Attachment B

DHHS Child Welfare and Juvenile Services Training: New Worker Training

(shaded units are considered not IV-E fundable)

#	Unit/Type/ # of Days	Description	Learning Objectives
			CORE (24 days)
1	**INTRO 01C**: Introduction to Child Welfare & Juvenile Services **Classroom** 1.5 days	Trainees receive an overview of the training model and an introduction to the primary courses of study, which collectively address working with and understanding children, youth, and families; case management and supervision; and the process of preparing for and participating in judicial determinations. Trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.	Trainees will: 1. be aware of the identified outcomes; needs; strategies; crisis, safety, and transition plans; and logistics and evaluation steps for training. 2. be aware of the emotional reactions that are elicited when seeing maltreated children. 3. know the 12 main populations of children and families served by DHHS as defined by policy. 4. know the phases of the case management process, including their basic purpose and sequence. 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 family centered practice values, beliefs, and principles and how they are applied to child welfare and juvenile services work. 8. know the mission, vision, and goals of Child Welfare and Juvenile Services. 9. know what the outcomes of safety, permanency, and well-being are and how they are measured. 10. know the written rules and guidelines (statute, policy, memo, and guidebook) for performing child welfare and juvenile services work, including where to find them and how they should be used. 11. be aware of the role and authority of a Child and Family Services (CFS) Specialist and the importance of protecting the legal rights of families. 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 of which CFS Specialists are members and the different roles they 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 specialists' safety and that the primary strategies for enhancing specialists' safety are preventing, recognizing, and responding to safety threats. 22. be aware of professional and ethical guidelines for CFS Specialists, including the importance of accountability.

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#	Unit/Type/ # of Days	Description	Learning Objectives
2	**CMF 01C-FCP** Family/Person Centered Practice **Classroom** 1 day	Trainees acquire knowledge and skills related to applying the steps of the family/person centered practice process to case management and supervision. Topics include strength assessment; genograms, ecomaps, and timelines; identification of formal and informal resources; engaging families; and safety concerns. Trainees are introduced to Family Team Meetings and the concepts of outcomes, needs, and strategies. Trainees develop prospective work teams and identify formal and informal resources needed to be prepared to work effectively with families.	Trainees will: 1. be aware of the 12 values, beliefs, and principles of family centered practice. 2. know how to treat families with respect and dignity. 3. be able to exhibit social skills that support family centered practice. 4. be able to develop and maintain a professional working relationship with families based on strengths. 5. understand how to engage families to enhance decision making. 6. be able to identify potential resource people and team members that could support the family team. 7. know the purpose of genograms and ecomaps, how to construct them, and the policy mandates regarding when to begin and update them. 8. become familiar with the concepts of outcomes, needs, and strategies.
3	**CMP 01C**: Referral to Services/ Resources for Safety, Permanency, and Well-being 1 **Classroom** .5 day	Trainees return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. Trainees also learn about referrals to services/resources designed to preserve, strengthen, and support reunification of the family. This includes placement and permanency planning emphasizing kinship care as a resource for children involved with the child welfare system, IV-E services as they relate to out-of-home placement of children, Interstate Compact for the Placement of Children (ICPC), and Interstate Compact for Juveniles (ICJ).	Trainees will: 1. know the array of services available to families. 2. know the guaranteed services available to individuals and families. 3. know about placement services. 4. recognize the importance of locating the most permanent, family-like setting that meets the child's needs. 5. recognize their responsibility to demonstrate reasonable efforts. Trainees will understand that: 6. ongoing assessment and services will be approached in the least intrusive manner possible. 7. priority will be given to providing reasonable opportunities for parents to keep their families intact by utilizing all appropriate services available. 8. families and children will receive appropriate services to address the presenting problem, assess presenting safety concerns, reduce risk of maltreatment or delinquency, and provide opportunities for families and children to work toward self-sufficiency. 9. the work at this phase will occur through a team effort on the part of the Department, contracted service coordinators, the community, and family. Trainees will be able to: 10. monitor service plan development and implementation to ensure that it targets and addresses agreed upon outcomes. 11. approve placement decisions based on the best interest of the child, least-restrictive setting, and closest proximity to family or community. 12. continually evaluate the safety of children in out-of-home placements. 13. assure that the child's educational, medical, and mental health needs are met through services and placement. 14. utilize HHS funding sources. (Content to be further refined based on CW & OJS reform decisions.)

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#	Unit/Type/ # of Days	Description	Learning Objectives
4	**CMF 02L**: Electronic and Paper Records **Lab** .5 day	Trainees are introduced to the purpose and importance of timely, accurate case management documentation, both in the electronic record and on paper. They become familiar with the basic structure and functionality of N-FOCUS and the standardized case file format. Trainees learn to navigate to contact narratives and required contacts and are introduced to a set of guidelines regarding the appropriate content and style of written documentation.	Trainees will: 1. be familiar with the major terms involved in documentation including SACWIS, N-FOCUS/CWIS, Master Case, Program Case, Expert System, Icons (Search, List, Detail). 2. know the basic function of each N-FOCUS main menu icon. 3. be able to perform basic navigation functions in N-FOCUS. 4. know what information should be included in narratives. 5. know the proper writing style for narratives and other written documentation. 6. know the organization of the paper case file and how to properly file case documents.
5	**CYF 01F**: Maltreatment 1 **Field** .5 day	In preparation for upcoming classroom training, trainees read and answer questions about several articles related to maltreatment definitions, occurrence, dynamics, effects, and cultural considerations and make a community visit to a community resource dealing with a cultural/ethnic group different than their own.	The objectives below are met by the activities of CYF 01F and the classroom activities of CYF 02C. Those marked with an asterisk are partially met by the activities of CYF 01F. 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 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 the characteristics of intentional and unintentional injuries in order to make appropriate referrals to medical services, law enforcement, and additional maltreatment evaluation. 8. be able to recognize physical and behavioral indicators of maltreatment in order to make appropriate referrals to medical and mental health service, law enforcement, and additional maltreatment evaluation. 9. know the cultural practices and medical conditions that may be mistaken for or associated with maltreatment in order to make appropriate referrals to medical services, law enforcement, and additional maltreatment evaluation. 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 physical effect of alcohol and drugs on the brain as they lead to addiction, and the implications of these effects for working with individuals who are addicted and for treatment. 17. be able to recognize the effects of alcohol and drugs on individual and family dynamics 18. know the additional dangers created by the use and manufacture of methamphetamine and ways to recognize and avoid these dangers.

#	Unit/Type/ # of Days	Description	Learning Objectives
6	**CYF 02C**: Maltreatment 2 **Classroom** 1.5 days	Trainees discuss what they have learned about maltreatment in preparation for class and gain additional understanding and practice related to recognizing and documenting abuse and neglect and dangers they may face including substance abuse and domestic violence.	See objectives described in CYF 01F.
7	**CMF 03L:** Interviewing / Interviewing Children **Lab** 2 days	Trainees build communication skills needed to work with children and families by learning about the process and structure of effective interviewing. They participate in multiple videotaped sessions to refine skills needed to accurately gather and assess information while working with families throughout the case management process. They are also introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child and child language development, memory, and suggestibility.	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.

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#	Unit/Type/ # of Days	Description	Learning Objectives
8	**CMF 04C:** Worker Safety and the Mandt System **Classroom** 1.5 days	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 learn: 5. that people have a right to be treated with dignity and respect. 6. that unmet needs can cause people to use behaviors that can sometimes cause harm to others. 7. ways to interact with people so interactions do not escalate into incidents. Trainees will better understand: 8. the importance of working as a team. 9. the difference between emotions and behaviors. 10. how stress affects communication. 11. the importance of positive communication (verbal and non-verbal). 12. the role of empathy in communication. 13. the crisis cycle. Trainees will be better able to: 14. build healthy relationships. 15. demonstrate conflict resolution. 16. respond in crisis situations.
9	**CMP 02C**: Initial Safety Intervention **Classroom** 4 days	Trainees are introduced to the Nebraska Safety Intervention System (NSIS) and the concepts, steps, and policy associated with implementing the NSIS during the initial phases of case management. Topics include: assessing and responding to present danger at first contact, assessing impending danger through information gathering and identification of safety threats, conducting a safety intervention analysis to determine if a child is safe and whether a situation requires a child's removal from the home, safety planning, and case status determination.	Trainees will: 1. understand the differences between maltreatment, risk, and safety. 2. know the safety threshold criteria. 3. know what present danger is and be able to recognize it. 4. know what a protective action is and how to develop, document, and implement one. 5. know what information to collect to assess for impending danger. 6. understand the safety factors that should be considered when assessing safety. 7. know how to assess for the presence of safety threats. 8. understand the difference between safety plans and case plans. 9. know how to judge the suitability of safety plan participants. 10. know how to conduct a safety intervention analysis. 11. know how to develop a safety plan. 12. know how to make the appropriate case status determination. 13. know DHHS policy related to the initial phases of the Nebraska Safety Intervention System.
10	**CMP 03F**: Initial Safety Intervention: Practice 1 **Field** **1 day**	Trainees review case file information and then summarize information in the six assessment domains, identify safety threats, and determine if the child is safe.	Trainees will: 1. be able to write safety assessment domain narratives. 2. be able to identify and justify safety threats.

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#	Unit/Type/ # of Days	Description	Learning Objectives
11	**CMP 04C**: Initial Safety Intervention: Practice 1 Feedback **Classroom** 1 day	Trainees report on the identified safety threats in their assigned cases and on their determination of the child's safety. They receive feedback from training staff and participate in a question and answer session about their decision-making process.	There are no separate learning objectives for this day. Classroom reporting exercise reinforces the learning objectives of the previous field day.
12	**CMF 05L**: N-FOCUS 1 **Lab** 1 day	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. Topics include CFS program case registration, case and person detail, expert system, family relationships, tying intakes, initial safety assessment, program person, and professional relationships.	Trainees will be able to: 1. register a Children and Family Services (CFS) program case in N-FOCUS. 2. document an initial assessment, safety evaluation, and safety plan in N-FOCUS. 3. process family relationships using the Expert System in N-FOCUS. 4. tie an intake to a CFS Program Case and enter allegation findings in N-FOCUS. 5. document professional relationship information in N-FOCUS. 6. document children and family information using the Detail Person and the Program Person functions in N-FOCUS.
13	**CMP 06F**: Initial Safety Intervention: Shadowing in the Field **Field** 1 day	Trainees shadow experienced specialists conducting initial safety assessments. Trainees review the experience with the specialists who use the Initial Safety Assessment tool to determine if the child is safe and, if not, what in-home or out-of-home services (least restrictive to most restrictive) need to be provided to the family. They then enter appropriate documentation on N-FOCUS under the guidance of the specialists.	Trainees will: 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.
14	**CMP 08L**:Initial Safety Intervention: Practice 2 **Lab** 1.5 days	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 information in N-FOCUS.

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#	Unit/Type/ # of Days	Description	Learning Objectives
15	**CMF 09F**: Gathering and Corroborating Information **Field** .5 day	To support effective case management and supervision decision making, trainees learn how to gather and corroborate information and how to access and search computer systems and web sites that can facilitate this process.	Trainees will: 1. know strategies for searching for corroborating evidence. 2. know how to search for information on various computer systems and web sites (e.g., C1, Central Registry, Child Support, NDEN, sex offender registries, etc.). 3. know where to look to find or confirm common pieces of information, such as address, birth date, child support, criminal records, and social security numbers.
16	**CMF 06L-SRV**: N-FOCUS 2 **Lab** 1 day	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include removal and placement, visitation plan, service referral and authorization, and alerts and correspondence. Trainees review hypothetical cases to identify needed services, determine placement of the child, and make appropriate referrals to services.	Trainees will be able to: 1. document removals and placements in N-FOCUS. 2. create a service referral and service authorization in N-FOCUS. 3. document a visitation plan in N-FOCUS. 4. create an original and draft copies of the visitation plan for different legal actions and court hearings in N-FOCUS. 5. add, update, and enter case management progress regarding the visitation plan in N-FOCUS. 6. read, clear, and create electronic alerts in N-FOCUS. 7. search, create, view, print, and destroy correspondence in N-FOCUS.
17	**WLS 01C:** Nebraska Juvenile Court Process 1 **Classroom** 1.5 days	Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the steps of the Nebraska juvenile court process through adjudication, how to prepare a request to file a juvenile court petition, and basic tips for testifying in court.	Trainees will: 1. understand the differences among the legal processes for child protection, status offense, and law violator cases through adjudication. 2. understand the connection between law, policy, and what they do in performing their work. 3. be able to correlate statutes and policy to the work. 4. be able to find, read, and interpret the statutes and policy guiding and governing their work as a CFS Specialist. 5. understand the juvenile court process through adjudication so that they can always know where a case is in the process, what should have been done before, and what needs to be done next and when. 6. be able to articulate how the legal process integrates with their efforts to work with the children and families placed in the custody or supervision of the Department. 7. understand their responsibilities for each type of case in juvenile court and how they must work with others in the system and the children and families who are in court. 8. understand the legal differences between adoption and guardianship and how the differences impact the choice of alternatives to reunification as permanency plans and how the differences can impact the child's well-being. 9. understand the responsibilities of others for each type of case in the juvenile court. 10. understand the importance of obeying court orders. 11. know common legal terms related to testifying. 12. know recommended practices for effective testifying. 13. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 14. understand the process of analyzing available information within the framework of the Juvenile Code. 15. understand the process of assessing available information to decide what to include in a request to file memorandum.

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#	Unit/Type/ # of Days	Description	Learning Objectives
18	**CMP 11C**: Referral to Services/ Resources for Safety, Permanency, and Well-being 2 **Classroom** .5 day	Trainees learn about the referral process as it relates to medical and treatment services, Wards with Disabilities, the Former Ward Program, funding sources including IV-E, and timeframes.	Trainees will: 1. know levels of medical services. 2. know how to access services for wards with disabilities. 3. know the eligibility criteria for Former Ward Program. 4. understand the different funding sources. 5. recognize the importance of using IV-E services.
19	**WLS 05L**: Testifying in an Adjudication Hearing **Lab** 2 days	In preparation for a mock adjudication hearing, trainees prepare a request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case. They learn techniques for providing credible testimony in an adjudication hearing, with emphasis on accurately and completely providing the results of the initial safety assessment. By participating in a mock adjudication hearing, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	Trainees will: 1. understand the process of providing information to the county attorney necessary for determining whether to file a petition. 2. be able to analyze and assess available information in order to request the county attorney to file a petition allowing the necessary intervention with children and families. 3. understand how effective testimony supports the case management goals of safety, permanency and well-being. 4. understand the skill of testifying as a part of the work of a CFS Specialist. 5. understand that how a specialist presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 6. be able to testify in a credible manner providing the court with accurate and complete factual and opinion-based evidence. 7. be able to recognize and effectively respond to typical cross-examination techniques.
SPECIALIZED - INTAKE (1 day)			
20	**CMP 15L**: Specialized Intake **Lab** 1 day	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. 5. enter this referral into the N-FOCUS system.
SPECIALIZED – ONGOING SAFETY INTERVENTION (15 days)			
21	**CMP 05C**: Ongoing Safety Intervention **Classroom** 4 days	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. understand the purpose and primary responsibilities of ongoing safety intervention. 2. know what protective capacities are and what they look like. 3. know the purpose, objectives, and steps associated with each stage of the protective capacity assessment (preparation, introduction, discovery, and case planning). 4. know how to document the protective capacity assessment and case plan. 5. know how to write outcomes, needs, and strategies. 6. understand what conditions for return are and what they look like. 7. know the standards and process for measuring case plan progress. 8. know when reunification should be considered and the criteria for making the decision. 9. know the process for reunification. 10. know DHHS policy related to the ongoing phases of the Nebraska Safety Intervention System.

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#	Unit/Type/ # of Days	Description	Learning Objectives
22	**CMF 01C-FTM**: Family/Person Centered Practice **Classroom** 1 day	Trainees acquire knowledge and skills related to family team meeting facilitation and the development of outcomes, needs, and strategies with families.	Trainees will: 1. be able to facilitate an initial family team meeting with the purpose of developing a case plan. 2. be able to facilitate ongoing family team meetings with the purpose of reviewing and updating a case plan. 3. be able to effectively talk with families about outcomes, needs, and strength-based strategies in order to develop the case plan. 4. understand that outcomes must relate to the identified safety threats.
23	**CMP 09C**: Court Report Components **Classroom** .5 day	Trainees learn the basic components of the court report and visitation planning as they develop case management and supervision skills.	Trainees will: 1. know the components of a court report. 2. know the components of a visitation plan. 3. be able to write a court report.
24	**CMF 06L-CPR**: N-FOCUS 2 **Lab** 1 day	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of a protective capacity assessment, a case plan and court report, conditions for return, and required contacts.	Trainees will be able to: 1. create a protective capacity assessment in N-FOCUS. 2. document a case plan and court report in N-FOCUS. 3. create an original and draft copies of the case plan and court report for different legal actions and court hearings in N-FOCUS. 4. add, update, and enter case management progress regarding the case plan and court report in N-FOCUS. 5. document conditions for return in N-FOCUS. 6. document required contacts.
25	**CMP 10L**: Ongoing Safety Intervention: Practice **Lab** 2 days	Trainees learn how to use the family centered practice process to facilitate family team meetings during case plan development, case management, and supervision. They conduct a mock Protective Capacity Assessment interview using the family centered practice process to gather information for case plan development. Trainees practice documenting a protective capacity assessment and case plan in N-FOCUS.	Trainees will be able to: 1. gather information to complete a protective capacity assessment. 2. complete a genogram and an ecomap. 3. facilitate a family team meeting. 4. develop a case plan based on the identified safety threats. 5. document a protective capacity assessment on N-FOCUS. 6. document the case plan on N-FOCUS. 7. document the family team meeting on N-FOCUS.

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#	Unit/Type/ # of Days	Description	Learning Objectives
26	**WLS 06L**: Developing and Advocating for the Case Plan/Court Report and Visitation Plan **Lab** 4 days	Trainees learn the steps of the juvenile court process beginning after adjudication through case closure for child protection, status offense, and law violation cases. In preparation for participation in the dispositional phase of a judicial child protection case, trainees prepare a Protective Capacity Assessment and a case plan / court report in a mock court-adjudicated case. Trainees learn how to integrate the case planning process with court reporting and with preparation of a visitation plan for a family.	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 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. 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 express strategies so that compliance with the case plan and leads to progress toward the permanency objective. 7. be able to prepare a case plan and court report which incorporates the values, principles, and beliefs of family centered practice, complies with statute and policy and, if followed, results in achieving permanency. 8. be able to document a case plan and court report using the N-FOCUS system. 9. be able to work collaboratively with others to create a case plan/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/court report submitted to the court should be upheld and ordered by the court.
27	**WLS 07L**: Testifying in a Disposition, Review, and Permanency Hearing **Lab** 1 day	In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan/court report and the importance of choosing appropriate services based on the adjudication order and their relation to specific strengths and needs of families. By participating in mock hearings, they 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 video and of others as they testify.	Trainees will: 1. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 2. understand that credible and accurate testimony results in appropriate disposition. 3. understand how to communicate effectively both orally and in writing with other professionals in the court system. 4. be able to credibly defend a case plan/court report contested by other parties. 5. understand how to read court orders and the importance of obeying court orders. 6. understand the process of defending a case plan in contested disposition hearings. 7. understand how to effectively assess available information within the framework of an adjudication order to develop a case plan/court report. 8. understand the dynamic nature of the case process and how to respond to changing family dynamics within the framework of a disposition order. 9. be able to respond to changing family dynamics within the framework of a disposition order in a manner reflecting family centered practice's values, beliefs, and principles and which seeks to achieve the safety, permanency, and well-being of a child or children. 10. be able to collaboratively (with other trainees and with a Field Training Specialist role-playing a Supervisor) create and defend an amended case plan in response to changes in family circumstances in the mock case.
28	**CMP 14C**: Case Closure **Classroom** .5 day	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. recognize the need to have a court order prior to case closure (court involved cases). 2. be able to identify reasons for case closure. 3. be able to close a case according to policy and procedure. 4. be able to complete and finalize all documentation on N-FOCUS.

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#	Unit/Type/ # of Days	Description	Learning Objectives
29	**CMF 10L**: N-FOCUS 3 **Lab** 1 day	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management activities related to case closure. They review previous topics as needed and practice documenting a hypothetical case from initial safety intervention through case closure.	Trainees will be able to: 1. close a case person in N-FOCUS. 2. close a case in N-FOCUS. 3. create a speed note in N-FOCUS. 4. change administrative role information in N-FOCUS.
SPECIALIZED – JUVENILE SERVICES OFFICER (7 days; must take SPECIALIZED ONGOING first)			
30	**JSO 01F**: JSO-Specialized 1 **Field** .5 day	Trainees complete readings in preparation for JSO classroom training and observe current JSOs as they carry out case management and supervision of juvenile offenders.	Module 1 - Steps in the Court and Legal Process. Trainees will: 1. know which statutes authorize intervention by the juvenile court (in particular, the Nebraska Juvenile Code and the Office of Juvenile Services Act). 2. know which individuals hold decision making authority in the juvenile justice system—including law enforcement officers, probation officers, county attorneys, and judges. 3. know the charging options available to the county attorney when a youth has committed a law violation—and on what basis the county attorney chooses among those options. 4. know the meaning of an adjudication, what happens at an adjudication hearing, and which statutes provide the basis for an adjudication of a juvenile offender. 5. know about the pre-dispositional evaluation services that are offered through HHS/OJS and probation. 6. know the meaning of a disposition, what happens at a disposition hearing, and the main dispositional options for youths adjudicated as juvenile offenders. 7. know the proper language needed in a court order when a judge commits a youth to HHS/OJS. 8. know the meaning of an initial level of treatment and the three main initial levels of treatment that a judge may order. 9. know which youths are subject to review hearings by the committing court.
			Module 2 - Steps in the Case Management Process. Trainees will: 10. know how the case management steps for juvenile offenders compare to the case management steps for other adjudicated populations. 11. know the types of tasks that are associated with early case management responsibilities for juvenile offenders. 12. know the basic sequence/order in which early case management responsibilities must be completed. 13. know which case management responsibilities may require a large investment of the JSO's time.
31	**JSO 02C**: JSO-Specialized 2 **Classroom** 5.5 days	Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 3 - Initial Case File Review. Trainees will: 14. know the key points about each of the main topics (e.g., the purpose, definitions, individuals involved, time frames, and tasks associated with the initial case file review). 15. be able to interpret the information in an adjudication order and disposition order. 16. be able to interpret the information in the Comprehensive Child and Adolescent Assessment (CCAA) report and evaluate the report's strengths and weaknesses. 17. know how to interpret basic clinical information such as standardized test scores, percentile ranks, and the five axes of the Diagnostic and Statistical Manual (DSM). 18. know how to review and interpret the information in the YLS/CMI Score Sheets and Initial Classification Form.

#	Unit/Type/ # of Days	Description	Learning Objectives
	(continued) **JSO 02C**: JSO-Specialized 2 **Classroom** 5.5 days	(continued) Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 4 - Orientation to Rules and Expectations. Trainees will: 19. know the key points about each of the main topics (e.g., the purpose, individuals involved, time frames, and tasks associated with the orientation to rules). 20. know the HHS/OJS forms (e.g., the Conditions of Liberty) that present the rules and expectations for juvenile offenders and their families. 21. know the order of priority for introducing the forms. 22. be able to **explain each of the forms to assigned youths and families and provide a clear rationale for the rules and expectations found in them.**
			Module 5 – Safety and In-Home Services. Trainees will: 23. be able to identify the services in the Safety and in-Home Services Contract that are specific to juvenile offenders (i.e., electronic monitoring, tracker services, and drug screening and testing). 24. know basic information about the contract provisions. 25. know the current service providers (in the trainee's Service Area) for Safety and In-Home Services.
			Module 6 - Drug Screening. Trainees will: 26. know the key points about each of the main topics (e.g., the purpose, types, authorized testing situations, and tasks associated with the drug screening process). 27. know the difference between preliminary and confirmatory urinalysis testing. 28. know the types of situations in which the worker is authorized to conduct urinalysis testing. 29. know the common types of tampering and manipulation of urine samples and how to combat such tampering. 30. know when and how to obtain urine samples from youths. 31. know how to conduct urinalysis tests using the Department's preliminary urinalysis equipment. 32. know how to respond when a youth's urinalysis testing process yields a positive test result.
			Module 7 - YRTC Programs. Trainees will: 33. know the key points about each of the main topics (e.g., the purpose, legal authority of the YRTCs, and the role/responsibilities of the JSO). 34. know the programs and services that are provided/offered at the YRTCs. * know what a typical day for a youth at a YRTC is like. 35. know the proper role and responsibilities for the JSO in regard to institutionally-assigned youths on his/her caseload. 36. know how to properly carry out institutional visits. 37. know how to appropriately communicate with the staff and residents of the YRTCs.

#	Unit/Type/ # of Days	Description	Learning Objectives
	(continued) **JSO 02C**: JSO-Specialized 2 **Classroom** 5.5 days	(continued) Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 8 - Behavior Management. Trainees will: 38. know the key points about each of the main topics (e.g., the goals and philosophy, appropriate supervision and monitoring guidelines, and other responsibilities associated with behavior management). 39. know the range of normal adolescent behavior and how to distinguish normal adolescent behavior from delinquent behavior. 40. know the case management practices that can help to prevent or reduce the occurrence of behavior management problems. 41. know the principles of effective monitoring. 42. know the meaning of sanctions and rewards; know acceptable types of sanctions and rewards that can be used with juvenile offenders. 43. know how to identify and apply appropriate consequences with youths. 44. know the types of interventions that cannot be used with youths.
			Module 9 - Search and Seizure. Trainees will: 45. know the key points about each of the main topics (e.g., the purposes, types, constraints, and tasks associated with search procedures). 46. know the types of items and materials that may be declared to be contraband. * know what different types of contraband look like. 47. know the legal basis for conducting searches. 48. know how to reduce the intrusiveness of search procedures. 49. know how to appropriately conduct both person and property searches. 50. be able to appropriately conduct both person and property searches. 51. know the options available to the worker for proper disposition of contraband items. 52. be able to identify an appropriate disposition for any contraband item that is discovered.
			Module 10 - Apprehension and Detention. Trainees will: 53. know the key points about each of the main topics (e.g., the purposes, legal authority, and tasks associated with apprehension procedures). 54. know the legal basis upon which a worker may take a juvenile offender into custody. 55. know how to carry out a supervisory consultation prior to a decision to apprehend a youth. 56. know how to appropriately identify backup in apprehension situations. 57. know the steps involved in conducting apprehension and detention. 58. know how to place a youth in detention, including use of the Detainer form.

#	Unit/Type/ # of Days	Description	Learning Objectives
	(continued) **JSO 02C**: JSO-Specialized 2 **Classroom** 5.5 days	(continued) Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 11 - Use of Mechanical Restraints. Trainees will: 59. know the key points about each of the main topics (e.g., the philosophy, situations of authorized use, and procedures associated with the use of mechanical restraints). 60. know how to appropriately apply a full set of mechanical restraints. 61. be able to appropriately apply a full set of mechanical restraints. 62. know how to cope with common issues/problems that may arise in using mechanical restraints.
			Module 12 - Abscond Procedures. Trainees will: 63. know the key points about each of the main topics (e.g., the goal, legal authority, possible situations, and tasks associated with abscond procedures). 64. know the legal basis for making efforts to regain custody of youths who have absconded. 65. know how to identify a true abscond situation from a situation in which a youth is being unaccountable for his/her whereabouts. 66. know the steps to take when a youth is determined to be a true absconder. 67. know the steps to take when an absconder is located.
			Module 13 - Administrative Hearings. Trainees will: 68. know the key points about each of the main topics (e.g., the procedures and due process guidelines associated with administrative hearings). 69. know the purposes associated with each type of administrative hearing. 70. know what the JSO must do to prepare for each type of administrative hearing. 71. know what the JSO must do to testify/participate in each type of administrative hearing. 72. know what the JSO must do to follow up after each type of administrative hearing.
	(continued) **JSO 02C**: JSO-Specialized 2 **Classroom** 5.5 days	(continued) Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 14 – Youth Level of Service/ Case Management Inventory (YLS/CMI). Trainees will: 73. know when and how the YLS/CMI is utilized in the case management process. 74. know the rationale for and history of using standardized risks and needs assessments. 75. know the eight sections and 42 items of the YLS/CMI. 76. know the questions that are used to gather information relevant to the YLS/CMI. 77. know the scoring guidelines for each of the items in the YLS/CMI. 78. be able to appropriately score a YLS/CMI interview.
32	**JSO 03F**: JSO-Specialized 3 **Field** 1 day	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.

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(shaded units are considered not IV-E fundable)

#	Unit/Type/ # of Days	Description	Learning Objectives
SPECIALIZED – ADOPTION (3 days; must take SPECIALIZED ONGOING first)			
33	**CMP 16C**: Specialized Adoption **Classroom** 3 days	Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management and post-placement supervision responsibilities of the adoption worker; and the process and procedures necessary to free the child for adoption, make adoptive placement decisions, determine eligibility for subsidy, discuss openness, and finalize adoptions.	Trainees will be able to: 1. apply their knowledge and understanding of adoption dynamics when working with children and families preparing for adoption. 2. explain the adoption process and their role in this process. 3. identify the procedures and/or forms needed to complete relinquishments, provide notice to fathers, prepare placement, provide information to contractors for the adoption exchange, and discuss openness. 4. understand how to determine if a child is eligible for subsidy, how to complete the appropriate forms to arrange for subsidy, and that there are time frames that must be adhered to in order for subsidy to go into effect. 5. identify the forms needed to complete an adoption based on each child's circumstances and distinguish which forms need to be included in the Adoption Packet that will be sent to the adoptive parent(s)' attorney to complete the finalization of the adoption.
IN-SERVICES(6 days)			
34	**WLS 08C**: Legal Case Management Responsibilities **Classroom** 2 days	Trainees learn about legal case management responsibilities, including working with Native American families pursuant to principles of law and family-centered practice, practical applications of confidentiality, expungement from the Central Register, and practical considerations of case management and worker liability. Trainees also discuss legal and judicial proceeding problems they have encountered with their first assigned cases.	Trainees will: 1. understand the differences between the child protection tracking system and the Central Register. 2. understand concepts of liability and indemnification. 3. understand and be able to recognize instances when workers can be in danger of creating liability for themselves and the Department. 4. understand legal ramifications of termination of parental rights. 5. recognize the importance of compliance with the Indian Child Welfare Act (ICWA) in achieving permanency. 6. understand how Child Welfare and Juvenile Services practice is impacted by legal requirements for reasonable efforts, Central Register, confidentiality, ICWA, and adoption.
35	**CYF 03F-DSE**: Disability and Special Education 1 **Field** .5 day	In preparation for upcoming classroom training, trainees read information about conditions that qualify children for special education and review the Individualized Education Program (IEP) or 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 CYF 03F-DSE and the classroom activities of CYF 04C-DSE. Those marked with an asterisk are partially met by the activities of CYF 03F-DSE. 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 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.

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#	Unit/Type/ # of Days	Description	Learning Objectives
36	**CYF 04C-DSE**: Disability and Special Education 2 **Classroom** 1 day	Trainees learn more about the most common conditions that qualify children for special education, explore the special education regulations, and learn advocacy techniques for children. They participate in an interactive development game that reinforces early recognition of special education needs and listen to a panel of parents present a family centered view of special education.	See objectives described in CYF 03F-DSE.
37	**CYF 03F-DEV**: Supporting Development 1 **Field** .5 day	In preparation for upcoming classroom training, trainees read information about managing difficult developmental stages (colic, toilet training, behavior problems, and adolescence) that may lead to parenting difficulties and/or maltreatment.	The following objectives are met by the activities of CYF 03F-DEV and the classroom activities of CYF 04C-DEV. Those marked with an asterisk are partially met by the activities of CYF 03F-DEV. The trainees will: 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.
38	**CYF 04C-DEV**: Supporting Development 2 **Classroom** .5 day	Trainees apply their knowledge of difficult developmental stages to case studies and identify ways CFS Specialists can support families during these times.	See objectives described in CYF 03F-DEV.
39	**CYF 03F-MPH**: Mental and Physical Heath 1 **Field** .5 day	In preparation for upcoming classroom training, trainees review information about treatment of mental health problems and abstract a case file of a child receiving complicated psychopharmacology.	The following objectives are met by the activities of CYF 03F-MPH and the classroom activities of CYF 04C-MPH. Those marked with an asterisk are partially met by the activities of CYF 03F-MPH. The trainees will: 1. know the concept of evidence-based mental health treatment and the treatments that currently have the strongest evidence of effectiveness. 2. understand the requirements for successful treatment of addiction. 3. * know the most important considerations working with children taking each class of commonly prescribed psychotropic medications. 4. * know the importance of obtaining regular, objective information about the effects and side-effects of medication, and methods for objectively obtaining this information and professionally communicating it to the prescribing physicians. 5. *know the resources available for helping individuals affected by domestic violence and substance abuse and the importance of working collaboratively with these resources.

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#	Unit/Type/ # of Days	Description	Learning Objectives
40	**CYF 04C-MPH**: Mental and Physical Heath 2 **Classroom** .5 day	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 CYF 03F-MPH.
41	**CMP 13C:** Referral to Services/ Resources for Safety, Permanency, and Well-being 3 **Classroom** .5 day	Trainees learn about the services and the complexities of Medicaid services in order to more effectively refer to services and manage case plans.	Trainees will: 1. recognize the services that are paid for from Medicaid funding and need Magellan authorization for access. 2. be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving.