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Introduction to Core for Social Workers
Associated Handouts

OVERVIEW OF CORE FOR SOCIAL WORKERS

NORTHERN CALIFORNIA TRAINING ACADEMY

ABOUT THE CORE TRAINING PROGRAM

Core for Social Workers provides a foundational understanding and skill set related to child welfare practice in California. The goal is to provide training that reflects real world application of knowledge and skill to daily child welfare practice. Additionally, Core for Social Workers allows participants to build a network of support with colleagues in Northern California as they work through the variety of key concepts and foundations of child welfare practice.

WHO SHOULD ATTEND

Core for Social Workers is intended for new child welfare services staff, as well as staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas, or for those who want to brush up on child welfare best practice.

TRAINING STRUCTURE & REQUIREMENTS

Core for Social Workers incorporates the following training modalities based on adult learning theory:

- ➢ Online knowledge-based training (eLearnings)
- ➢ Classroom based training (skill building and knowledge application)
- ➢ Field activities (skill application & reinforcement in the field with the support of a field advisor/supervisor)

Core for Social Workers fulfills primary standardized core curricula requirements and includes ten total modules that consist of 29 classes, 24 eLearnings and 9 field activities to be completed over an eight month period for standard cohorts, or 3 months for "fast track" cohorts (see full list of modules and classes on the following pages). Classroom days are blocked together and held each month with a duration ranging from 2 to 4 days per month. Participants must complete all Core requirements (classroom, eLearnings and field activities) to receive a certificate of completion and meet state training requirements. Core Modules 1 - 7 must be completed within 12 months from initial date of hire and Modules 8 - 10 must be completed

within 24 months of initial date of hire; however, cohorts are scheduled such that all requirements are met within a much shorter (8 or 3 months for standard and fast track cohorts, respectively) span.

Grounded in social work best practices, Core for Social Workers provides:

➢ Training centered around six key practice areas, or "blocks" representing the flow of casework activities and consistent with the components of the California Child Welfare Core Practice Model (Foundation, Engagement, Assessment, Case Planning & Service Planning, Monitoring and Adapting, and Transition)

➢ Foundational best practices and concepts integrated throughout the curriculum (e.g., teaming, ethics, trauma informed practice, cultural humility, federal/state laws)

➢ Transfer of learning through training exercises embedded in on-the-job child welfare practice

CORE MODULES & COURSE TITLES

Core Training Content
Within each module, content is identified by modality (classroom, eLearning and field activities). Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.

MODULE 1: Foundation (Part 1)
This module provides key foundational information that is carried forward in the remaining modules. This includes practical content introducing participants to the common core training requirements, an overview of the California Child Welfare Core Practice Model, legal content about the values, ethics and laws governing child welfare intervention, and best practice content regarding teaming, collaboration, fairness and equity issues.

➢ *There are 5 skills-based classes in this module.*
➢ *While this module contains no eLearning, the Introduction to Core familiarizes participants with the eLearning requirements associated with future modules.*

Module 1 – Foundation (Part 1)			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
Classroom	Introduction to Core for Social Workers	½ day	
Classroom	Orientation to Child Welfare Practice & Common Core 3.0	½ day	
Classroom	Teaming, Collaboration, and Transparency	1 day	3 days
Classroom	Values & Ethics in Practice	½ day	
Classroom	Fairness & Equity	½ day	

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

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CORE MODULES & COURSE TITLES

MODULE 2: Foundation (Part 2)

This module provides key foundational information around child and youth development and an overview of the key issues in child welfare (behavioral health issues, substance use disorders, and intimate partner violence).

➢ *There are 4 eLearnings and 2 skills-based classes in this module.*

Module 2 – Foundation (Part 2)			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Child and Youth Development	self-paced	self-paced
eLearning	Key Issues: Behavioral Health	self-paced	
eLearning	Key Issues: Substance Use Disorders	self-paced	
eLearning	Key Issues: Intimate Partner Violence	self-paced	
Classroom	Child Development	1 day	3 days
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	

➢ *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

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CORE MODULES & COURSE TITLES

MODULE 3: Engagement
This module focuses on best practices around engagement with children and families. This includes topics such as trauma informed practice, respectful use of authority, strength-based interviewing, ICWA and cultural responsiveness.

➤ *There are 5 eLearnings, 3 skills-based classes and 4 field activities in this module.*

Module 3 – Engagement			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Respect, Courtesy and Skillful Use of Authority	self-paced	self-paced
eLearning	Introduction to Trauma Informed Practice	self-paced	
eLearning	Concurrent Planning Introduction	self-paced	
eLearning	Interviewing	self-paced	
eLearning	Introduction to ICWA	self-paced	
Classroom	Trauma Informed Practice	1 day	3 days
Classroom	Engagement and Interviewing	1 day	
Classroom	ICWA and Working with Native American Families & Tribes	1 day	
Field Activity	Interviewing	self-paced	self-paced
Field Activity	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	self-paced	
Field Activity	ICWA and Working with Native American Tribes	self-paced	
Field Activity	Fairness and Equity in Practice	self-paced	

➤ *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➤ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

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CORE MODULES & COURSE TITLES

MODULE 4: Assessment (Part 1)
This module focuses on social worker safety, critical thinking, standardized assessment, and Safety Organized Practice. This includes a skills lab for Structured Decision Making, best practices around assessing for safety and risk, and a foundational overview of safety mapping/planning with families and their support network.

➢ *There are 2 eLearnings, 2 skills-based classes and 2 field activities in this module.*

Module 4 – Assessment (Part 1)			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Social Worker Safety	self-paced	self-paced
eLearning	Overview of Assessment Procedures	self-paced	
Classroom	SDM Assessment Skills Lab	1.5 days	3.5 days
Classroom	Safety Organized Practice Foundational Institute	2 days	
Field Activity	Collaborative Assessment, Planning and Support: Safety & Risk in Teams	self-paced	self-paced
Field Activity	Completing SDM Assessment Tools	self-paced	

➢ *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

CORE MODULES & COURSE TITLES

MODULE 5: Assessment (Part 2)
This module focuses on critical thinking, assessing for key child welfare issues, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice and tips for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

➢ *There is 1 eLearning and 3 skills-based classes in this module.*

Module 5 – Assessment (Part 2)			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Child Maltreatment Identification (CMI)	self-paced	self-paced
Classroom	Critical Thinking & Assessment	½ day	2 days
Classroom	Assessing for Key Child Welfare Issues	½ day	
Classroom	Child Maltreatment ID Skills Lab	1 day	

➢ *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

CORE MODULES & COURSE TITLES

MODULE 6: Case Planning & Service Delivery
This module focuses on working with families to develop behaviorally based case plans. This includes information about case planning policy and practice, legal procedures, federal and state laws, and an introduction to CWS/CMS, writing case plan objectives, and the role of visitation in positive outcomes for families.

➢ *There are 5 eLearnings, 3 skills-based classes and 1 field activity in this module.*

Module 6 – Case Planning & Service Delivery			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Purposeful Visitation	self-paced	self-paced
eLearning	Case Planning Basics	self-paced	
eLearning	Documentation Practice & Report Writing	self-paced	
eLearning	Federal and State Laws	self-paced	
eLearning	Legal Procedures	self-paced	
Classroom	Legal Procedures and Responsibilities	1 day	2 days
Classroom	Writing Behavioral Objectives	½ day	
Classroom	Case Planning in a Team Setting	½ day	
Field Activity	Collaborative Assessment, Planning and Support: Initial Case Plan	self-paced	self-paced

➢ *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

CORE MODULES & COURSE TITLES

MODULE 7: Monitoring & Adapting; Transition
This module 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. Additionally, this module encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and young adults ages 18-21 in extended foster care, including development of trauma focused transition plans.

➢ *There are 5 eLearnings, 3 skills-based classes, and 2 field activities in this module.*

Module 7 – Monitoring & Adapting; Transition			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	Time & Stress Management	Self-paced	self-paced
eLearning	Monitoring & Adapting	Self-paced	
eLearning	Placement	Self-paced	
eLearning	Case Closure & After Care Plans	Self-paced	
eLearning	After 18	Self-paced	
Classroom	Managing the Plan: Supporting Safety, Permanency and Well-being	1 day	3 days
Classroom	Transition Practice	1 day	
Classroom	Secondary Trauma and Self-Care: Healing the Healer	1 day	
Field Activity	Collaborative Assessment, Planning and Support: Case Plan Update	self-paced	self-paced
Field Activity	Collaborative Assessment, Planning and Support: Transition Case Plan Update	self-paced	

➢ *Please note that eLearnings and field activities are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

CORE MODULES & COURSE TITLES

Module 8: Trauma; Engagement
This module includes an eLearning about CWS Outcomes and a deeper dive eLearning about ICWA and expert witness requirements. It also includes two knowledge and skill reinforcement labs that will provide a deeper dive into trauma informed practice, key issues in child welfare, and engagement with children and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

➢ *There are 2 pre-requisite eLearnings in this module, as well as two knowledge and skill reinforcement labs, each of which include an end of block evaluation.*

Module 8 – Trauma; Engagement			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
eLearning	CWS Outcomes	self-paced	Self-paced
eLearning	Indian Child Welfare Act Review and Expert Witness	self-paced	
Classroom	Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab **(Includes end of block evaluation)**	1 day	3 days
Classroom	Engagement Knowledge and Skill Reinforcement Lab **(Includes end of block evaluation)**	2 days	

➢ *Please note that eLearnings are self-paced, meaning some participants may complete them more quickly while others may require more time.*

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

CORE MODULES & COURSE TITLES

Module 9: Managing Case Plans
This module includes two knowledge and skill reinforcement labs that will provide a deeper dive into Structured Decision Making (SDM) assessment procedures and case planning and service delivery to children, youth, young adults and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

➢ *There are two knowledge and skill reinforcement labs that each include an end of block evaluation.*

Module 9 – Managing Case Plans			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
Classroom	Assessment Knowledge and Skill Reinforcement Lab **(Includes end of block evaluation)**	1 day	2 days
Classroom	Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab **(Includes end of block evaluation)**	1 day	

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

Module 10: Managing Change
This final module includes two knowledge and skill reinforcement labs that will provide a deeper dive into managing change, updating case plans, managing transitions and aftercare planning with children, youth, young adults and families. These two classes include a review of concepts learned in earlier classes as well as an end of block evaluation.

➢ *There are two knowledge and skill reinforcement labs that each include an end of block evaluation.*

Module 10 – Managing Change			
Training Component	**Title of class / activity**	**Duration of class**	**Total Duration of Training Component**
Classroom	Managing Change Knowledge and Skill Reinforcement Lab **(Includes end of block evaluation)**	1 day	2 days
Classroom	Managing Transitions Knowledge and Skill Reinforcement Lab *(Includes end of block evaluation)*	1 day	

➢ *Required classroom materials for all 10 modules of Core can be accessed by visiting* http://bit.ly/CoreForSW

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Credit Info:

CEU: Participants who complete this program are eligible to receive continuing education units (CEUs) from the University of California, Davis. One CEU is awarded for each 10 hours of class time.

BBS: This course meets the qualifications to receive one continuing education credit hour per 60-minute course hour for LMFTs, LCSWs, LPCCs, and/or LEPs as required by the California Board of Behavioral Sciences. Provided number PCE-577.
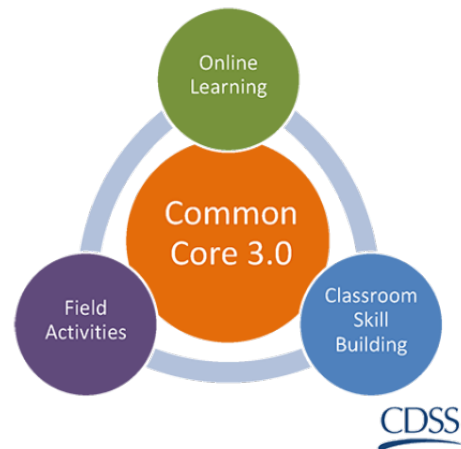
BRN: This course meets the qualifications for continuing education credit as required by the California Board of Registered Nursing. One hour of BRN credit is awarded for each hour of class time. Provider number 00046. Participants must enroll for credit and attend the entire class.

How to Enroll in Core for Social Workers:

To enroll, please go to the Academy website: https://humanservices.ucdavis.edu/academycourses. From there, you will click on the Core for Social Workers link. Click on the blue "Apply Now" button to start the enrollment process. To ensure you are enrolled in all of the courses for the cohort you choose, you will be asked to complete a short questionnaire. This will give us the information we need to enroll you in the entire Core program. If you do not have an account already, you will be prompted to create one. Once you are enrolled in all of the courses in the program, you will receive a confirmation email with details on how to track your progress in the program.

If you have any questions or need assistance, please call the Academy at 530-757-8725 or contact us by email at academy@ucdavis.edu.

We look forward to seeing you at Core!

GUIDE TO SUCCESSFUL COMPLETION OF CORE FOR SOCIAL WORKERS

NORTHERN CALIFORNIA TRAINING ACADEMY

Welcome to Core!

Welcome to *Core for Social Workers* in California. As a practitioner working with children and families, you will have many rewarding and challenging opportunities in your career. Core is designed to provide you with the foundational knowledge, skills, application of what you have learned, and the opportunity to meet and build a network of support with colleagues in Northern California so that you can perform to the best of your abilities.

The California Department of Social Services (CDSS), in cooperation with the Statewide Training Education Committee (STEC), has developed standardized Core curricula to be used statewide for the mandatory training of child welfare social workers. Instructors are experts in the field of child welfare who use a variety of teaching methods based on adult learning theory and best practices.

Purpose of Training

Core is designed to provide newly hired practitioners with a foundational understanding and skill set related to child welfare practice in California. The program is intended for new child welfare services staff, staff transitioning into new job responsibilities and/or experienced workers who have not received formal training in the standardized core subject areas. The goal of Core is to provide training that reflects real world application of knowledge and skill to daily child welfare practice.

Training Structure

Core training incorporates the following training modalities based on adult learning theory:

- ➢ Online Knowledge-based training (AKA eLearnings)
- ➢ Classroom based training (Skill building and knowledge application)
- ➢ Field Activities (Skill application & reinforcement in the field with the support of a field advisor/supervisor)

Core for Social Workers fulfills primary standardized core curricula requirements and includes ten total modules that consist of 29 classes, 24 eLearnings and 9 field activities to be completed over an eight month period for standard cohorts or a three month period for fast track cohorts (see full list of modules and classes on the following pages). Classroom days are blocked together and held each month with a duration ranging from 2 to 4 days per month. Participants must complete all Core requirements (classroom, eLearnings and field activities) to receive a certificate of completion and meet state training requirements. Core Modules 1-7 must be completed within 12 months from initial date of hire and Modules 8 - 10 must be completed within 24 months of initial date of hire; however, cohorts are scheduled such that all requirements are met within 8 or 3 months (for standard and fast track cohorts, respectively).

Class schedule / logistics:
Classroom times begin at 9:00 a.m. and end at 4:00pm. There are two 15-minute breaks and a one hour lunch for full day classes or two half-day classes that occur on the same day. Coffee, tea and water are provided in the classroom. Please note there may be parking costs depending on training location.

Class Participation:
Core is meant to be interactive and your participation is important to the overall instruction provided. You will be asked to respond to general questions, work in small group activities and share your experiences as part of the learning experience. Please let the trainer know if you have any special needs or concerns.

Class Materials:
Please note that the Northern California Training Academy has greatly reduced the use of paper in the classroom. Class participants will receive a link to all class materials and it is your responsibility to print and bring all required handouts that will be used for class activities. **Materials can also be accessed at any time by visiting** www.bit.ly/CoreForSW.

Evaluations:
You will have the opportunity to complete a course evaluation at the close of each training. Your comments about the course design, course instruction, and the information provided is important to ensure ongoing provision of quality learning experiences for the field.

Pre-tests and Post-tests:
Some classes will have pre-tests and post-tests to evaluate learning gained through the classroom experience. These tests are used to evaluate the Core program and inform future training for social workers in the state.

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Tips for Successfully Completing Core:

- ➢ **Plan ahead:** map out your schedule for completing Core, and note that making up courses will be more difficult than in the past

- ➢ **Register for Core online** with the Academy at
  www.humanservices.ucdavis.edu/academy

- ➢ **Download all of your course materials from the Academy's Resource Library**. A link to your specific materials will be provided with your registration confirmation. Please note it is your responsibility to bring these materials with you to class. You can print materials or download them to your mobile device.

    - ○ *Link to Core Resources: www.bit.ly/CoreForSW*

- ➢ **Identify your County Field Advisor**. Meet with them and clarify expectations and working agreements early. Field activity guides have been developed to inform you and your field advisor about each activity.

- ➢ **Complete ALL eLearning courses PRIOR to attending classroom skill application day/s.** This is critical; with the exception of Module 1, the classroom activities are all based on what you have learned from the eLearning courses. Module 1 will offer an eLearning Practice Lab to go over how participants can enroll in the eLearnings for the remainder of the modules.

- ➢ **Register** for the eLearning courses: The Module 1 eLearning Practice Lab will provide registration instructions.

- ➢ **Complete the field activities as you go through core**. Field Advisors will need to submit documentation when you have completed each activity, submit confirmation of completion at: https://bit.ly/FieldActivitySurvey

- ➢ *Please refer to the following associated handouts for additional information:*
    - ○ Core Social Worker Passport

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If you have any questions or need assistance, please contact the Northern California Training Academy at academy@ucdavis.edu or phone 530-757-8725.

Classroom Standards, Expectations and Requirements

Our goal is to create a positive learning environment in which participants can build collaborative working partnerships over the next several months. To ensure our time together is most successful for all participants, we ask that participants take a moment to read and acknowledge the following standards, expectations and requirements associated with participation in Core for Social Workers.

- ➢ When participants are in training, their conduct must reflect their commitment and service to their respective county child welfare agencies in the State of California.
- ➢ To ensure that every participant is able to engage in classroom activities without any disruption, please refrain from the following:
  - o Holding side conversations
  - o Conducting personal business
  - o Reading outside material
  - o Use of the internet or cell phones for reasons other than a classroom activity (please note that all cell phones must be kept on silent during class and replies to all must be made during official breaks).

Attendance Policy

California state training regulations mandate that every participant complete the entirety of standardized training and attendance must be strictly regulated. To ensure we are in compliance with this mandate, please read and acknowledge the following policies:

- ➢ If a participant is unable to complete a portion of any one topic area, the entire topic must be repeated to ensure the participant has received all of the content for that topic area.
- ➢ In order to ensure accurate records, participants must sign in and out at the beginning and end of each day or verify that their attendance was taken by the instructor.
- ➢ The need to strictly regulate attendance means that participants will be held to a standard of being on time for class. Participants are expected to arrive on time and adhere to the time allotted for breaks and lunch.
  - o ***Please note:*** If a participant is late for class, he/she may be asked to leave and repeat that topic.
  - o "Late" status applies to participants who:
    - ▪ Arrive after the instructor has begun formal instruction
    - ▪ Arrive late from lunch/breaks late
    - ▪ Leave before the class is over
- ➢ If you have any question about whether or not your attendance has been taken, please check in with the instructor.

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Please see the following signature page to acknowledge that you have read and understand the classroom standards, expectations and requirements.

Thank You from the Academy Team!

We look forward to seeing you throughout Core and are excited to be embarking on this new journey with you. Please contact us if you have any questions or need any assistance.

Signature of Acknowledgement

I, _____ have read and understand the classroom standards, expectations and requirements for the Northern California Training Academy's Core for Social Workers.

Signature:_____

Date:_____

Thank You from the Academy Team!

We look forward to seeing you throughout Core and are excited to be embarking on this new journey with you. Please contact us at academy@ucdavis.edu or by phone at 530-757-8725 if you have any questions or need any assistance.

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Core for Social Workers

Core for Social Workers ✈ Passport ✓

Please note that modules 1-7 must be completed within the first 12 months of hire and modules 8-10 must be completed within the first 24 months of hire.

Social Worker: _____   Field Advisor: _____

Module 1 – Foundation Part 1

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
Classroom	Introduction to Core for Social Workers	½ day	Attended on:	SW:
Classroom	Orientation to Child Welfare Practice & Core 3.0	½ day	Attended on:	SW:
Classroom	Teaming, Collaboration, and Transparency	1 day	Attended on:	SW:
Classroom	Values & Ethics in Practice	½ day	Attended on:	SW:
Classroom	Fairness & Equity	½ day	Attended on:	SW:

Module 2 – Foundation Part 2

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Child and Youth Development	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Behavioral Health	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Substance Use Disorders	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Key Issues: Intimate Partner Violence	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Child Development	1 day	Attended on:	SW:
Classroom	Key Issues in Child Welfare: Social Worker as Practitioner	2 days	Attended on:	SW:

Module 3 – Engagement

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Respect, Courtesy and Skillful Use of Authority	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Introduction to Trauma Informed Practice	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Concurrent Planning Introduction	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Interviewing	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Introduction to ICWA	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Trauma Informed Practice	1 day	Attended on:	SW:
Classroom	Engagement and Interviewing	1 day	Attended on:	SW:
Classroom	ICWA and Working with Native American Families & Tribes	1 day	Attended on:	SW:
Field Activity	Interviewing	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Exploring Family, Extended Family, Community and Tribal Connections and Relationships	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	ICWA and Working with Native American Tribes	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Fairness and Equity in Practice	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 4 – Assessment Part 1

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Social Worker Safety	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Overview of Assessment Procedures	Self-paced	Completed on:	SW: Sup/FA:
Classroom	SDM Assessment Skills Lab	1.5 days	Attended on:	SW:
Classroom	Safety Organized Practice Foundational Institute	2 days	Attended on:	SW:
Field Activity	Collaborative Assessment, Planning and Support: Safety & Risk in Teams	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Completing SDM Assessment Tools	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 5 – Assessment Part 2

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Child Maltreatment Identification (CMI)	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Critical Thinking & Assessment	½ day	Attended on:	SW:
Classroom	Assessing for Key Child Welfare Issues	½ day	Attended on:	SW:
Classroom	Child Maltreatment ID Skills Lab	1 day	Attended on:	SW:

Module 6 – Case Planning and Service Delivery

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Purposeful Visitation	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Case Planning Basics	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Documentation Practice & Report Writing	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Federal and State Laws	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Legal Procedures	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Legal Procedures and Responsibilities	1 day	Attended on:	SW:
Classroom	Writing Behavioral Objectives	½ day	Attended on:	SW:
Classroom	Case Planning in a Team Setting	½ day	Attended on:	SW:
Field Activity	Collaborative Assessment, Planning and Support: Initial Case Plan	Self-paced	Survey submitted on:	SW: Sup/FA:

*__Please note:__ This passport is for tracking purposes only. Field Advisors must submit documentation for completed field activities at https://bit.ly/FieldActivitySurvey for social workers to receive credit.

*Required classroom materials for all 10 modules of Core, along with additional resources (including this passport) can be accessed by visiting http://bit.ly/CoreForSW.

Module 7 – Monitoring and Adapting; Transition

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	Time & Stress Management	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Monitoring & Adapting	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Placement	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Case Closure & After Care Plans	Self-paced	Completed on:	SW: Sup/FA:
eLearning	After 18	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Managing the Plan: Supporting Safety, Permanency and Well-being	1 day	Attended on:	SW:
Classroom	Transition Practice	1 day	Attended on:	SW:
Classroom	Secondary Trauma and Self-Care: Healing the Healer	1 day	Attended on:	SW:
Field Activity	Collaborative Assessment, Planning and Support: Case Plan Update	Self-paced	Survey submitted on:	SW: Sup/FA:
Field Activity	Collaborative Assessment, Planning and Support: Transition Case Plan Update	Self-paced	Survey submitted on:	SW: Sup/FA:

Module 8 – Trauma; Engagement

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
eLearning	CWS Outcomes	Self-paced	Completed on:	SW: Sup/FA:
eLearning	Indian Child Welfare Act Review and Expert Witness	Self-paced	Completed on:	SW: Sup/FA:
Classroom	Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Engagement Knowledge and Skill Reinforcement Lab	2 days	Attended on:	SW:

Module 9 – Managing Case Plans

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
Classroom	Assessment Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:

Module 10 – Managing Change

Training Component	Course Title	Duration	Date Completed	SW/Sup/ FA Initials
Classroom	Managing Change Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:
Classroom	Managing Transitions Knowledge and Skill Reinforcement Lab	1 day	Attended on:	SW:

***Please note:** This passport is for tracking purposes only. Field Advisors must submit documentation for completed field activities at https://bit.ly/FieldActivitySurvey for social workers to receive credit.

*Required classroom materials for all 10 modules of Core, along with additional resources (including this passport) can be accessed by visiting http://bit.ly/CoreForSW.

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Core for Social Workers

Resource information

Please refer to the following web resources for information about Core for Social Workers:

Northern California Training Academy Website:

http://humanservices.ucdavis.edu/academy

Academy Core Enrollment Page:

https://humanservices.ucdavis.edu/program-sections/1639

Academy Core Resources Page and Required Classroom Materials:

https://www.bit.ly/CoreForSW

Field Activity Guides and Information

https://www.oercommons.org/authoring/21058-core-for-social-workers-field-activities/view

Field Activity Completion Survey (for Field Advisors):

http://bit.ly/FieldActivitySurvey

Academy Facebook page:

https://www.facebook.com/norcaltrainingacademy/

Trainer Discussion Forum (CalSWEC website):

https://calswec.instructure.com/enroll/R9HGFX

Academy e-mail address for any questions related to Core for Social Workers:

academy@ucdavis.edu

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Core for Social Workers Field Activity Overview

Please refer to the following important information and tips regarding the field activity requirements for Core for Social Workers. Please contact your immediate supervisor and/or county training coordinator to determine who your field advisor is. It is highly recommended that you meet with your field advisor and clarify expectations and working agreements early (as soon as you start Core).

Resources

➢ Field Activity Guides provide step by step instructions on how to complete the field activities for both social workers and field advisors.
  - o **Direct URL**: https://www.oercommons.org/authoring/21058-core-for-social-workers-field-activities/view

➢ The Core 3.0 Resources Page has all information necessary for completion of Core 3.0, including field activities.
  - o Direct URL: www.bit.ly/CoreForSW

Field Advisors

➢ **Training requirements:** Anyone assuming the role of field advisor must attend a two-day Coaching Institute and a one-day class on the field based activities.

➢ *Tracking completion of field activities:* Field advisors will need to complete a brief survey when you have completed each activity.
  - o Survey links: http://bit.ly/FieldActivitySurvey

Required Field Activities (Organized by Module)

Module 3: Engagement

- *Interviewing:* This field activity provides an opportunity for child welfare workers to prepare for and complete an interview with a family member, caregiver, youth, or stakeholder.

- *Exploring Family, Extended Family, Community and Tribal Connections and Relationships*: This field activity provides an opportunity for child welfare workers to develop a genogram, ecomap, or safety

circle to help identify family, extended family, community, and tribal connections that may provide support and permanent connections for children, youth, young adults and families.

- *Indian Child Welfare Act and Working with Native American Tribes:* This field activity provides an opportunity for child welfare workers to identify local ICWA resources to support child welfare outcomes and reinforce the value of keeping an Indian child connected to culture and community.

- *Fairness and Equity in Practice*: This field activity provides an opportunity for child welfare workers to explore data related to disparity, practices that promote fair and equitable treatment with individuals interacting with the child welfare system, and ways that bias can be discussed and addressed in day-to-day practice to improve outcomes for children and families.

Module 5: Assessment (Part 2)

- *Completing Assessment Tools*: During this field activity, the child welfare worker will complete two Structured Decision Making (SDM) tools on an active case or through case review. The activity must be completed using the SDM Policy and Procedure Manual or the online tools that include key definitions and information for completing each tool.

- *Collaborative Assessment, Planning and Support: Safety and Risk in Teams*: In this activity, the child welfare worker will participate in a team meeting where safety and safety planning are discussed with a family on their caseload or observe a team meeting where safety and safety planning are discussed (with the permission of the social worker and the family).

Module 6: Case Planning & Service Delivery

- *Collaborative Assessment, Planning, and Support: Initial Case Plan:* During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop the initial case plan.

Module 7: Monitoring & Adapting; Transition

- *Collaborative Assessment, Planning and Support: Case Plan Update*: During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop an updated case plan.

- *Collaborative Assessment, Planning and Support: Transition Case Plan Update*: During this field activity, the child welfare worker participates in or observes a case planning meeting with a family to develop a transition case plan.

Questions related to Core for Social Workers?

Please contact us at academy@ucdavis.edu

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NORTHERN
CALIFORNIA
TRAINING
ACADEMY

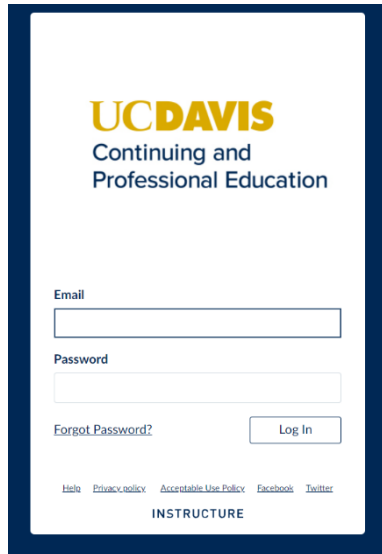# Core for Social Workers - eLearning tips

Please refer to the following helpful tips to successfully complete eLearnings:

1. **Understand online learning practices and expectations.** The first thing you need to realize is that **online courses** are not an easier way to learn, but rather a more convenient one. For CC3.0, e-Learning courses allow the trainee to obtain important knowledge-based information necessary for work in child welfare. For prerequisite eLearning courses, the online course prepares the trainee to attend the skills-based classroom course.

2. **Have a dedicated study space.** Whether you will be studying at your desk or in a computer lab, ensure that this place is quiet, organized, and distraction-free. Consider turning off your phone and logging off of all social networks when studying; you will want to be neither interrupted nor distracted.

3. **Identify your Learning Objectives and Goals.** To stay on track with your online course, make sure that you always keep in mind what you hope to accomplish by the end of it. The **Learning Objectives** and Goals of the e-Learning course can be an excellent road map during online learning; create notes that are closely related to your objectives, so that you stay focused on your goals for the course.

4. **Build a study plan.** A study plan is critical to online learning. Here are some tips to help you build it:

   ➢ **Plan ahead.** Never wait until the last day to complete the e-Learning. It will stress you and stress will prevent you from effectively completing the e-Learning course.

   ➢ **Have an effective calendar system.** e-Learning needs structure; create a study calendar that will help you remember all important dates.

5. **Improve your reading recall.** After reading a portion of text, ask yourself, 'What is the main point of what I just read?' If you cannot recall the key point, then look back and find it in the material. You may encounter points that you do not readily understand or that you would like to explore more thoroughly. Instead of letting them sidetrack you, make a note to give these further consideration later or ask in the classroom. Points are often clarified as you make your way through the material.

6. **Printing.** Print Resource documents during the session as you will not be able to access the documents at a later time.

7. **Stay motivated.** Finally, don't underestimate the effort needed to fully commit to your online course. To make sure that you stay **motivated** and engaged in your online learning experience.

Adapted from: Pappas, C. (2015, June 10). 10 Study Tips for Online Learners. Retrieved from
http://elaeraningindustry.com/10-study-tips-for-online-learners-getting-the-most-out-of-your-elearning-course

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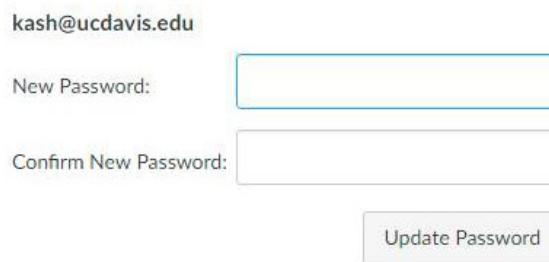# Core 3.0 for Social Workers eLearning instructions

1. Participants will receive a Welcome to UC Davis Continuing and Professional Education online course letter to login to each eLearning (sample of this letter is provided to you)
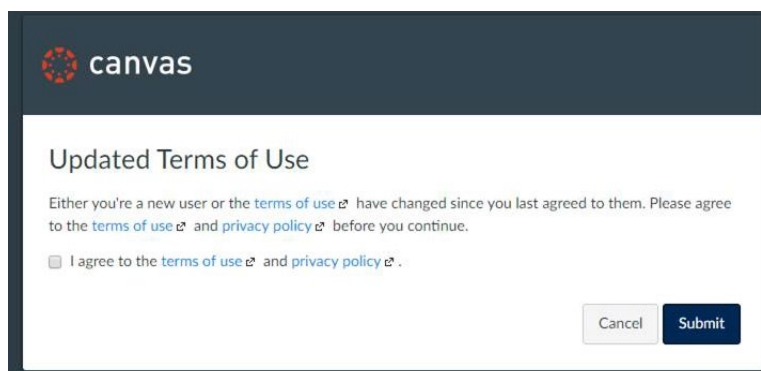2. Logon to Canvas: https://cpeonline.ucdavis.edu/login/canvas

3. You should come to the "UC Davis Continuing and Professional Education" Online Learning Campus website (white login screen over blue background)
4. First time users and/or those who have forgotten their password will type their email address (work email that was used to enroll in Core) and choose "Reset Password". The system will ask you to re-enter your email address once again
5. You should receive an email from "Infrastructure Canvas." When you do, click on the link "reset password" and it will take you to the   screen below

6. After you have updated your password, you will be redirected to Canvas, where you will need to login with your new password
7. Next you will need to agree to the terms of use of Canvas

Core 3.0 for Social Workers eLearning instructions

8. Once you have agreed to the terms, you will be directed to Canvas "Dashboard." The dashboard includes all of the classes you are currently enrolled in.
9. You should see **Core M2 eLearning: Child Development** as your first course available, click on the course title

10. You will now enter the course homepage
11. Click on "enter module" and begin the eLearning
12. Once you have completed each eLearning, the system will automatically communicate to your student portal to show you have completed. In the mean time you can always click on "Grades" in Canvas to see your score under each eLearning

13. If you have any questions or need any assistance, please contact the Academy at academy@ucdavis.edu or 530-757-8725

Canvas eLearning letter

Dear [NAME],

Welcome to UC Davis Continuing and Professional Education's [COURSE] online course.

You will access this course on the new UC Davis Continuing and Professional Education Canvas site and the new URL is https://cpeonline.ucdavis.edu.

If this is is your first time taking a class on UC Davis Continuing and Professional Education Canvas, or you have forgotten your password, you can reset your password by going to https://cpeonline.ucdavis.edu and clicking the "Forgot Password?" link under the login form. Input your email address associated with your enrollment and an email will be sent to you with further instructions.

Access begins/Start date: [DATE]

Be prepared to spend as much time taking the course, studying and completing assignments as you would in a traditional classroom course.

You're on your way! If you have any questions or concerns, please visit our UC Davis Continuing and Professional Education Help Desk. It can be accessed from https://helpdesk.cpeonline.ucdavis.edu or by clicking the "Help" button in the lower left corner of the site. Then click on "UC Davis Continuing and Professional Education Help Desk" and submit a ticket.

We look forward to assisting you!

UC Davis Continuing and Professional Education Canvas Support Team
Working hours: M-F, 8am-5pm, PST

Child and Youth Development eLearning Study Guide

1. Where can you find the CYD Mobile App?

   _____

2. List 5 social worker responsibilities that are impacted by the knowledge of child and youth development."

   _____
   _____
   _____
   _____
   _____

3. What 5 developmental domains are referenced in the acronym SPECS?

   _____
   _____
   _____
   _____
   _____

4. What are the child and youth age ranges and Development Domains and Milestones

   _____
   _____
   _____
   _____
   _____

5. Name three developmental disabilities.

   _____
   _____
   _____

6. What is an example of a social activity that a 13 month would engage in?

   _____

7. Crying and tantrums increase in preschool aged children.
   True/False

8. School aged children can understand that other people have thoughts, opinions and feelings.
   True/False

9. Adolescents have the ability to think hypothetically.
   True/False

10. Commitment to relationships may occur in what developmental stage?

   _____

11. What are three items that you can ask a family about that will assist you in assessing the development of a child?

   _____
   _____
   _____

12. What are two ways that culture influences child development?

   _____
   _____

13. Social Workers should encourage parents and caregivers to support the child's self-labeled gender identity.
   True/False

   NOTES:

   _____
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The SPECS of Normal Development*

Birth to One Year					
Age	**Social Development**	**Physical Growth and Development**		**Emotional Development**	**Cognitive Development**	**Sexual Development**
Birth	Bonding process initiated	Weight range for full-term: 5 ½ - 10 ½ lbs. Length range for full term: 18 - 22 inches Head is large (¼ of total body size) Rapid brain development Abdomen is large Arms and legs thin Fontanels open Small for Gestational Age (SGA) if full-term weight is less than 5 lbs. Premature if less than 37weeks, gestation	Sees well at 8 - 12 inches Sense of taste, smell, touch, and hearing well-developed Reflexes include: sucking fencing posture grasping startling Hands kept fisted Movement is active, random, flailing and uncontrolled Lifts head	Consciousness of self begins with the early mental representation of a special person created by the child Learns about love and trust through touching and holding	Alertness states: active alert quiet alert drowsy Responds to bell Undifferentiated cry for needs Responses to surroundings are very reflexive	The full range of sexual behaviors includes penile erection, vaginal lubrication or orgasm

Red Flags*: Does not seem to respond to loud noises; has difficulty coordinate sucking, swallowing, and breathing

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

**Red Flags adapted from the Developmental Milestones booklet developed by Northern Training Academy

Birth to One Year, Continued

Age	Social Development	Physical Growth and Development		Emotional Development	Cognitive Development	Sexual Development
1-3 Months	Spontaneous smile develops

Begins to smile responsively

Alert to presence of people

Makes eye contact

Vocalizes sounds

Bonding process continues as child is able to identify caretaker

Parental roles of care- giving are being defined that will assist the child in learning social rules, roles, and expectations | Average weight gain is about 1 ounce per day

By three months, will grow about 2 inches in length from birth

Rapid brain development continues | Will visually track objects to midline at one month

Can lift head to 45° by one month

By two months:
- can visually track objects past midline
- can lift head to 90°

By three months:
- can visually track
- can put hands together
- muscle control in upper body
- can use arms to push up
- can be held in sitting position and hold head steady
- rolls over | Continued development of sense of trust in the world through interactions with the primary caretaker

Temperament is present and clear to caregivers

Feelings of pleasure and unhappiness present by 3 months | Will begin to vocalize in ways other than crying

Differentiated types of crying develops

Gurgling, squealing and cooing occur

Interactive vocalization begins, and child initiates babbling

Laughter | The full range of sexual behaviors includes penile erection, vaginal lubrication or orgasm |

Red Flags: Does not seem to respond to loud noises; does not notice hands by 2 months; does not follow moving objects with eyes by 2 to 3 months; does not grasp and hold objects by 3 months; does not smile at people by 3 months; cannot support head well by 3 months

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

Birth to One Year, Continued

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
4 – 6 months	Will begin to resist if a toy is pulled away And works to get a toy that is visible, but out of reach Will actively engage in interaction, vocalize to gain attention, and begin to initiate contact Ability to feed self finger foods Imitates facial expressions Wants to form an attachment to specific person(s), often a caregiver Parental roles of care-giving continue to be defined that will assist the child in learning social rules, roles, and expectations	Will gain 5 – 6 ounces per week - birth weight often doubled by 5 months of age By six months, 2-3 more inches in length will be added to length at 3 months Rapid brain development continues Movements are controlled and purposeful and can use hands to rake for objects and move objects from hand to hand Able to bear weight on legs and stand if holding on to something If put in sitting position, there is no head lag By 5-6 months, may be able to sit and pull self to sitting	Emotions present and visible to others include: - happy - sad - angry - pain - fear - protest	Is aware of the presence of objects Attention to objects begins as a critical component of cognitive development Able to laugh as a response Vocalizes desires and eagerness through a range of sounds Will look for objects Initiates own noises, and imitates speech sounds Will turn toward voices	Exploration of body may now include fingers and toes, arms and legs

Red Flags: Does not reach for and grasp toys by 3 to 4 months; does not babble by 3 to 4 months; begins babbling, but does not try to imitate sounds by 4 months; does not push down with legs when feet are placed on a firm surface by 4 months; has trouble moving one or both eyes in all directions; crosses eyes most of the time (occasional crossing of the eyes is normal in these first months); does not pay attention to new faces or seems very frightened by new faces or surroundings; seems very stiff; seems very floppy; head still flops back when body is pulled to a sitting position; reaches with one hand only; shows no affection for the person who cares for him or her; doesn't seem to enjoy being around people; persistent tearing, eye drainage, or sensitivity to light; does not respond to sounds around him or her; has difficulty getting objects to mouth; does not turn head to locate sounds by 4 months

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

Birth to One Year, Continued

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
7 – 12 months	Attachment to caregiver strengthens Interactive play begins (Initiates interactions) Can play peek-a-boo May shout or use other sounds for attention Shyness or anxiety around strangers may occur Separation and stranger anxiety By 12 months, will play ball with other people beside caregiver Demonstrates clear wants	Gains 2 – 3 ounces per week Birth weight triples by the age of one year Adds 3 – 4 inches from 6-month height by the age of one year Rapid brain development continues May pull to standing position Can support weight on legs Cruising walk while holding on to something for balance may begin Thumb-finger grasp develops By the age of one year, will stand alone well and begin to walk By the age of one year, is starting to drink from a cup	Ability to explore environment and play leads to continued understanding of and trust in environment Attachment to caregiver strengthens Enjoys interactions with caregiver By the age of 1 year, beginning to become curious about environment and willing to explore Begins to move towards developing autonomy	Can imitate sound sequences May use "mama" or "dada" indiscriminately at 7 months, and use properly by 10 months of age By 10 months, may begin to label specific objects with sounds By 12 months - may use 3 or more words other than mama and dada - object permanence beginning to develop - early problem solving skills - mastery of task is important - foundation for attention span laid - shakes head "no"	When unclothed, may begin to explore body and handle genitals

Red Flags: Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months; does not bear weight on legs by 7 months; does not try to attract attention through actions by 7 months; does not babble by 8 months; shows no interest in games of peek-a-boo by 8 months; experiences a dramatic loss of skills he or she once had; does not crawl; drags on side of body while crawling (for over one month); cannot stand when supported; does not search for objects that are hidden while he or she watches; says no single words ("mama" or "dada"); does not learn to use gestures, such as waving or shaking head; does not point to objects or pictures; experiences a loss of skills he or she once had

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

One to Two Years

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
13 – 18 months	Interactions with others will expand Begins to have expectations of how caregiver responds Reciprocal connectedness forms Has desires to obtain objects or toys Begins to imitate behaviors of caregivers Will grab others' hand to get attention Curiosity arises Hand toy to adult if unable to operate it Interactions with others assist with understanding social rules and gender roles	By 18 months, Height: 29 – 32 inches Weight: 21 – 29 pounds Able to walk backwards Enhancement of balance and stability Mastery and integration of body Feeds self, able to use utensils Can take off clothing on their own Walks up steps Throws a ball	Attachment to the caregiver lays the foundation for conscience development Internalization of caregiver, who becomes part of oneself Belief that if I hurt another, I hurt myself begins to develop	May scribble Vocabulary develops Increase in number of words in vocabulary and reaches up to 20 words by 18 months Begins using double-syllable words by 15 months Receptive and expressive language abilities develop Pulls at a wet diaper Can name objects and body parts Tries to sing Able to follow simple instructions	Continued exploration of body, grounded in curiosity

Red Flags: Cannot walk by 18 months; fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes; does not speak at least 15 words; does not use two-word sentences by age 2; by 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon); experiences a dramatic loss of skills he or she once had

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

One to Two Years

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
19 - 24 months	Imitation of household behaviors in play	By the age of 2 years: Height: 32 – 36 inches Weight: 22 – 31 pounds Puts on clothing Able to wash hands Develops more complex motor skills such as: - able to climb - able to throw ball overhand - kicks ball forward - jumps in place - can pedal tricycle Gains muscle control for toilet training	Develops sense of autonomy, or willingness and ability to move around and explore world Types of attachment visible - secure - insecure	Can combine 2 different words Follows 2 – 3 step directions Can recognize pictures Understanding of symbols allows for child to use phrases and short sentences. Will add "ing", plurals, and possessives to words	Sense of curiosity leads to early understanding of the body and bodily functions

Red Flags: Does not imitate actions or words by the end of this period; does not follow simple instructions by age 2; cannot push a wheeled toy by age 2; experiences a dramatic loss of skills he or she once had

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

Two to Three Years

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
2 – 3 Years	Imitation becomes primary means of play - early imitation of parent/ caregiver behaviors - later, as child approaches 3 years of age, will begin to imitate other children Play is often parallel play, done near, but not with, other children Behavior is easily guided Strives to understand social and gender related rules and roles Has difficulty sharing Begins labeling own gender(see Gender Identity Best Practices on page 13)	By the age of 3: Height: 33 – 42 inches Weight: 24 – 42 pounds Focuses on mastery of more complex activities - standing on one foot - running - jumping - climbing - more skillful use of one hand - balancing on toes Shows a strong desire to continue to attempt tasks, even if they aren't possible – this helps develop skills Can draw specific shapes and control movement of pencil or crayon More control over bladder and sphincter muscles Can button clothes	Children strive for a sense of autonomy. Emotional reactions may be strong as child struggles with need for independence Has a desire to be seen and accepted as an individual Identifies preferences	By the age of 3, has a vocabulary of up to 300 words At age 3, can now carry on a conversation May have a short attention span Displays curiosity and will ask questions such as - what - where - who Develops a basic sense of time Uses past tense	Behaviors reflect self-exploration and masturbation Easily re-directed by parents based on culturally accepted standards Interest in watching others when undressing or using the bathroom Will ask caregivers questions about sexual body parts, especially breasts and penis

Red Flags: Frequent falling and difficulty with stairs; persistent drooling or very unclear speech; cannot build a tower of more than four blocks; difficulty manipulating small objects; cannot copy a circle by age 3; cannot communicate in short phrases; no involvement in "pretend" play; does not understand simple instructions; little interest in other children; extreme difficulty separating from mother or primary caregiver; poor eye contact; limited interest in toys; experiences a dramatic loss of skills he or she once had

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Early intervention developmental services and therapies available through Regional Centers.

Three to Five Years					
Age	**Social Development**	**Physical Growth and Development**	**Emotional Development**	**Cognitive Development**	**Sexual Development**
3-5 Years	Play moves from parallel to more interactive with other children Toys are the focus of play Play helps teach social rules By the age of 5, play becomes more cooperative and is governed by rules Improved ability to share Begins labeling own gender (see Gender Identity Best Practices on page 13) Explores gender roles in play Gender segregated play emerges	At age 3, average is 3 feet tall and 33 pounds Brain growth slows, the brain has reached 4/5ths of its adult size Good sense of balance and can easily run, balance on toes, jump, catch and throw Good hand-eye and hand-finger control Has bladder & bowel control May appear uncoordinated at times of rapid growth Fine motor skills improve including: - cutting with scissors - drawing - writing	Development of initiative occurs Child is often self-directed and confident Learning how to control emotions and behavior Crying and temper tantrums decrease Better able to delay gratification Conscience development occurs as child begins to understand right and wrong Self esteem dependents on other's reactions	By the age of 4 ½, knows 1500 words and by age 5, vocabulary is 2,000 words Recognizes colors Can name coins Asks "WHY" Thought is very egocentric - does not realize other people have their own perspectives Thinking may be illogical or magical Draws figures with 6 parts Short and long term memory improve Learning letters and numbers	Sexual behaviors include masturbation, and may include sexual play with other, same age children Vocabulary may include sexual words May have questions about body parts or behaviors Behaviors and questions are based in curiosity May try to compare body parts with other children

Red Flags: Cannot throw a ball overhand; cannot jump in place; cannot ride a tricycle; cannot grasp a crayon between thumb and fingers; has difficulty scribbling; cannot stack four blocks; still clings or cries whenever parents leave; shows no interest in interactive games; ignores other children; doesn't respond to people outside the family; doesn't engage in fantasy play; resists dressing, sleeping, using the toilet; lashes out without any self-control when angry or upset; cannot copy a circle; doesn't use sentences of more than three words; doesn't use "me" and "you" correctly; experiences a dramatic loss of skills he or she once had

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Developmental services and therapies available through school system via Individualized Education Plan (IEP).

School Age Years (6-11)

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
6 – 11 Years	Relationships with people outside the family become very important Gender segregated play continues, based on common interests or proximity Has strong sense of own gender identity and chooses activities, playmates, clothing, and hairstyles that align accordingly (see Gender Identity Best Practices on page 13) Other interests also of importance: - school - clubs /activities - sports Rules and roles very important Needs affection and affirmation from adults Conflict may arise when peer group values differ from parent values	Growth during this time is slow and steady – approximately 3 - 4 inches per year Height: 42 - 52 inches Weight: 40 - 79 pounds Body proportions are similar to adult Girls may experience a growth spurt Fine and gross motor coordination increasingly better, and children enjoy doing activities that allow them to use these skills, such as art, music or athletics Strength and coordination increase in: - riding a bicycle - skating - swimming May begin puberty	Children seek to become industrious, or self-directive, productive and goal oriented Self-awareness improves Introspection becomes possible Children can understand that other people have thoughts, opinions and feelings Sensitive to criticism	Can consider two thoughts simultaneously Improved concept of time Problem solving skills enhance and allow for understanding of cause and effect Concrete thinking A strong sense of fairness Can understand similarities and differences Memory improves Reading and math skills grow Able to take other's perspectives	Same sex and opposite sex play with other same age children may occur and can include: - self-exploration - simulation - kissing - hugging - peeking - touching - exposure of genitals Behaviors are usually limited in type and frequency Behaviors are based on curiosity Easily redirected to stop

Red Flags: Cannot tolerate frustration; difficulty with time concepts, cannot plan and does not understand cause and effect; rejects affection and affirmation from adults, experiences loss of previous skills; transgender and gender non-conforming children may experience rejection and bullying leading to stress, depression, anxiety, poor school performance, and various forms of acting out

Action for Red Flags: Refer to public health nurse or pediatrician for developmental assessment. Medical services provided via pediatrician and specialist referrals. Developmental services and therapies available through school system via Individualized Education Plan (IEP).

Adolescents (12 – 21 Years)

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
12 – 15 Years (Early)	Social relationships, status & acceptance in peer group are important Move toward independence from parents May explore gender identity and expression	By the age of 15: Height: 5' 4 " Weight: 65 + pounds Growth spurts common: - Boys: 12-15 years of age - Girls: 11-14 years of age Puberty occurs Rapid physical growth of bones and muscles Menstruation begins for girls (11 – 14 years of age) Male sex organs grow in size, testicles begin to produce semen Brain development increases Sleep is important, and may occur at different times than adults	Primary focus is on identity formation Attitudes and behaviors becoming individualized, no longer based on values and expectations of the family and culture Peer group strong influence on identity and esteem Emotionally labile in early adolescence Emotional response to puberty also occurs	Formal operations may be reached – but not everyone achieves this level of cognitive development. It includes: - Able to think hypothetically - Logical thinking - Able to think about thought - Development of insight - Systematic problem solving	Pubertal changes occur Often, the early adolescent is ambivalent about sexual relationships Often are shy, embarrassed and self-conscious May develop one on one friendships with person of opposite sex Interest in sexual relationships increases Masturbation may occur Attractions may arise to people of same, different, or a variety of genders and dating may begin May begin to self-identify as lesbian, gay, or bisexual (see Sexual Orientation Best Practices on page 13)

Red Flags: Typical adolescent behavior taken to the extreme -- more moody, more hostile, defiance, ignoring the rules, violating curfew; totally uncommunicative to you or teachers and only talks to peers; sense of complete aimlessness or alienation; destructive eating habits (eating disorders can be life- threatening); missing money or greater expenditures; greater secrecy; drinking or other substance abuse; for transgender youth, who often feel as if their bodies are betraying them as they undergo the "wrong" puberty, this can be a time of increased depression, anxiety, and suicidal ideation and attempts.

Action for Red Flags: Consult with school and refer to public health nurse or pediatrician for concerns related to focus, attention, and concentration. Refer to public health nurse or pediatrician and/or counseling for concerns related to eating, substance use, depression and other emotional needs.

Adolescents (12 – 21 years cont'd)

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
16 - 21 years (Middle & Late)	Peer group's importance declines, and individual friendships strengthen Dating and one-on-one romantic relationships become more significant Relationships often based on mutual understanding, loyalty and intimacy Youth allowed to have their own feelings and experiences that can differ from others Self-revelation occurs Intimacy is important Begin to develop expectations about their relationships with adults Conflicts with parents grow May explore gender identity and expression	Girl's adult stature is achieved Boys continue to grow Puberty and physical maturation continue Bone and muscle growth continue	Sense of self, apart from peers and family stabilizes Self esteem based on youth's ability to live up to their own standards of behavior Individual identity forms Perspective taking abilities improve Examination of other people's values and beliefs may occur Identity confusion may occur Morality issues occur	Emergence of formal operations continues	Pubertal changes continue Attraction to others of same, different, or a variety of genders Sexual intimacy, intercourse Decisions about birth control, parenting and partners arise May experiment with sexual behavior that doesn't match self-labeled sexual orientation Greater interest in sexuality - may begin to self-identify as lesbian, gay, or bisexual (see Sexual Orientation Best Practices on page 13)

Red Flags: Typical adolescent behavior taken to the extreme -- more moody, more hostile, defiance, ignoring the rules, violating curfew; totally uncommunicative to you or teachers and only talks to peers; sense of complete aimlessness or alienation; destructive eating habits (eating disorders can be life- threatening); missing money or greater expenditures; greater secrecy; drinking or other substance abuse

Action for Red Flags: Consult with school and refer to public health nurse or pediatrician for concerns related to focus, attention, and concentration. Refer to public health nurse or pediatrician and/or counseling for concerns related to eating, substance use, depression and other emotional needs.

Early Adulthood (21 to 25)

Age	Social Development	Physical Growth and Development	Emotional Development	Cognitive Development	Sexual Development
21-25	Commitment to relationships may occur Decisions about parenting and family arise Family stages of development impact personal relationships with others outside of home	Peak of physical ability about age 25	In early adulthood, Intimacy is a key developmental issue. Seek an open, supportive relationship	Formalization of education or training Work becomes an essential outlet for cognitive development Exploration of interest	Strong need for sexual experimentation and intimacy Physical responses peak, and may then slow as pregnancy and family roles appear

Red Flags: Typical adolescent behavior taken to the extreme -- more moody, more hostile, defiance, ignoring the rules, violating curfew; totally uncommunicative to caregivers; sense of complete aimlessness or alienation; missing money or greater expenditures; greater secrecy; drinking or other substance abuse

Action for Red Flags: Refer to public health nurse, doctor and/or counseling for concerns related to substance use, PTSD, depression and other emotional needs.

Gender Identity Best Practices

Gender identity development takes place throughout childhood and affects both the internal identification of gender and the external expression of gender. These best practices are intended to help meet the needs of all children, including transgender and gender non-conforming (TGNC) children.

Early Childhood
- Children showing persistent identification with a gender that does not conform to their assigned sex at birth and becoming upset when approached with rules that limit their gender expression may be at high risk for internalized distress. Efforts to restrict a child's gender expression can create significant psychological problems. Always use age-appropriate language that reflects how children self-label and encourage parents/caregivers and service providers to do the same.

Middle Childhood
- When working with a TGNC child, consider the negative impacts of social comparisons, the pressure to conform, and the increased risk of bullying and harassment could have on their safety and well-being. Always respect how a young person describes their gender identity (e.g., male, female, neither, both) and the way they express it, and never attempt to change either. Encourage parents/caregivers to also respect the child's self-labeled gender identity and gender expression.

Adolescence
- When working with a TGNC child, puberty and the emergence of secondary sex characteristics can be extremely traumatic. This process can be delayed or reversed through transgender-related health treatment and services that TGNC youth in care are eligible to receive. Validate a TGNC young person during this developmental period, and connect them with the TGNC-affirmative support services they may need. Also, refer to the youth by the youth's preferred gender pronouns and name, and encourage parents/caregivers and service providers to do the same.

Sexual Orientation Best Practices

Middle Childhood
- When working with lesbian, gay, bisexual or questioning (LGBQ) young people, be sure to connect them with affirming human sexuality resources. Not all of the courses offered include information relevant to LGBQ young people, which can isolate these young people and increase the risk of negative sexual health behaviors. If a young person in this age range expresses a crush on someone of the same sex, validate them, let them know it's safe for them to talk with you about it, and connect them to LGBQ-affirming resources. If the child is "out" to their parents/caregivers, also connect the parents/caregivers with the necessary resources to support their child.

Adolescence
- During adolescence, youth become more interested in dating and learn how to communicate boundaries to sexual partners. LGBQ youth also have to undergo the process of accepting their own sexual orientation, "come out" to family and friends, and learn how to manage stigma and discrimination. This period can be especially challenging given all of the physical, cognitive, and social changes layered on top of "coming out"—to themselves and others—as LGBQ. Create an environment of affirmation and support and assist youth to access LGBQ-affirming resources. If the youth is "out" to their parents/caregivers, also connect the parents/caregivers with the necessary resources to support their child's sexual orientation.

Sources:

Perry, J.R., & Green, E.R. (2014). *Respect, Include, & Empower: Providing Culturally Competent Services for Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Youth in ACS Care (Training Curriculum).* New York, NY

"Affirming Gender: Caring for Gender-Atypical Children and Adolescents", available at http://contemporarypediatrics.modernmedicine.com/contemporary-pediatrics/news/affirming-gender-caring-gender-atypical-children-and-adolescents?page=0,0