

Common Core 3.0

Field Advisor Training
Version 3.4– 2017



Trainee Guide

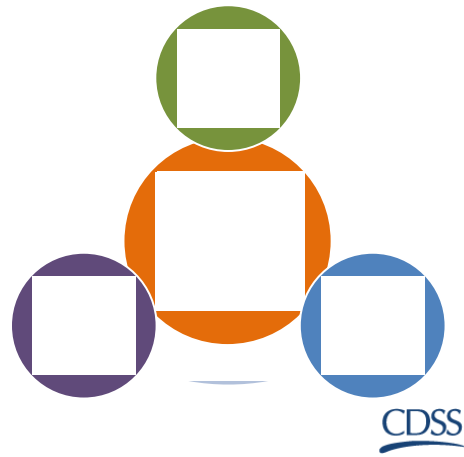


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Agenda

Welcome and Review of the Agenda

Learning Objectives

Child Welfare Practice in California

Exploring the Role of the Field Advisor

Practice: Using the Field Guide

Data Collection

Wrap-Up

Learning Objectives

Knowledge

- K1.** The trainee will be able to describe how the field activities relate to online and classroom learning content.
- K2.** The trainee will be able to describe the role and responsibilities of the field advisor in CC3.0
- K3.** The trainee will be able to identify the role of the field advisor in the transfer of learning for new social workers.

Skill

- S1.** Using the field guide and a case scenario, the trainee will:
 - A. Identify the role of the field advisor and activities to be completed by the field advisor
 - B. Identify common activities performed by the social worker that will meet the requirements for the field activity.
 - C. Demonstrate using the field guide to plan for, observe, and provide feedback for a field activity.
 - D. Demonstrate using the data collection survey for specific field activities.
- S2.** Given a case scenario, the trainee will be able to identify and address how life experiences, personal values, and biases impact the ability to facilitate professional growth and development of new social workers.

Values

- V1.** The trainee will value the role of the field advisor as a critical element in the training of new social workers.
- V2.** The trainee will value the collaborative process of the field activities.
- V3.** The trainee will value the role of the field advisor as one of a change agent within the organization – supporting new workers, identifying barriers, and developing solutions.

What influences our work in child welfare?

Initiatives	Practices	Values

CC3.0 Review by Training Block

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 11 e-learning modules, 9 classroom modules, and 2 field activities in this block.

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, and 2 field activities in this block.

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block.

Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Monitoring and Adapting Content

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families' needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, and 1 field activity in this block.

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS



- 1. Be open, honest, clear, and respectful in your communication.*
- 2. Be accountable.*
- 3. Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.*
- 4. Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.*
- 5. Identify and engage family members and others who are important to the child, youth, young adult, and family.*
- 6. Support and facilitate the family's capacity to advocate for themselves.*
- 7. From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning.*
- 8. Work with the family to build a supportive team.*
- 9. Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.*
- 10. Work with the team to address the evolving needs of the child, youth, young adult, and family.*
- 11. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.*
- 12. Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.*
- 13. Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.*

FIELD ACTIVITY SELF-ASSESSMENT

N – Need more information on the topic/content area

B – Basic knowledge on the topic/content area

S – Skilled practitioner in the topic/content area

A – Advanced knowledge, special training and/or experience in the topic/content area. Considered to be a content expert.

	<p>ICWA and Working with Native American Tribes</p> <p>Knowledge</p> <p>K1. Identify one ICWA designated agent, tribe, or Indian Service Agency in your county.</p> <p>K2. Identify culturally relevant services and resources for Native American families in the community.</p> <p>Values</p> <p>V1. The trainee will value keeping an Indian child connected to culture and community</p>
	<p>Cultural Responsiveness</p> <p>Knowledge</p> <p>K1. The trainee will be able to identify how one’s history, culture and experiences affect one’s beliefs about people from different cultural groups.</p> <p>K2. The trainee will be able to define the concept of cultural humility and explain its application to child welfare practice.</p> <p>Skill</p> <p>S1. The trainee will be able to engage in an initial conversation with a supervisor or field advisor about bias in child welfare practice</p> <p>Values</p> <p>V1. The trainee will value open discussion of possible biases as an important tool for combatting disproportionality in child welfare practice.</p>
	<p>Interviewing</p> <p>Knowledge</p> <p>K1. The trainee will be able to recognize that a child’s or adult’s ability to comprehend and respond to questions is limited by his or her level of cognitive, emotional, and linguistic development.</p> <p>K2. The trainee will be able to identify the phases of an interview.</p> <p>K3. The trainee will be able to describe appreciative inquiry, ethnographic interviewing, or ‘keys to engagement.’</p> <p>K4. The trainee will be able to describe effective strength-based interviewing strategies for defusing conflict and assisting family members to openly discuss their opinions and feelings while working through disagreement and keeping the family engaged.</p> <p>Skill</p> <p>S1. The trainee will be able to demonstrate use of appreciative inquiry, ethnographic interviewing, or ‘keys to engagement’ while gathering information about one of the following:</p> <ul style="list-style-type: none"> a) Values, beliefs and behaviors b) Family strengths, underlying needs, protective capacities, and resources. <p>S2. The trainee will be able to complete case documentation following the interview.</p> <p>Values</p> <p>V1. The trainee will value the skillful use of power and authority in the interview process.</p> <p>V2. The trainee will value learning about the interviewees’ values, beliefs and behaviors and eliciting family strengths and resources, especially when engaging in a difficult conversation.</p> <p>V3. The trainee will value effectively working through disagreement as a way to engage and build trust.</p>

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	<p>Exploring Family, Extended Family, Community, Tribal Connections, and Relationships</p> <p>Knowledge</p> <p>K1. The trainee will identify where information about family members and relationships is recorded in CWS/CMS.</p> <p>K2. The trainee will identify how to review information in a case file.</p> <p>K3. The trainee will identify how to review case records for the purpose of identifying permanent connections and a safety network.</p> <p>Skill</p> <p>S1. The trainee will be able to:</p> <ul style="list-style-type: none">a) Develop a genogram or safety circle on an active case ORb) Develop a genogram or safety circle from a case file review <p>Values</p> <p>V1. The trainee will value identifying and documenting family relationships, extended family, community connections, and tribal connections to help children and youth develop and maintain their sense of identity and connection to a family and community.</p>
	<p>Completing Assessment Tools</p> <p>Knowledge</p> <p>K1. The trainee will be able to identify county protocols related to the use of the SDM assessment system.</p> <p>Skill</p> <p>S1. The trainee will be able to apply SDM definitions and complete the following tools on an active case or through case file review:</p> <ul style="list-style-type: none">a. SDM Safety Assessment Toolb. SDM Risk Assessment Tool <p>Values</p> <p>V1. The trainee will value following SDM policies and county protocols for the SDM assessment system.</p>
	<p>Collaborative Assessment, Planning, and Support: Safety and Risk in Teams</p> <p>Knowledge</p> <p>K1. The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.</p> <p>K2. The trainee will be able to identify three strategies for engaging teams in the safety planning process.</p> <p>Skills</p> <p>S1. The trainee will be able to develop a safety plan with a child and family team (if completing the activity with an active case).</p> <p>OR</p> <p>S2. The trainee will observe a child and family team meeting and complete an observation tool.</p> <p>Value</p> <p>V1. The trainee will value the role of the team in developing a safety plan.</p>

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	<p>Collaborative Assessment, Planning, and Support: Engaging Family Members in Safety and Case Planning (Part I)</p> <p>Skill</p> <p>S1. The trainee will explain the benefits of participating in a team based planning process.</p> <p>S2. The trainee will integrate strength based and solution focused language in a presentation of safety, risk, strengths, and needs assessment information to the team in a way that provides clear information and engages the family in developing a case plan.</p> <p>S3. The trainee will use at least 1 of the following strategies to facilitate an ongoing safety network focused on providing the supports the family needs to safely care for their children:</p> <ol style="list-style-type: none">The trainee will elicit updated information from the family team to identify people who are participating in a safety network and specific roles they filled if the plan has been activated.The trainee will work with the family team to facilitate development of a plan for how and when the safety network will be accessed. <p>S4. The trainee will use at least 1 of the following 3 strategies to maintain the family team’s focus on the case plan as a practical, concrete, prioritized plan for the family that addresses the concerns defined by the family and others.</p> <ol style="list-style-type: none">Identifying and focusing on shared goals and decision criteria throughout the processEmphasizing common factors that promote consensus in the group discussionUsing preplanned steps for considering alternatives and deciding on solutions <p>S5. The trainee will develop S.M.A.R.T. case plan objectives with a parent (or child and family team).</p> <p>S6. The trainee will enter S.M.A.R.T. case plan objectives in CWS/CMS.</p> <p>S7. The trainee will enter the case notes narrative for the meeting in CWS/CMS</p>
	<p>Collaborative Assessment, Planning, and Support: Engaging Family Members in Safety and Case Planning (Part II)</p> <ul style="list-style-type: none">• New LOs to be developed• This activity would be designed as a case plan update activity and would include:<ul style="list-style-type: none">○ Writing case plan progress notes○ Focus on behavior change, not just services○ Participation in or observation of a safety planning meeting, mapping, TILP/TILPC, CFT, or other case planning type of meeting○ Discussion of key issues including (but are not limited to): safety, visitation, placement stability, advocacy, culturally responsive services, etc.
	<p>Collaborative Assessment, Planning, and Support: Engaging Family Members in Safety and Case Planning (Part III)</p> <ul style="list-style-type: none">• New LOs to be developed• This activity would be designed as a case plan update activity for a child, youth, young adult, or family in transition. Transition may include return home, establishing a permanent plan, or developing a TILP/TILPC. The activity would include:<ul style="list-style-type: none">○ Participation in or observation of a safety planning meeting, mapping, TILP/TILPC, CFT, or other case planning type of meeting○ Discussion of key issues including (but are not limited to): safety, visitation, placement stability, advocacy, culturally responsive services, etc.



Common Core 3.0 Field Activity Roles and Expectations¹

Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process. Counties will work with their affiliated training organizations to identify CC3.0 field advisors to support new social workers in the field activities.

Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers. In the event that the field advisor is not the new social worker's supervisor, a process will be put in place to provide feedback regarding the completion of field activities to the new social worker's supervisor. Best practices to facilitate the feedback process will be outlined in the Field Guide.

CC3.0 Field Advisor Role and Expectations

The supervisor or other designee provides field support to the new social worker before, during, and after identified field activities. The person in this role will:

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

The supervisor or other designee is encouraged to utilize existing conference or meeting times with the new social worker to discuss learning objectives, field activities, and provide feedback regarding observations or practice. Review of field activities during regular supervision or training support reinforces social work best practice and provides an opportunity for new social workers to ask questions, process information, and apply what is learned to new situations.

New Social Worker Role and Expectations

It is expected that the new social worker will participate fully in the field activities. As outlined in the NASW Code of Ethics, "Social workers continually strive to increase their professional knowledge and skills and to apply them in practice." With this in mind, the new social worker should be open to feedback regarding observations or practice. The new social worker will receive field activity support and any additional training needed to increase family safety and family well-being. The CC3.0 field advisor will work with the new social worker to help him/her meet the learning objectives identified as part of the field activities.

¹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012
Field Advisor Training – Trainee Guide Version 3.4 – June 30, 2017

Courageous Conversations

1. You are meeting with a social worker to prepare for a team meeting. As you are discussing who will be part of the meeting, the social worker mentions that the father has been invited, but it's doubtful he'll show up. When you inquire about this, the social worker states, "He's a deadbeat dad. He never even visited his kid before CPS got involved. It's not like he ever paid child support. Plus, he's got three other kids from three other baby-mamas. I don't think he's involved with any of them."
2. You are preparing to complete the ICWA field activity with a social worker. The social worker tells you "I hope I never get an ICWA case assigned to me. Those cases seem like so much work!"
3. You are talking with a social worker about the possible relative placement options for a new case that he received. As you are reviewing the follow-up steps that need to happen with the assessments, the social worker comments "I doubt that we'll place with the grandmother. The apple doesn't fall far from the tree."
4. You are talking with a social worker and providing feedback about an observation you did for a team meeting. During the meeting, the social worker interrupted the parent, talking loudly and sometimes speaking over the parent. When you mention this to the social worker, she says, "I talk loud. That's just part of my culture."

5. A new social comes to you to discuss an interview she is about to complete. The social worker mentions that she is having the father come to the office for the interview because she wants to be somewhere that has security. The social worker states this is necessary because the case file indicates that the father is loud and aggressive. The social worker adds, “He’s all tatted up and looks like a total gang-banger.”

6. You are helping a social worker prepare for a case-planning meeting with a mother. You are discussing what services and supports may be needed to help the children transition home. As you are talking about assistance with food or housing that may be needed, the social worker says, “She always has her hair and nails done. She can use the money she’s spending on that stuff to buy food. She doesn’t need us to make any referrals – we only do that for families who really need it.”



Skill-Based Coaching Model for Field Advisors

Joint Planning (Before the Practice Opportunity)

Sets the foundation for an effective working relationship to create and promote a learning environment; open up the conversation and identify what skills to develop and deepen as identified in the CC3.0 Field Guide for Social Workers and Field Advisors. This will include a review of the learning objectives and description of the activity with the social worker. Provide an opportunity for questions or clarification about the activity.

Observation and Demonstration (During the Practice Opportunity)

Gather information through observation, modeling and demonstration, or field activity review. For CC3.0 Field Activities, the field advisor may not observe direct practice (dependent upon the scope of the activity), but may review an activity with the new social worker. The social will complete all items identified in the “During the practice opportunity” section of the activity in the field guide.

NOTE: The majority of activities have primary responsibilities for the social worker. There are some activities that may require observation or participation by the field advisor. *The completion of the activity is the responsibility of the social worker.*

Analysis and Self-Reflection (After the Practice Opportunity)

Engage in self-reflection discussion by asking purposeful and powerful questions to explore beliefs, abilities and implications that impact the learning experience of the social worker during practice.

Facilitate Reflection and Feedback (After the Practice Opportunity)

Engage in reflective dialogue to create positive learning environment to encourage commitment for continued learning and skill development. Using the field guide, provide feedback to the social worker about the completed activity. Follow prompts in the field guide to facilitate a discussion about what worked well and areas that could be “upgraded” or enhanced. While the field advisor may provide some feedback about the activity, the purpose of the feedback is to help social workers self-reflect on their practice and identify next steps for professional growth and development.

Next Steps / Field Activity Feedback (After the Practice Opportunity)

Planning of next steps to deepening the learning and social work practice as well as processing the field activity itself as to what worked and what can be done differently to enhance the learning process. Next steps may also include data collection for select CC3.0 Field Activities. For select activities, field advisors and social workers will complete a survey about the field activity. The information collected will be de-identified and shared with CalSWEC.

The information collected will inform curriculum needs and help to evaluate the effectiveness of training.

Adapted from:

Northern California Training Academy Center for Human Services, UC Davis Extension (2013). *The Coaching Toolkit for Child Welfare Practice*

Observation Scenario: Conseco/Velasquez Case

The social worker prepared with the field advisor for the meeting with Jorge Velasquez and Maria Conseco. In addition to the parents, Maria's mother, Lucy Conseco, and the nurse home visitor, Clare Logan, are expected to participate in the meeting. The meeting has been called to create a safety goal and safety plan for the Conseco/Velasquez family.

On the day of the meeting, the social worker arrives on time and greets Maria, Lucy and Nurse Logan. Although the social worker tried to contact Jorge by phone, only voicemail messages have been left. No one has heard from Jorge since he left the hospital a few days ago.

You observe the social worker to greet the participants in a friendly manner and invite them into the meeting room. The social worker appears to be courteous and respectful to all of the meeting participants. The social worker starts the meeting with introductions and creates group agreements with the team. The social worker explains to the group that this will be the first in a series of meetings that will involve Maria, Madelyn (child, age 3 months), and the family's safety network.

You notice during the introductions and throughout the meeting that the social worker refers to the mother and grandmother as "Mom" and "Grandma" rather than by their first names. The social worker did not ask them how they would like to be referred to during the meeting. Although the social worker is attentive and engaged with the meeting participants, there is little discussion about other people involved in Maria and Madelyn's lives. The social worker is able to provide most information about the case, however, is not able to explain the hospital's concerns, as he/she "just got the case" and the hospital staff spoke with the prior social worker about the concerns. Nurse Logan states that she is able to provide the information regarding the hospital staff's concerns.

During the meeting, the social worker was able to discuss the specific safety threats from the Safety Assessment tool and explain why the agency was concerned about Madelyn's safety in a way that the family seemed to understand. The social worker used behaviorally specific language to describe how the caregiver's actions had caused harm to Madelyn. The social worker and Nurse Logan provided most of the information in the meeting. Maria was very quiet and only spoke a few times.

The social worker talked about the safety concerns and also some protective factors of the family. Together, with the team, the danger to Madelyn was identified and safety goals were established. The plan included detailed information about how members of the team were going to help keep Madelyn safe. Once the plan was developed, the social worker wrote out the safety plan and provided copies to all of the meeting participants. The social worker forget to check-in with the family about their understanding of the plan or to see if they had any questions or concerns.

Data Collection

Field Activity Survey Completion

As part of the CC3.0 evaluation process, new social workers (trainees) and field advisors are asked to complete surveys related to each Assessment Block Field Activity. Additionally, new social workers (trainees) are asked to complete a survey related to the field activity experience. By completing the surveys, new social workers and field advisors will be helping CalSWEC to understand the effectiveness of this training for future participants. Participation in the surveys is completely voluntary and all of the information is kept entirely confidential. The information provided will not be associated with the participant's identity or performance in any way. Social workers and field advisors will be prompted to complete each activity survey as part of the field guide, which will also include the survey link. It is recommended that the social worker and field advisor complete the survey for each respective field activity **as soon as possible** after completion of the activity, or *within two weeks at the latest*.

Field Activity Survey Worksheet

Assessment Block Field Activity: Completing Assessment Tools	
Field Advisor	Trainee
1. Select the option the social worker used to complete the tool. ACTIVE CASE: The social worker used a case assigned to him/her or used a case for which an SDM Assessment was required. CASE REVIEW: The social worker reviewed information in CWS/CMS and the physical case in order to complete the SDM tools.	1. Select the option you used to complete the tool. ACTIVE CASE: The social worker used a case assigned to him/her or used a case for which an SDM Assessment was required. CASE REVIEW: The social worker reviewed information in CWS/CMS and the physical case in order to complete the SDM tools.
2. Did the social worker complete the tool accurately based on available information and the SDM Policy and Procedure Manual? YES NO If no, check all that apply: Available information (from the case file or other source) was not used. Utilized the SDM tool, but did not apply definitions (i.e. identified a safety threat, but the safety threat was not accurate when the definition was referenced and information from the case applied). Other : _____	2. Did you complete the tool accurately based on available information and the SDM Policy and Procedure Manual? YES NO If no, check all that apply: Available information (from the case file or other source) was not used. Utilized the SDM tool, but did not apply definitions (i.e. identified a safety threat, but the safety threat was not accurate when the definition was referenced and information from the case applied). Other : _____
3. What tools did the social worker use for the activity? (select all that apply) Hotline Assessment Tool Safety Assessment Tool Substitute Care Provider Safety Assessment Tool Reunification Safety Assessment Tool Family Risk Reassessment Tool (Emergency Response) Family Risk Reassessment for In-Home Cases (Family Maintenance) Reunification Reassessment Tool (Family Reunification)	3. What tools did you use for the activity? (select all that apply) Hotline Assessment Tool Safety Assessment Tool Substitute Care Provider Safety Assessment Tool Reunification Safety Assessment Tool Family Risk Reassessment Tool (Emergency Response) Family Risk Reassessment for In-Home Cases (Family Maintenance) Reunification Reassessment Tool (Family Reunification)
4. Did the social worker require direct supervision or assistance to complete the tool? YES NO If yes, what type of supervision or assistance was needed? Select all that apply: Social worker needed help accessing web SDM. Social worker needed help in locating SDM definitions in the SDM Policy and Procedure Manual. Other : _____	4. Did you require direct supervision or assistance to complete the tool? YES NO If yes, what type of supervision or assistance was needed? Select all that apply: Social worker needed help accessing web SDM. Social worker needed help in locating SDM definitions in the SDM Policy and Procedure Manual. Other : _____
5. Did you (as the field advisor) provide any additional training or resources to assist the social worker in completing the activity or for follow-up after the activity? YES NO If Yes, select all that apply County PPG regarding use of assessment tools SDM policy and procedure manual Referred for additional training on assessment tools Other : _____	5. Did the field advisor provide any additional training or resources to assist you in completing the activity or for follow-up after the activity? YES NO If Yes, select all that apply County PPG regarding use of assessment tools SDM policy and procedure manual Referred for additional training on assessment tools Other : _____

**Assessment Block Field Activity #1:
Completing Assessment Tools**

Field Activity Survey Worksheet

Assessment Block Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams	
Field Advisor	Trainee
1. Which option did the social worker use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.	1. Which option did you use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.
Complete items 2 - 7 ONLY if an active case was used for the activity.	Complete items 2 - 7 ONLY if an active case was used for the activity.
2. Did the social worker work with the family and their circle of support / safety network to plan the meeting? YES NO	2. Did you work with the family and their circle of support / safety network to plan the meeting? YES NO
3. Did the social worker discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? YES NO	3. Did you discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? YES NO
4. Did the social worker provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? YES NO	4. Did you provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? YES NO
5. Was a safety plan developed? YES NO If no, please identify a reason for not developing a safety plan.	5. Was a safety plan developed? YES NO If no, please identify a reason for not developing a safety plan.
6. Did the parents have specific actions identified on the safety plan that they will take? YES NO	6. Did the parents have specific actions identified on the safety plan that they will take? YES NO
7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? YES NO	7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? YES NO

Journal



References:

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Maddox, K. B. (2006, April). Rethinking Racial Stereotyping, Prejudice, and Discrimination. *American Psychological Association*. Retrieved from <http://www.apa.org/science/about/psa/2006/04/maddox.aspx>

Northern California Training Academy Center for Human Services, UC Davis Extension (2013). *The Coaching Toolkit for Child Welfare Practice*

California Child Welfare Core Practice Model (n.d.) Retrieved from <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>

The California Child Welfare Core Practice Model is a project of the County Welfare Directors Association with support from the California Department of Social Services, the Child and Family Policy Institute of California, CalSWEC, and the Regional Training Academies.

TDM Toolkit (n.d.) Retrieved from <http://calswec.berkeley.edu/toolkits/team-decision-making-tdm-toolkit>

The Team Decision Making Toolkit is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The TDM Steering Committee oversaw the development of the toolkit. The TDM Steering Committee is comprised of representatives from CDSS, the Resource Center for Family Focused Practice, the California Co-Investment Partnership, CalSWEC, the Center for Social Services Research, the Regional Training Academies, California county representatives. The Statewide Training and Education Committee (STEC) also provided feedback. The work of the Annie E. Casey Foundation to develop the TDM model was instrumental making TDM practice in California possible.

The components of the toolkit were developed by individuals working on TDM implementation in the state of California. The toolkit components reflect significant experience with implementing and sustaining TDM practice. California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families. The toolkit is maintained with public funds and is intended for public use.