of evidence-based mental health treatment and the treatments that currently have the strongest evidence of effectiveness. 4. understand the requirements for successful treatment of addiction. 5. *know the most important considerations working with children taking each class of commonly prescribed psychotropic medications. 6. *know the importance of obtaining regular, objective information about the effects and side effects of medication, and methods for objectively obtaining this information and professionally communicating it to the prescribing physicians. 7. *know the resources available for helping individuals affected by domestic violence and substance abuse and the importance of working collaboratively with these resources. 8. *recognize the services that are paid for from Medicaid funding and that need Magellan authorization for access. 9. *be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 10. *be able to initiate the process to resolve disagreements with treatment providers.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 05 **Mode:** Classroom **Time:** 1 day / 6 hours	**Supporting Mental and Physical Health 2 |** Trainees apply their knowledge of difficult developmental stages that can lead to mental health problems to case studies and identify ways to support families during these times. In addition, trainees review what they have learned about mental health interventions, substance abuse treatment, and psychopharmacology and learn strategies for effective case management of children receiving complicated medication treatment.	See objectives described in RIS 04.
RIS 06 **Mode:** Classroom **Time:** .5 day / 3 hours	**Referral to Services/Resources 4 |** Trainees learn about the services and the complexities of Medicaid services in order to more effectively refer to services and manage case plans for children with complex mental health needs and families with substance abuse. Trainees will also learn additional ways to manage difficult cases involving families experiencing domestic violence.	Trainees will: 1. recognize the services that are paid for from Medicaid funding and that need Magellan authorization for access. 2. be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 3. be able to initiate the process to resolve disagreements with treatment providers. 4. be able to work effectively with families experiencing domestic violence.