Common Core 3.0

Knowledge & Skill Reinforcement Lab: Case Planning Service Delivery Block

Trainer Guide

CDSS

December 31, 2018

Use the Case Planning and Service Delivery End of Block Evaluation Materials Dated December 31, 2018

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Acknowledgements

California's Common Core Curricula for Child Welfare Workers 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 Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and Families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

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 Children's Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC's SDM 3.0 classroom curriculum to meet the training needs in California.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: https://www.youtube.com/watch?v=BlQG65KFKGs

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:
https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf

FOR MORE INFORMATION on California's Core Curricula, contact California Social Work Education Center (CalSWEC) at calswec_rta_cc@berkeley.edu.
For the latest version of this curriculum, please visit the CalSWEC website:
http://calswec.berkeley.edu

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Introduction

Please read carefully as a first step in preparing to train this curriculum.

> **IMPORTANT NOTE:** Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

GENERAL INFORMATION
The Common Core Curricula model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to trainees.

For an overview of the training, it is recommended that trainers first review the Background and Context, Agenda and Suggested Lesson Plan. After this overview, trainers can proceed to review the Trainer's Tips and Activities section in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the suggested training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

Competencies and Learning Objectives
The Competencies and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Competencies and Learning Objectives for the curriculum are listed in a separate tab in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum.

Competencies are defined as broad indicators of essential and best practices. Typically, several *Learning Objectives* support the development of each *Competency*. The *Learning Objectives* are more specific than the *Competencies* and usually provide measurable indicators of learning.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Agenda
The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to trainees in that the trainer's agenda indicates duration; duration is not indicated on the agenda for trainees.

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Suggested Lesson Plan (Trainer's Guide only)
The suggested Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic in the order recommended and indicates the duration of training time for each topic. The suggested Lesson Plan is offered as an aid for organizing the training.

The suggested Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains three column headings: Topic/Time, Learning Objectives, and Methodology. The Topic/Time column is divided into training Segments. The Learning Objectives column reflects the specific objectives that are covered in each Segment. The Methodology column indicates suggested training activities that may accompany each Segment. As applicable, each activity is numbered sequentially within a Segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc. The numbering schema of Day, Segment, Activity mirrors the labeling of materials in the Training Tips and Activities tab.

Evaluation Protocols
It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

Training Tips, Activities, & Transfer of Learning (TOL) Exercises (Trainer's Guide only)
The Training Tips section is the main component of the Trainer's Guide. It contains guidance and tips for the trainer to present the content and to conduct each *Training Activity*. *Training Activities* are labeled and numbered to match the titles, numbering, and lettering in the suggested Lesson Plan. *Training Activities* contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Trainers may prefer to insert corresponding pages of the Training Content at the end of each segment, as directed by placeholder pages that are provided. The style of the page numbering of the Training Tips and Activities tab is purposely altered to distinguish these pages easily from the insert pages of the Training Content. The Training Tips and Activities also reference accompanying PowerPoint slides and provide thumbnails of the slides, generally at the end of each *Training Activity*.

Occasionally, a *Trainer's Supplement* is provided that includes additional information or materials that the trainer needs. The *Trainer's Supplement* follows the *Training Activity* to which it applies.

Training Content (Trainee's Guide only; can be inserted into the Trainer's Guide)
The *Training Content* in the Trainee's Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the suggested Lesson Plan.

Supplemental Handouts
Supplemental Handouts are clearly titled and appear in both the Trainer's and Trainee's Guides. Supplemental Handouts refer to additional handouts not included in the Training Content tab of the Trainee's Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

References and Bibliography

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The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography tab indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography tab is divided into three sections:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer's Guide only)
In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Tips and Activities section of the Trainer's Guide.

Posters (Trainer's Guide only)
Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art. Additionally, several of the handouts from the curriculum *Framework for Child Welfare Practice in California* can also be adapted for use as posters.

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Tips for Training this Curriculum

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.

TRAINING PREPARATION
It is *required* that the trainer previews the following eLearning and/or classroom trainings:

1. Case Planning Basics eLearning
2. Concurrent Planning Introduction eLearning from the Engagement Block

It is *recommended* that the trainer preview the following eLearning(s) and/or classroom trainings pre-requisites to training the classroom:

1. Purposeful Visitation eLearning
2. Writing Behavioral Objectives classroom
3. Teaming, Collaboration and Transparency classroom
4. Respect, Courtesy, Skillful Use, Authority
5. Fairness and Equity
6. Trauma Informed Practice

It is *suggested* that you orient yourself to all the blocks in preparation for this training in order to make links and dig deeper into skill building:

1. Foundation
2. Engagement
3. Assessment
4. Case Planning and Service Delivery
5. Monitoring and Adapting
6. Transition

Contact your Regional Training Academy/UCCF for more information and to register for the eLearning's as well as to access the classroom curriculum. Visit CalSWEC website for more information at: http://calswec.berkeley.edu

MATERIALS

This module focuses on skill building. All materials are contained within the Trainer or Trainee Guide. The goal of this training is to provide trainees with an opportunity to reinforce and enhance facilitation skills learned in the module Case Planning in a Team designed for facilitating formal and informal team meetings with the purpose of developing case plans, or adjusting case plans collaboratively with families. This learning lab also invites the dialogue about creating a culturally responsive shared decision-making environment. This includes exploring the relationship between a social workers' authority, the skill of collaboration and the use of team meetings as an opportunity to address power inequities.

Training Preparation: Prior to the trainees entering the room, the trainer will need to post laminated posters, post flip chart paper, and arrange the room in a way where trainees can both see the flip chart paper and see each other (horseshoe style works best).

COUNTY VARIATIONS IN PRACTICE

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This module is designed to help social workers gain skills in facilitating teams, with an emphasis on family involvement and shared decision making in the team meeting. The trainer should be familiar with county or regional practices in teaming such as: Team Decision Making, Family Group Decision Making, Child and Family Teams, Safety Mapping, Family Centered Teaming, etc., as these teams may have specific goals to achieve. Please note, that while the curriculum focuses on formal teams, the social worker will also be teaming "informally" with the family each time he/she meets with the family. The concepts taught are transferrable to informal teaming.

USE OF TEAMING FOLLOWING THIS TRAINING

After completing the **Case Planning and Service Delivery Knowledge and Skill Reinforcement Lab** curriculum, trainees should be referred back to their county for further training and field experience in formal teams. The classroom training, they receive with this module must be reinforced with field learning, regular supervision, and mentoring. We also STRONGLY recommend that social workers participate in the relevant advanced team training to reinforce and enhance facilitation skills.

TRAINING ACTIVITIES

Because this training is activity rather than lecture based, trainers should be familiar with the family that is being presented in this module. Additional information may be found in the module: Writing Behavioral Objectives. Trainers should be prepared to address a wide variety of trainee questions in the moment relying on their professional experience. Regional Training Academies may have additional resources for preparing trainers to present this curriculum.

FAMILY FRIENDLY LANGUAGE
Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family…rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0.

SAFETY ORGANIZED PRACTICE
Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:
- Solution-focused practice[1]
- Signs of Safety[2]
- Structured Decision making[3]

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[1] Berg, I.K. and De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy.* NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice.* NY: Longman.

[2] Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children, 19*(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework.* NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

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- Child and family engagement[4]
- Risk and safety assessment research
- Group Supervision and Interactional Supervision[5]
- Appreciative Inquiry[6]
- Motivational Interviewing[7]
- Consultation and Information Sharing Framework[8]
- Cultural Humility
- Trauma-informed practice

[3] Children's Research Center. (2008). Structured Decision Making: An evidence-based practice approach to human services. Madison: Author.

[4] Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) Contemporary risk assessment in safeguarding children. Lyme Regis: Russell House Publishing.

[5] Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

[6] Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

[7] Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press.

[8] Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S. & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice. *Protecting Children. 19*(2):12-15.

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Evaluation

This curriculum uses a knowledge post-test evaluation to both promote learning and provide evaluative feedback on the curriculum. There must be a high level of standardization in both the content and delivery each time that training is delivered in order to utilize data collected to inform curriculum improvement. Trainers must follow the curriculum as it is written and include all activities that lead to the eventual evaluation segment.

To complete the evaluation activity trainers must follow the instructions found in the evaluation segment of this Guide. When conducting the evaluation activity and debrief please follow the instructions found in the evaluation segment and note that all trainer verbal directions are bolded.

Answer Sheets

Prior to beginning the testing make sure that you have enough post-test evaluations and are using an Answer Sheet supported by the teleform software utilized to process Answer Sheets at CalSWEC. In addition, check that you are administering the correct version of the Answer Sheet, i.e., the version noted at the bottom of the front page of this Guide.

If you are not sure whether the test version that you have printed is current please connect with the Regional Training Academy or University Consortium for Children and Families for which you are training.
If you have administered an old version of the Answer Sheet please make note of this on the cover sheet as a failure to do so could lead to lost testing data, as those answer sheets would have been phased out.

County and Training Site Code Information

Trainees must write their County and Training Site codes on the top of their Answer Sheets. For completion of the County and Training Site codes section of the Answer Sheet, please make sure that you supply the relevant documents to trainees. If you do not have a document with this information it should be made available from the Regional Training Academy or University Consortium for Children and Families.

Please note that evaluation instruments are subject to periodic revision. The relevant evaluation tool posted on the CalSWEC website is the most current version available. For questions regarding evaluation, contact Tenia Davis, teniad@berkeley.edu.

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Agenda

Segment 1	Introduction, Welcome, and Review of Agenda	9:00 – 9:40 am
Segment 2	Child Welfare Best Practices Important to Case Planning	9:40 – 10:55 am
Break	*in the middle of Segment 2*	*15 minutes*
Segment 3	The Opportunity and Process of Teaming with a Family to Create a Plan	11:10 am – 12:00 pm
Lunch		*60 minutes*
Segment 4	Practice of Visitation & Family Time Planning	1:00 – 2:30 pm
Break		*15 minutes*
Segment 5	Wrap up and Next Steps	2:45 – 3:00 pm
Segment 6	Evaluation	3:00 – 4:00 pm

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Learning Objectives

Knowledge

K1. The trainee will describe how the following factors can affect the success of a family completing the case plan objectives:
   a. cultural perspectives
   b. experiences of individual, familial, community, and historical trauma

K2. The trainee will recognize how the use of authority can affect a family's willingness to engage and/or meet case plan objectives.

K3. The trainee will describe potential members of a family and their team including, but not limited to: resource and extended family members, health care providers, educators, behavioral health providers, Tribal partners, and other community members regarding medical, educational, and/or behavioral health needs of children.

Skill

S1. Using a vignette, the trainee will demonstrate at least 4 consultation and/or collaboration skills with a family and their team:
   a. Demonstrate at least 2 examples integrating cultural responsiveness to meet the needs of a family
   b. Demonstrate at least 2 examples sharing decision making with a family

S2. Using a vignette, the trainee will distinguish and apply reasonable or active efforts in the following ways:
   a. Implement a plan to meet child safety, permanency, and well-being
   b. In collaboration with the parents, develop and discuss a behaviorally specific visitation and family time plan

Values

V1. The trainee will foster best practices, cultural humility, trauma-informed engagement, and teaming to support safety, permanency, and well-being for children, youth, young adults, and families.

V2**.** The trainee will embrace a collaborative case planning process with families, Tribes, child and family teams, service providers, and family support networks that values the protective capacities, strengths, and underlying needs of children and families and that supports safety, permanency, and well-being for children, youth, young adults, and families.

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Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 **40 min** **9:00 – 9:40 am** Introduction, Welcome, and Review of Agenda	Introduce trainer, the goals of the training, explain logistics, review the agenda and learning objectives with emphasis on skill reinforcement from Case Planning in a Team, set group agreement and facilitate an icebreaker *PowerPoint slides: 1-6* **Activity 1B:** Set Group agreements *PowerPoint slides: 4-5* *Learning Objectives: S1-b* **Activity 1C:** Community Building Icebreaker *PowerPoint slides: 6-8* *Learning Objectives: V2*
Segment 2 **75 min** **9:40 – 10:55 am** **(includes 15-min. break)** Child Welfare Best Practices Important to Case Planning	**Activity 2A:** Overview of Case Planning A time to re-introduce the group to Case Planning basics. *PowerPoint slides: 9-13* *Learning Objectives: V2* **Activity 2B:** Introduction to the Polk Hernandez Family The purpose of this activity is to give the training a family focus from the beginning and introduce the concept of strength based social work. *PowerPoint slides: 14* *Learning Objectives: S1, V1* **Activity 2C:** Best Practices in Child Welfare Trainer offers trainee a review of material supportive of orienting the training in best practices in child welfare. *PowerPoint slides: 15-28* *Learning Objectives: K1, K2, S1, V1, V2*
**BREAK occurs before Segment 2 is over, at Slide 18** **15 min**
Segment 3 **50 min** **11:10 am – 12:00 pm** The Opportunity and Process of Family Team Meeting	**Activity 3A:** Preparing for Teaming with Polk-Hernandez Family The trainer will conduct a short lecture and activity to support the transition to the use of teaming before and during meetings as a source of skill development for the utilization of shared decision making, cultural responsiveness and reasonable and active efforts in optimal case planning. *PowerPoint slides: 29-44* *Learning Objectives: K2, K3, S1, V2*
**LUNCH (Slide 44)** **60 min**

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Segment 4 **90 min** **1:00 – 2:30 pm** Practice of Visitation & Family Time Planning	**Activity 4A:** Polk-Hernandez Family Team Meeting Through role playing, trainees will role play collaborative developed and discussion of a behaviorally specific visitation and family time plan that meets child safety, permanency and well-being standards. *PowerPoint slides: 45-49* *Learning Objectives:* S1, S2, K1, K2, V1
BREAK (Slide 50) **15 min**	
Segment 5: **15 min** **2:45 – 3:00 pm** Wrap up and Next Steps	**Activity 5A:** Wrap up & Next Steps *PowerPoint slides: 51*
Segment 6: **60 min** **3:00 – 4:00 pm** Evaluation	**Activity 6A** Evaluation *PowerPoint slides: 52*

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Segment 1: Introduction, Welcome, and Review of Agenda

ACTIVITY 1A
Introduce trainer, the goals of the training, explain logistics, review the Agenda and Learning Objectives with emphasis on skill reinforcement from the 100-series module Case Planning in a Team.

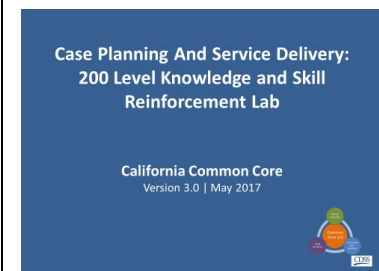|	
Estimated Segment Time:	10 minutes
Trainee Content:	Agenda
	Learning Objectives
Materials:	Post-its
Slides:	1-3

Description of Activity: The trainer will set the stage for the training: introduce trainer, review the goals of the training, logistics, agenda and learning objectives.

Before the activity

☐ NA

During the activity

☐ Welcome the trainees to the training and introduce yourself.

- o Briefly talk about your role and qualifications for training this topic to build trainees' confidence in you.

- o Talk about the purpose of this training and how it fits within CalSWEC and local training structures.

- o Encourage questions and comments be written on flipcharts throughout the training day; trainer will review them and answer them as the day progresses.

- o Discuss logistics related to the training site (cell phones off, breaks, parking, bathrooms).

- o Introduce that the group at your table will be your team and learning partners for the day.

- o Provide an overview of the Agenda (Trainee Guide) and Learning Objectives for the day)⸺Trainer's commitment to trainees.

- o Let group know the break is scheduled for close to 11:00; however, if a break is needed beforehand, the time can be adjusted.

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Overview of the Day

- Welcome

- Review of the Training Agenda and Goals

- Learning Objectives *(trainer's commitment to you)*

Transition to the next segment

Move on to the next segment, a review of the Group Agreements.

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ACTIVITY 1B: Set Group Agreements

Estimated Segment Time:	10 minutes
Trainee Content:	Group Agreements
Materials:	Flip chart, markers, and tape
	Post on wall for agreement visibility throughout the training day
Slides:	7-8
Learning Objectives:	S1-b

Description of Activity: The trainer will engage group in creating and agreeing to group learning agreements.

Before the activity

☐ Understand the purpose of Group Agreements to support a safe and collaborative learning environment.

☐ Prepare talking points (see below for ideas) for the describing established agreements.

☐ Prepare to elicit additions to the agreements from the group.

During the activity

The Group Agreements are our commitment to each other as we learn in community.

☐ Offer the following brief explanations of the Group Agreements as needed (this will depend on whether or not this group has already worked to establish Group Agreements). If there is time, ask someone from the group to explain what is meant by this agreement to elicit the voices of trainees and, as a trainer, add defining language as necessary.

This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

o **Collaboration** – With this Group Agreement, trainees are agreeing to avoid blame and shame in service to partnership and engagement. We are here because we share a common concern for the safety and well-being of children. This skill is essential for the learning environment and social workers trust of families as experts on their family and capacity to complete a thorough assessment of the situation. Families' experience of trust can support their self-examination and their part in the problem.

o **Ask lots of questions** – With this Group Agreement, trainees are agreeing to take responsibility for their own learning.

Group Agreements

Group Agreements
- Be collaborative
- Ask questions
- Be open to trying new things
- Make Mistakes
- Confidentiality
- Be responsible for your own learning
- Others?

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- **Be Open to Trying New Things** - With this group agreement, trainees are agreeing to try new things even if they feel uncomfortable. As a professional we may feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to tell ourselves things like "she doesn't know what she's talking about…she has never worked in our community with the people we work with…". When learning new things, discomfort is expected.

- **Make Mistakes** – With this Group Agreement, trainees are agreeing to help make it safe for themselves and others to take risks necessary to grow. As professionals, we often do not like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others.

- **Confidentiality** – With this Group Agreement, trainees are agreeing to not share family or trainee information outside the training room without permission. This is just a reminder that information about families or other trainees shared in the training room should be kept confidential.

- **Be responsible for your own learning** – With this Group Agreement, trainees are agreeing to being fully present for the training experience. As adult learners, we realize you come with knowledge, skills and experience. The intention of this curriculum is that you will have an opportunity to share this via large and small group discussions. Please come prepared having taken any prerequisite eLearning or classroom trainings. Set aside this day for your learning: please do not bring work into the classroom, this is distracting to other participants as well as to the trainer/facilitator, be on time, share the floor, turn cell phones off etc.

- **Others**? What else do we need from ourselves, our peers, and the trainer to get the most out of the day?

Transition to the next segment

Ensure trainees are in their groups they will be in for the day for the community-building icebreaker.

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ACTIVITY 1C: Community Building Icebreaker

Estimated Segment Time:	20 minutes
Trainee Content:	NA
Materials:	Ball of yarn/string
Slides:	6-8
Learning Objectives:	V2

Description of Activity: The trainer will conduct an introduction to the icebreaker.

Before the activity

- ☐ Describe the purpose of activity as a way to get to know your team. The group you are with will be your team and learning partners for the day.
- ☐ Give trainees permission to take care of themselves; this is a physical exercise that requires standing so they should respect their own limitations. Encourage the group to express their limitations if they feel the group needs to be aware of them.

During the activity

- ☐ Trainer asks the group to stand in a circle for an exercise, or a several circles if the group is large; trainer gives one person in each group a ball of yarn. (Note: It is best to have groups gathered in a circle unobstructed from chairs and tables, etc., but if that is not possible, use the "obstacles" as a problem the groups must navigate as a part of the activity. See debrief questions about "obstacles" if tables and chairs must be navigated during the activity.)
  - o Ask group to start by introducing themselves by name, pronoun.
  - o NOTE: Remind trainees to take care of their own needs; respect any limitations.
  - o Prepare to illustrate the throwing of the ball of yarn while holding onto a piece to explain instruction: Start with one person holding a ball of yarn; take turns throwing the ball of yarn while holding on to a piece of the strand until there is a web in the middle of the circle. Instruct trainees they cannot throw it to the person standing immediately to the left or right of themselves.
  - o Instruct the groups to work together to untangle the web and to re-form a circle without letting go of the yarn. Give the groups 3-5 minutes for the untangling in order to reserve most of the time for reflection.
  - o DEBRIEF: Once complete, lead a brief reflection prompting a discussion

Community Building Activity

Human knot exercise
- Stand in a circle; introduce yourself by name, pronoun.
  - Note: take care of your needs; respect any limitations
- Start with one person holding a ball of yarn; take turns throwing the ball of yarn while holding on to a piece of the strand until there is a web in the middle of the circle. Use the persons name from throwing the yarn.
- Work together to untangle the web to re-create a circle with the yarn without letting go of your piece. (5 minutes)

Large Group Reflection

- What facilitated and inhibited collaboration during this activity for you?
- What did you notice about yourself as a collaborator?
- What power dynamics did you notice?

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about collaboration styles and power dynamics by asking:

- What facilitated and inhibited collaboration during this activity for you?
- What did you notice about yourself as a collaborator?
- What power dynamics did you notice?

(If physical obstacles in the room: What was it like to navigate the obstacles? How could this relate to families as they try and navigate the child welfare system?)

A few learning points to reinforce: Note that some of the key terms found in the California Core Practice Model or themes of best practice used in Common Core are aligned with these points – this can give a great transition to the next segment of the curriculum:

o Listening to one another (teaming).

o Awareness of your own tendencies when in a group (using your own experience to untangle instead of listening to the family with cultural humility), or if they did a great job working together, how they allowed other experiences to help solve the problem. Use of tools, such as SOP, SDM, collaboration, etc., can ensure you are being inclusive instead of exclusive when trying to engage families.

o Noticing different roles in successful collaboration such as following or giving clear directions (transparency), or being supportive vs. taking action.

o Trust with each other (engaging each other to ensure the objectives are met).

o Trust in the authority of the trainer not to put you in harm's way (courtesy and skillful use of authority, not over representing your thoughts, and allowing others to be partners in the planning).

o What group agreements would you have wanted before doing the activity? (i.e., identify someone to start, over hand vs. under hand throws, calling someone's name before tossing the yarn ball, or the receiver of the yarn saying their name as a way to introduce themselves to the group, etc.)

o Even if subtle or nuanced, power dynamics arise amongst a group who are "collaborative" and as a social worker it is helpful to the group to notice these dynamics and interrupt them when affecting the collaboration: who talks first, the loudest, got silenced or not heard etc.

☐ Trainer then talks about the meta-structure of today's training: The structure of the training day is meant to parallel a Family Team Meeting agenda, and for the trainer to explain and model/demonstrate the skills we're asking trainees to do today:

Introductions and Identifying the Situation
1. **Introductions/Check in** (In training day: 1st activity of the day, plus icebreaker activity group just did)

Let's Return to...Family Team Meeting Agenda

Introductions and identifying the situation
1. Introductions/Check-in
2. Purpose of this Meeting
3. Group Agreements including confidentiality

Assessing the Situation and Developing Ideas
4. Family Strengths/What is Working
5. Family Challenges/Worries

Reach a Decision
6. Action Planning
7. Next Steps

Feedback/Closing
8. Plus/Delta and Closing

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2. **Purpose of the Meeting** (In training day: Learning Objectives for the day; highlight what trainees might want to focus on.)

3. **Group Agreements, including confidentiality** (In training day: Just finished doing Group Agreement activity as a shared decision-making exercise.)

Assessing the Situation and Developing Ideas
4. **Family Strengths/Challenges** (In training day: Trainer elicits knowledge trainees have brought in with them and facilitates reflection on challenges.)

Reach a Decision
5. **Action Planning** (In training day: Trainer asks what are trainees' hopes for the training day?). Today, trainees are practicing facilitation skills that attend to support shared decision making, as well as develop behaviorally specific visitation and family time plans.)

Feedback/Closing
6. **Next Steps & Wrap Up** (In training day: Ask trainees about insights from the training day, and what their next steps are in applying what they've learned.)
7. **5** (In training, typically a Plus/Delta process and a satisfaction survey. However, for today's purposes, the evaluation is an End-of-Block exam and satisfaction survey.)

Note: Other learning points can be added based on the trainers' observations.

Transition to the next segment

Trainer introduce the next segment, Child Welfare Best Practices Important to Case Planning

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Segment 2: Child Welfare Best Practices Important to Case Planning

ACTIVITY 2A: Overview of Case Planning

Estimated Segment Time:	10 minutes
Trainee Content:	California Child Welfare Core Practice Model Behaviors
Materials:	N/A
Slides:	9-13
Learning Objectives:	V2

Description of Activity: The trainer will conduct a short lecture to re-introduce trainees to Case Planning basics.

Before the Activity

☐ Give trainees a brief overview of what to expect in the next 65 minutes both from the description above and your understanding of the material.

During the Activity

☐ Have trainees briefly discuss what they think are things that support effective collaborative case planning in the first 6 months of a family's involvement with CPS. Give them a few minutes to discuss and ask for a few examples. They should lift up many of the phases of case planning in the next slide, as well as Core Practice Model elements and behaviors. Have them refer to the Core Practice Model Handout in their materials.

☐ Elements of Successful Teaming: Core Practice Model #1: Read what the Core Practice Model emphasizes and if there is time, ask the trainees to add what might be missing from their experience prior to or within CWS.

☐ Phases of Case Planning: Orient trainees to the Phases of Case Planning, orienting them to our goal for the training to focus on case plan development and case plan implementation. (Go over each phase.)

   o *On-going Assessment Questions:* Review the importance of ongoing assessment with families as circumstances change. Emphasize using tools that can help with the assessment process, e.g., SDM. SDM helps to improve assessments of family situations to better ascertain the protection of children, it increases the efficiency of child protection, and it helps to reduce the length of stay for children in foster care by providing focus on key issues that have brought families to the attention of the child welfare agency.

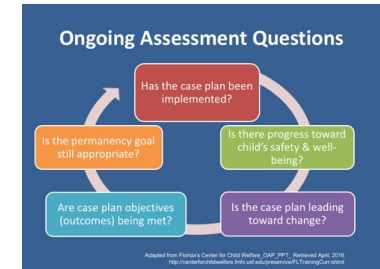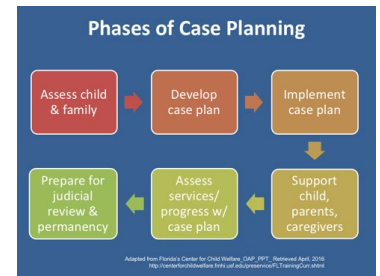   Emphasize that conducting rigorous and balanced assessments WITH

Child Welfare Best Practices
Important to
Case Planning
(in the first 6 months)

Elements of Successful Teaming
Core Practice Model
- **Knowing it takes a team of people** and relationships to ensure that children, youth and families successfully transition out of the system and achieve positive outcomes.
- **Inclusive** of and values youth and families as equal partners and decision makers from the beginning to the end.
- **Transparent processes** supported by everyone working toward common goals and shared understanding of the means to reach them.

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rather than TO or FOR children and families in child protection is perhaps the most critical piece of a social worker's job. *Ask trainees: What is a rigorous and balanced assessment?* Make sure that they are surfacing both a history of worries/challenges/concerns/maltreatment as well as a history of strengths/resiliencies and protection/safety that all families have. Add or ask how other strategies of mapping, solution focused questions, or other tools support engagement with families to obtain the assessment information needed to complete SDM and beginning case planning processes.

- o *Shared Values in Case Planning:* Orient trainees to the values and Case Planning Concepts from the 100 module on Case Planning in a Team, utilizing tools in child welfare, such as the types of questions we ask from appreciative inquiry to strength based focus, to engagement, collaboration, consultation, and cultural humility when engaging families. Emphasize these will be reinforced in this training as well.

☐ Lead trainees in a brief dialogue about the points on slide, reinforcing the impact when these values are and are not supported (e.g., when we do not hold that families are experts on themselves; families can be disengaged, feel disempowered, or feel oppressed; benefits of having children/youth as partners in assessment and safety planning).

☐ Lead a brief discussion about: What else do we value that can support collaborative case planning? Examples may include things like community and Tribal connections are often the key to success for many families. The strengths, cultural wisdom, and connections that come from community supports families in making behavioral changes, enhancing safety, permanence and well-being for children/youth, and more.

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ACTIVITY 2B: Introduction the Polk Hernandez Family

Estimated Segment Time:	15 minutes
Trainee Content:	Polk-Hernandez Vignette Part 1
	Three-Column Mapping
Materials:	N/A
Slides:	14
Learning Objectives:	S1, V1

Description of Activity: The trainer will conduct an activity to introduce the Polk-Hernandez Family utilizing the Three-Column Mapping tool. The purpose of this activity is to give the training a family focus from the beginning and introduce the concept of strength based social work.

Before the Activity

☐ NA

During the Activity

☐ *The Polk-Hernandez Family:* Re-introduce trainees to the Polk-Hernandez Family as their "collaborators" in learning today. (Trainees should be familiar with this family because they were introduced to them in other CC 3.0 trainings). This family will serve as a reference point throughout the training to support their learning.

☐ Ask the group to (1) read the vignette in the Trainee Guide; (2) as they read, utilize the Three-Column Map to assess and document on their blank map "what are you worried about" and "what is working well"; and (3) on a scale of 0-10—0 not possible and 10 absolutely possible—identify what is your (the trainees') capacity to feel hopeful and strengths-based when working with this family.

☐ Give a couple minutes of large-group time to hear one another's position on the scale. Remind trainees that the number is never as important as the reasoning behind the number. Have tables talk about why they scored themselves the way they did. Why not one number higher? Or what contributed to it not being lower?

The Polk-Hernandez Family

Three-Column Mapping

What Are We Worried About?	What Is Working Well?	What Needs to Happen Next?
Harm, danger, and complicating factors:	Safety, protective capacities, and strengths	Safety Planning with support network
SDM safety threats described here	SDM protective capacities described here	SDM risk level: use results to help determine next steps

0 ◄———————————————► 10

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ACTIVITY 2C: Best Practices in Child Welfare

Estimated Segment Time:	50 minutes
Trainee Content:	1. Best Practices in Child Welfare
	2. Bringing a Trauma Lens to Child Welfare
	3. ICWA and the Case Planning Process – Reasonable Efforts vs. Active Efforts
	4. Case Planning – Description of associated SDM Tools & Assessment Tasks
	5. Cultural Humility Practice Principles
	6. Multicultural Guidelines for Communicating Across Differences
	7. Facilitators' Collaboration/Consultation Tools
	8. Communication Skills for Effective Facilitation
Materials:	Post-its Posters for each best practice
Slides:	15-28
Learning Objectives:	K1, K2, S1, V1, V2

Description of Activity: Trainer offers trainee a review of material supportive of orienting the training in best practices in child welfare.

Before the Activity

NOTE: The morning break will need to happen during this segment. A natural break can occur after the Word Game; however, check the time to ensure that this is the case.

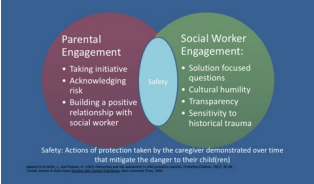**During the Activity**

15 minutes ☐ Best Practices in Child Welfare: Read the slide highlighting that these practice approaches have been found to be vital to engaging with families in a respectful and ethical way. ☐ Engagement: Using the prompt 'engagement for families', turn to the next slide and the diagram illustrating engagement by both parents and social worker are essential and are connected by the goal of safety as defined as: actions of protection by the caregiver demonstrated over time that mitigate the danger of their child(ren). The degree to which families make progress in the child welfare system is highly correlated to their relationship with their social worker. Child safety, therefore, is best supported when families are able to build rapport with and partner with families. Relationships are dynamic, so the families have feel that they can meet social workers in the middle to benefit from their joint efforts.	

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☐ Word Game: This activity is intended to give trainees the opportunity to interact and let their knowledge inform the PPT slides on best practices. Each table has a piece of chart paper with a best practice (see slide #15) written on it at the top of the page. The trainees will brainstorm as a group and write as many words as they can on the chart paper that associates with their understanding of the best practice and how it supports effective collaborative case planning.

☐ Trainer requests one person from each group to read what is on their flip chart/poster. Make sure they have accurately captured the general idea and add in any additional points they do not capture.

TAKE A BREAK HERE (approximately 10:30 AM)

In relationship to the following slides, reference similarity/difference to the data gathered in Word Game acknowledging wisdom in the room.

10 minutes

☐ Trauma-informed Practice: Trainer reads the slide.

☐ What's happened to the Polk-Hernandez Family?

☐ Follow up with a relevant trauma-informed question: "What happened?" [rather than what is wrong] and ask for support from the large group for a couple minutes to answer what they observed to be key issues: IPV, caregiver substance use and behavioral health, trauma, trust, experience with authority as it relates to child welfare, and others. Ask how these aspects of their experience may impact their engagement.

☐ Also, ask trainees to consider application of ICWA to the Polk-Hernandez family. Father is African American, and it is not uncommon for African Americans to have some Native American/Tribal ancestry. What are considerations to be made in the case planning process if the children have Native/Tribal ancestry? What would be examples of active efforts in the case planning process? (Refer trainees to Trainee Guide.)

☐ SDM Assessment Tool: NOTE: SDM is a trauma-informed practice. NOTE TO TRAINER: Read the slide and highlight how the Structured Decision Making (SDM) assessment tools (and in the opening of the case, were the Safety and Risk Assessments) serve as guide posts between interventions such as 3-houses, Solution Focused Questions, Mapping, etc., to support reaching the goals for safety, well-being, and permanency.

25 minutes

☐ Cultural Humility: Introduce the principles of Cultural Humility to support a message that the work of building relationships across lines of power and privilege is a life long journey, requiring both individual and organizational effort.

☐ Cultural Humility: Trainer reads quote and emphasizes the need to address the power dynamic between the professionals and the family members, and asks professionals to trust the family as a true collaborator.

☐ Family Content: Family Culture 1: Using a list that trainees may be familiar

Word Game
- Each table has a flip chart with one best practice
- 3 minute write-storm on flipchart.
- Try to get as many defining words as possible

Break
15 minutes

Trauma Informed Practice
"Trauma Informed Practice" is a strengths-based framework that is grounded in an understanding of and responsiveness to the impact of trauma…that emphasizes physical, psychological, and emotional safety for both providers and survivors…and, that creates opportunities for survivors to rebuild a sense of control and empowerment."

–(Hopper, Bassuk & Olivet, 2010, pg. 82)

What's happened to the Polk-Hernandez Family?
- Key Issues – what are they?
- Current and historical trauma – name two?
- Trust – what are their worries?
- Child welfare experience with authority
- Systemic oppression
- What if ICWA applied to this family (e.g., father African American *and* of Tribal ancestry)?

How might these answers affect engagement AND case planning?

SDM Assessment Tools
– SDM Family Strengths and Needs Assessment
– SDM Risk Reassessment (In-home, if in Family Maintenance)
– SDM Reunification Reassessment
– SDM Safety Assessment (if there is a NEW allegation in an open case)

Cultural Humility
A commitment to:
- Lifelong learning and critical self-reflection
- Recognizing and challenging power imbalances (inherent in the social worker-family dynamics)
- Developing institutional accountability

Tervalon, M., and Murray-Garcia, J. (1998)

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with, explain it isn't exhaustive. However, the list provides examples of the cultural contexts to consider with working with families and is also a resource for our own self-reflection.

☐ Family Content: Family Culture 2: Facilitate conversation in the room to elicit other aspects of culture that are less "visible", like values, beliefs, cultural norms, decision making, notions of affection and love, gender roles, parenting styles, attitudes and behaviors related to discipline, attitudes towards children, and more. Give an example asking trainees who they "hang out with" during family get-togethers, or something their family did on weekends to describe the notion that family and community culture is about ways in which people experience the world, not labels and classifications put on them by others.

☐ *What is Power*? Trainer explains that alongside an understanding of the domains of culture, also important is understanding the domains of power impacting the process of collaboratively working with families.

Share with the group both definitions and examples of these domains. And if there is time, engage the group in helping to identify examples:

Internal: One's sense of confidence, ability to articulate thoughts, skills for recognizing emotion and for managing it, all become factors in how powerfully one interacts with others, e.g., Gloria's (mom) advocacy for her children.

Transactional: Everyday behaviors that occur between and among us—choice of words, body posture, eye contact, and so on to communicate and negotiate power, e.g., Willy's communication with social worker.

Organizational: Sets of agreements, tacit or explicit, create environments in which power is distributed in particular ways. Roles in families, organizations, communities, etc., may be assigned by agreement or assumed de facto, and power accrues to them (e.g., use of assessment tools; rules of social worker's authority).

Cultural: Particular histories and identities influence individuals to behave in particular ways, and also influence the meanings attributed to behaviors by others. Ethnic origins, religious communities, racial identities, gender, and physical abilities all have associated with them sets of cultural habits and assumptions that are brought to bear on power dynamics (e.g., Mr. Polk's connection to family as resource).

Structural: Both face-to-face transactions and group situations exist in the context of greater social structures, which define an underlying set of power relations. These relations attach to cultural identities and attributes, as well as becoming internalized in a sense of self (e.g., poverty and racism).

☐ Cultural Humility + Collaboration: Explain to the group that in the context of recognizing how the use of authority can affect a family's willingness to engage in case planning, ask trainees to turn to a partner and spend a few minutes sharing (1) at least one cultural aspect from the Polk-Hernandez family that it would be important to be responsive to and (2) one practice they would use to reinforce positive power dynamics—or mitigate harmful

Facilitating Listening

Cultural differences and similarities affect all relationships and decisions.

➢ Review Multicultural Guidelines for Communicating Across Differences handout as a group

➢ Consider for yourself:
– Which one will I commit to practicing today?

Cultural humility

*A cultural humility perspective challenges us to **learn** from the people with whom we interact, **reserve judgment**, and bridge the cultural divide between our perspectives in order to facilitate well-being and promote improved quality of life. Such a perspective **frees the observer from having to possess expert knowledge** in order to maintain knowledge-based power, control, and authority over matters about which **diverse populations are far more knowledgeable**.*

Tervalon, M., and Murray-Garcia, J. (1998)

Family Context – Family Culture

•Age and generational differences
•Developmental disabilities
•Disabilities (seen and unseen)
•Religion and spiritual orientation
•Ethnic and racial identity
•Socioeconomic status
•Sexual orientation
•Indigenous heritage (within my ethnicity)
•National origin; Immigration & acculturation
•Gender and gender expression
•Rural or urban location
•Employment
•Military status

Adapted from: Hays, P.A. (2013). Connecting Across Cultures: The Helper's Toolkit. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. Washington DC: APA

Family Context – Family Culture

•What else?
•What is less "visible" but more likely to cause cultural misunderstanding?

Adapted from: Hays, P.A. (2013). Connecting Across Cultures: The Helper's Toolkit. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. Washington DC: APA
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Cultural Humility + Collaboration

In pairs, name at least one:
– Cultural aspect for the Polk-Hernandez family important to be responsive to
– Practice you would use to reinforce positive power dynamics - or mitigate harmful power dynamics - with the Polk-Hernandez family?

Tervalon, M., and Murray-Garcia, J. (1998)
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power dynamics— with the Polk-Hernandez family.

☐ *Facilitating Our Listening:* Another method for being a learner. This list is comprised of excellent tools to strengthen your capacity to listen and respond when communicating across differences. Ask group to read and select one they agree to practice today (if needed, have them look this over at break in the Trainee Guide).

Transition to the next segment

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Segment 3: The Opportunity and Process of Teaming with a Family to Create a Plan

ACTIVITY 3A: Preparing for Teaming with the Polk-Hernandez Family

Estimated Segment Time:	50 minutes
Trainee Content:	1. General Agenda for Family Teaming and Planning Meeting/Visit 2. Activity Instructions: Family Teaming and Planning 3. Activity Goals and Roles 4. Polk Hernandez Vignette, Part II 5. Activity Agenda to be used for Family Teaming Meeting 6. Visitation Planning Guide Sheet 7. Meeting the Child's Developmental Needs During Visitation
Materials:	Flip Chart paper Markers
Slides:	29-44
Learning Objectives:	K2, K3, S1, V2

Description of Activity: The trainer will conduct a short lecture and activity to support the transition to the use of teaming as a source of skill development for the utilization of shared decision making, cultural responsiveness and reasonable and active efforts in optimal case planning.

Before the Activity

☐ Trainer should familiarize oneself with the Polk-Hernandez scenario so it is easily referenced to support keeping this family at center of discussion.

☐ Ask group to tell one other person at their table which 'communicating across difference' skill they were going to try today.

☐ Prepare group that this section is large group lecture and learning environment to prepare for small group work after lunch. The content is to prepare them for the teaming activity.

During the Activity

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Verbalize for trainees that the training is moving from knowledge reinforcement to skills building and practice after lunch.

☐ *Quote:* An opening message to place emphasis on collaboration rather than unilateral decision making whenever possible places professionals in a role to ensuring equity in decision making. Send the message that use of self and our perspective of the work matters.

☐ *The Opportunity of Teaming:* This slide offers the perspective that the shared place between shared decision making and cultural responsiveness in this Venn Diagram is the practice of collaboration as defined as creating a "power with" dynamic with families we work with versus actions related to doing "to" or "for." It is aligned with the literature about trauma-informed practice and cultural humility that people are more likely to be cooperative and make positive changes when those in positions of authority do things with them, rather than to or for them. This perspective supports mitigating the harmful aspects families experience being overpowered in relationship to Child Welfare and is aligned with the Core Practice Model: "Nothing about you, without you" practice.

☐ *"Power with" Practices:* In this slide are examples of practices within Child Welfare that we will be practicing in this module that support the intersection of sharing decision-making and cultural responsiveness. Reference that these practices were reviewed in previous modules on Case Planning. Draw on the report out from the Cultural Humility activity in the previous section where the group was asked to think of an example of a practice that would reinforce positive or mitigate harmful power dynamics in the professional-family relationship. If time, and helpful to the conversation, ask for a few examples of what the power over (to or for) dynamics are in the context of Child Welfare.

☐ *Preparing for the Polk-Hernandez Team Meeting:* Transition the group to thinking about the Polk-Hernandez family, Vignette Part II, in preparation for their team meeting (activity after lunch). Give them 10 minutes to read the vignette guiding the practice of teaming in this module in the Trainee Guide.

☐ *SDM Assessment information relevant for Visitation Planning:* Part of collaboratively preparing families for the team meeting, the SDM assessments done at this stage are the: Family Strengths and Needs Assessment and Reunification Assessment. They inform both readiness and resources for this stage in their process with Child Welfare Services.

☐ *Eco-Map:* Who's on the team? Orient the group to another tool used to collaboratively prepare families for team meetings, which is the eco-map. This one illustrates who is in the Polk-Hernandez network and potential team members. It is a collaborative tool to use with families to help them identify their network of support. For the teaming activity, those on the team are: Mother, Father, Social Worker, Social Worker Supervisor, Pastor John, and Aunt Leann.

☐ *Power Scan:* In the large group, give the trainees an opportunity to identify the domains of power to the Polk-Hernandez family team. Trainer first

The Opportunity of Teaming

"Power with" Practices
- Teaming
- 3 column Mapping Tool
- Facilitative Listening
- SMART Goal Setting
- Eco-Mapping
- Promoting Consensus
- Solution Focused Questions
- Cross-Cultural Discussion
- ....

What does the metaphor of the circle symbolize?

How does this reflect the values & practices of teaming?

Preparing for the Polk-Hernandez Team Meeting

Read the Polk-Hernandez Case Vignette (Part II) and 6-month plan

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demonstrates applying one of the power scan dynamics to the Polk/Hernandez Family (e.g., trainer considers aloud with trainees re: in what ways might the family's experience of systemic oppression impact the teaming experience?). After demonstrating this, trainer invites trainees - using the examples on this slide - to do a quick brainstorm about what other ones might apply (and how) to this family.

- o Emphasize that part of a social worker's role is to equalize power where possible in the process of creating a collaborative environment. The first step to doing so is raising awareness about the power dynamics in the room. For example, the social worker can ensure that their authority is transparent so families understand the parameters of their decision-making power or ensuring that a meeting that needs language translation get this service to equalize access to information.

- o Review the *Three Questions* that will be the framework during your afternoon activity for gathering information with the family. Explain that although not all counties are implementing use of all of these tools, social workers must surface both what is challenging and dangerous, as well as what is supporting the successes and resiliencies in families. This is one way to easily facilitate information-gathering in a shared space with families, but it is not the only one. Can you tell us about any other tools or strategies you have used? What about tools to lift the voice of the child? (Wait for them to offer Three Houses or Safety House for example).

◻ *The Three Questions serve to get everyone on the same page regarding worries and what has worked well. These can also serve as a way of preparing the caregivers, family members, collaterals, and even the children for goal setting. It starts us off on the right foot for collaboration and better helps them prepare to participate.*

- o Step 1: What Are We Worried About? Exploring Past Harm, Behavioral Details, and Impact on the Child

- o Step 2: What Is Working Well? Searching for Safety and Strengths

- o Step 3: What Are We Worried About? Exploring Future Danger

- o Step 4: What Needs to Happen? Developing Goals

Caregiver Behavior and Impact on Child. Talk about the difference between a concern or a complication, and actual maltreatment. There must be a caregiver or parent behavior that has negative impact on the child or a likelihood that parents' behavior will impact the child negatively. This works for both worries and things that are working. There is a difference between strengths and actions of protection or safety. Driving your kids to school every day may be a strength. Making sure they wear their seatbelts everyday would be safety. Discuss that we want to be as behaviorally specific as possible when we talk about our worries and workings, just like we are behaviorally-specific when we document our action steps. Someone from the outside should have a very vivid and detailed picture of what the worry/working "looks like in action", and more importantly, how that worry/working impacts the child.

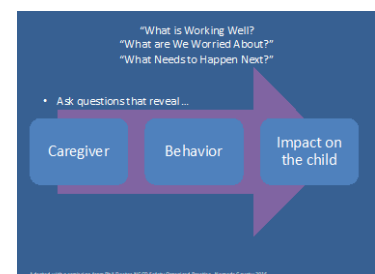*Solution-Focused Questions:* Scaling Questions provide an opportunity to

SDM Assessment information relevant for Visitation Planning
– Cultural identity, who is in the families network, family needs (FSNA)
– Readiness to reunify: parents perspective on behavior changes, strength of current visitation plan, ensuring conditions of removal no longer exist (Reunification assessment)
– Two assessments; one for each parent because they are not living together and needs are different: **visitation goals are different**

Eco-Map: Who's on the team?

Power Scan
What power dynamics are present and how might they impact the teaming experience?
– Position/professional [transactional/organizational]
– Life experience; world view; beliefs and values [cultural]
– Impact of systemic oppression (e.g. gender, race, age, ability) [structural]
– Language [cultural]
– Literacy [internal, transactional]
– Experience of trauma [structural, transactional]
– Decision making authority [organizational]
– Others?

"What is Working Well?"
"What are We Worried About?"
"What Needs to Happen Next?"

- Ask questions that reveal...

Caregiver → Behavior → Impact on the child

Adapted with permission from Phil Decter, NCCD Safety Organized Practice, Alameda County 2016

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gather information from families about their perspective. Ask the class how much they know about scaling questions, and ask for an example.

On a scale of 0–10, with 0 being you do not feel you have what you need to accomplish this goal and 10 being you have everything you need, where would you say you are on this scale?"

Solution-Focused Questions: Exception Questions provide an opportunity for families to share behaviors and examples where they may have demonstrated actions of protection or safety, or at least mitigated danger. Have the group discuss how they have used this type of question with families or in their work (take 5 minutes).

☐ *Action Planning:* Writing Behaviorally Based SMART Goals: Orient the group to the idea that the SMART goal tool in this part of the agenda supports the group in reaching a shared decision and goals that can be achieved. Also emphasize that the practice of behaviorally-based observation and goal setting is a primary skill of social work.

There are three parts to the meeting with the family:

1) **Goal setting:** The goal is outlined so it does not need to be created for the purpose of the activity, "*Create a visitation plan for the Polk-Hernandez Family that supports Mr. Polk having 3 supervised visits per week for 2 hours that demonstrates*":
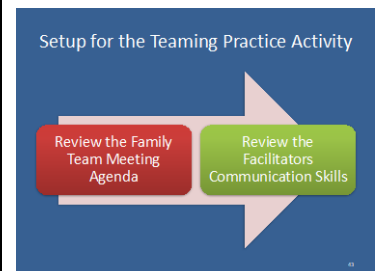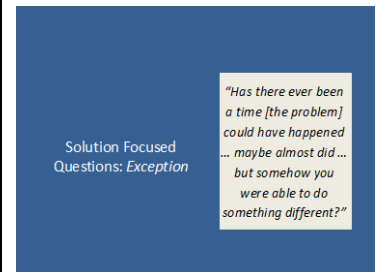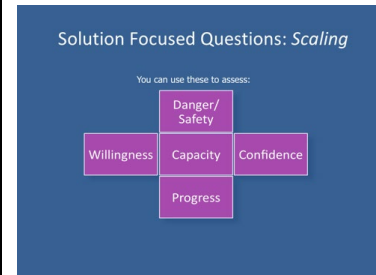
   - *Ms. Hernandez's ability to supervise visits for Mr. Polk.*
   - *Mr. Polk's ability to interact with Willy and Amalia without threatening to hit them or without physically disciplining them.*
   - *Mr. Polk's understanding of Amalia's developmental stages and why she may say "no" so many times."*

   NOTE: Some trainees may struggle with this concept of the mother supervising the father's visitation. If this is the case, take a few minutes to help the group move from, "No, Mom can't supervise" to "What would it look like if Mom did supervise?"

   A few questions that may help trainer do this: "What would this mother do if CWS was not involved?"; "Who is responsible for the kids?"; "What supports does mother, father, or the children need for this to happen?"

2) **Action Steps:** Review the rubric of SMART using an example that may apply to the Polk-Hernandez family: example - *For the first 30 days of Mr. Polk's visits with Amalia and Willy, Gloria (mom) will supervise these visits with Uncle Sal present to support her building her experience and skill before supervising on her own.*

3) **Scaling the actions steps:** This tool is designed to assess willingness, capacity, and confidence in the person who will implement the action step.

   In the case of Gloria's action step in the example above, a social worker can ask, "on a scale of 1-10, 0 being you do not feel you have what you need to accomplish this goal and 10 being you have everything you need, where would you say you are on this scale?" And as a follow up, "Ask what could happen to bring your rating up one?"

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Scaling will support those in the group identify areas of need and strength as they commit to their team the steps they hope to make toward their goals.

☐ *Visitation Planning Advice:* In planning for visitation, trainer orients the group to the advice about utilizing the time to support child development in the Trainee Guide).

Mention that research has found that rates of developmental delay for children in out-of-home foster care range from 13% to 62%, compared with 4% to 10% for children in the general population. Be sure to develop visits based on the child's developmental age and not his/her chronological age. Mention that counties frequently have P&Ps as guidance and that the family often has resources that can be utilized to support visitation that the Department/CWS has no idea about. Additionally, the 3 houses can be utilized with children with the focus on visitation.

☐ *Setup for the Teaming Practice Activity:* Before or immediately breaking for lunch, ask the groups to…

1) Get into groups of 5-6. Let them know that each person will rotate practicing facilitating part of the interaction with the family. When not facilitating, they will play role in the family or network.

2) Ask the group to follow instructions in Trainee Guide and identify what role they will play in the team and create a name plate. Have them identify who will be the social worker first, second, third etc.

3) Ask them all to review their section of the Agenda in the Trainee Guide and the Communication Skills for Effective Facilitation.

Let's Return to…Family Team Meeting Agenda

Introductions and identifying the situation
1. Introductions/Check-in
2. Purpose of this Meeting
3. Group Agreements including confidentiality

Assessing the Situation and Developing Ideas
4. Family Strengths/What is Working
5. Family Challenges/Worries

Reach a Decision
6. Action Planning
7. Next Steps

Feedback/Closing
8. Plus/Delta and Closing

Lunch
60 minutes

Visitation Planning Advice

- All children are initially traumatized by separation from their parents

- The FIRST and PRIMARY purpose of visits is to meet the child's needs. If meeting the needs of the adults will be in conflict with the child's needs, always use the child's needs to determine your plan.

- The goal is to help a child move toward the next developmental milestones.

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Segment 4: Practice of Visitation & Family Time Planning

ACTIVITY 4A: During the Polk-Hernandez Teaming Event/Visit

Estimated Segment Time:	90 minutes
Trainee Content:	1. General Agenda for Family Teaming and Planning Meeting/Visit 2. Activity Instructions: Family Teaming and Planning 3. Activity Goals and Roles 4. Polk Hernandez Vignette, Part II 5. Activity Agenda to be used for Family Teaming Meeting 6. Visitation Planning Guide Sheet 7. Meeting the Child's Developmental Needs During Visitation 8. Developmentally Appropriate Goal Setting 9. ICWA and the Case Planning Process – Reasonable Efforts vs. Active Efforts 10. Communication Skills for Effective Facilitation
Materials:	Sentence Strips (in Appendix) Half Sheet paper for name plates Chart paper and markers for each group
Slides:	45-50 S1, S2

Description of Activity: In collaboration with the parents develop and discuss a behaviorally specific visitation and family time plan that meets child safety, permanency and well-being standards.

Before the activity

☐ *Check for understanding of the tools outlined in the section before lunch.*

☐ *Field any questions as quickly as possible to allow time for the practice.*

☐ Cut sentences in the Appendix into strips to distribute to trainees at the beginning of this activity. Hand the strips to random trainees as they prepare for the Teaming and Planning Meeting with families. The intention is to prompt the group to support practice of collaborative, culturally-responsive and trauma-informed facilitation skills.

During the activity

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Teaming with the Polk-Hernandez Family: Visitation and Family Time Planning: Ask trainees to get into their groups before the final set up.

☐ Ask group to follow along with instruction in the Trainee Guide.

☐ Groups should be of 5-6 individuals. The roles are:

1. Rotating Social Worker

2. Social Worker Supervisor

3. Gloria, Mother (age 32)

4. William, Father (age 34) (Willy)

5. Support Person(s) Identified by Mother: Pastor John OR

6. Support Person(s) Identified by Father: Aunt Leann

NOTE: *If there are any trainees who are not assigned to one of the six roles above, ask them to take the role of Observer 1 (and Observer 2 if there are two unassigned trainees for a group). The Observer(s) should take note regarding how the meeting incorporates the use of Structured Decision Making, Trauma-informed Practice, Cultural Humility, Best Practices, and/or the interests of the children. The comments of the Observer(s) should be solicited in the final group debrief and reflections at the end of the segment.*

NOTE: *While the Father is not specifically called out with Tribal ancestry, it is something for all trainees to keep in mind about what would be different IF the father was a member of a Tribe, e.g., inclusion and spelling out of active efforts in the facilitation and planning processes*.

☐ This activity will be one fluid team meeting that lasts for 70 minutes. Social workers #1-4 will each have 15 minutes, and social worker #5 has 10 minutes to promote consensus at the end of the meeting. These time specifications are indicated in the Trainee materials.

☐ After the team meeting, there is a group feedback and debrief for 10 minutes, followed by a "large group reflection" for the remaining 10 minutes of the segment (see instructions on next page).

☐ This activity is intended to integrate both LOs S1 and S2; let trainees know that you'll be looking for this in their skill practice today, and will be asking about this in the debrief today:

S1. Using a vignette, the trainee will demonstrate at least 4 consultation and/or collaboration skills with a family and their team:

   a) *Demonstrate at least 2 examples integrating cultural responsiveness to meet the needs of a family*

   b) *Demonstrate at least 2 examples of sharing decision-making with a family.*

S2: Using a vignette, the trainee will distinguish and apply reasonable or active efforts in the following ways:

   a) *Implement a plan to meet child safety, permanency, and well-being*

   b) *In collaboration with the parents develop and discuss behaviorally*

Remember: Weave these behaviors into your skill practice

S1. …Demonstrate at least 4 consultation and/or collaboration skills with a family and their team:
   a)…at least 2 examples integrating cultural responsiveness to meet needs of family
   b)…at least 2 examples of sharing decision-making w/family.

S2: Distinguish and apply reasonable or active efforts …:
   a) Implement plan to meet child safety, permanency, and well-being
   b) In collaboration with the parents, develop and discuss behaviorally specific visitation and family time plan.

Practice:
Visitation & Family Time Planning

Teaming with the
Polk-Hernandez Family – *Activity*

Family Team Meeting:
In collaboration with the parents develop and discuss a behaviorally specific visitation and family time plan

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Large Group Reflection

What did you observe?

• How did you know when shared decision making was happening?
• How did you know cultural humility or power scanning was happening?
• What reflections do you have about the activity? Where do they see opportunities for improvement or development?

Feedback
• What worked well in the activity?
• What did you do well?
• What did you notice your peers doing that was impressive? What was challenging?
• How confident were you during your segment? What would increase or diminish your confidence?

Adjust   Learn
Do

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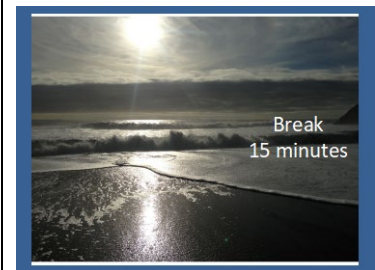
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specific visitation and family time plan.

❑ The trainer will need to act as a time-keeper throughout the meeting, notifying social workers when there is 2 minutes remaining (i.e., hold up a sign) and when the sections have ended.

❑ Walk around to each group and "listen-in" for how the groups are doing. Take note of anything exceptional and reflect that back to the teams during the large debrief.

❑ Coach group to not role play an "extreme" point of view or person. The goal is to practice and have success at building skills in team facilitation.

❑ The structure of the interaction should be to focus on gathering information, helpful to creating a behaviorally specific visitation and family time plan that meets child safety, permanency, and well-being standards.

❑ The last social worker will debrief the interaction with the role players, staying in "character" and then the group will "break" character and debrief the activity as trainees.

❑ Once the small groups have had a chance to debrief on their own, you will then lead the large group report-out of their experiences.

TRAINER NOTE:
Timing Breakdown for the 90 minutes:

❑ Social Worker #1 (15 minutes)⎯Introduction, Agreements, Purpose of Meeting

❑ Social Worker #2 (15 minutes)⎯Family Strengths/Safety/What's Working

❑ Social Worker #3 (15 minutes)⎯Family Challenges/Worries/ Danger

❑ Social Worker #4 (15 minutes)⎯Action/Next Steps with S.M.A.R.T Goals

❑ Social Worker #5 (10 minutes)⎯Debrief and Feedback with the Family

❑ Group Feedback and Debrief (10 minutes). Trainer asks the following questions of the entire group as part of the overall debrief for this activity:

　　o *In what ways did facilitators integrate cultural responsiveness to meet the family's needs?*

　　o *In what ways did facilitators share decision making with the family?*

　　o *In what ways did facilitators apply active or reasonable efforts applied in implementing a plan to meet child safety, permanency, and wellbeing?*

　　o *In what ways did facilitators collaborate with the parents to develop and discuss behaviorally specific visitation and family time plans?*

　　o *What worked well in the activity? What did you do well?*

　　o *What did you notice your peers doing that was impressive?*

　　o *What was challenging?*

　　o *How confident were you during your segment?*

　　o *What would increase or diminish your confidence?*

　　o *In addition, solicit additional comments from the Observer(s), if any,*

Break
15 minutes

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regarding the incorporation of Structured Decision Making, Trauma-informed Practice, Cultural Humility, Best Practices, and/or the interests of the children during the meeting.

☐ Large Group Reflection (10 minutes). Trainer asks the following:
   o   What did the group notice in the activity?
   o   What reflections do you have about the activity?
   o   Where do you see opportunities for improvement or development?

NOTE: Here again, you may wish to reach out to the Observers, if any, for additional comments.

Acknowledge group for their willingness to take risks in skill building in front of peers. Connect this part of the activity to how families are asked to be vulnerable in participating in family teaming as well.

Transition to the next segment

Let trainees know that after the break, there will be a time for a brief wrap-up and then a formal evaluation delivered for the remainder of the day.

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Segment 5: Wrap up and Next Steps

Estimated Segment Time:	15 minutes
Materials:	Chart paper with "parking lot" of questions or ideas
Trainee Content:	NA
Slides:	51

Description of Activity: The trainer will conduct a review of the elements of the day's curriculum and make time for questions and comments for the group.

Before the Activity

☐   Review "Parking Lot" questions and reflections and ask for any additional questions.

During the activity

☐ Review questions and make time to respond. ☐ Gather reflections on what trainees are taking away from the day, and what next steps they will take to apply what they learned today to their daily child welfare work.	**Wrap Up & Next Steps** • Questions or comments for the trainer – Collect post-its throughout the day with trainees' questions • What is one insight you are taking away from today? • What is your next step in applying something you learned today to your daily CW practice?

Transition to the next segment

Let trainees know that it is now time for a formal evaluation delivered for the remainder of the day.

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Segment 6: Evaluation

Estimated Segment Time:	60 minutes
Materials:	End of Block Exam (Case Planning and Service Delivery)
Trainee Content:	N/A
Slides:	52

Description of Activity:
The trainer will proxy the end of block evaluation with participants.

Before the Activity

Ensure that there are enough copies for all trainees of the respective materials noted below. The documents and all up-to-date evaluation materials are located on the CalSWEC website under the password protected link, "RTA Evaluation – Training Evaluation Materials for Common Core". ***Contact* your respective *RTA/UCCF point person to request this information and to ensure you have the most up-to-date evaluation materials.*** The materials are subject to change, so check in frequently.
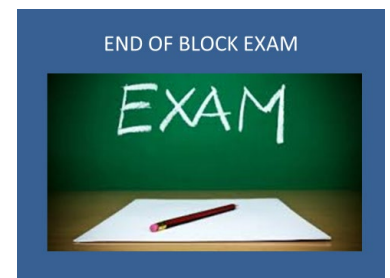
During the activity

☐ **End-of-Block post-evaluation instructions FOR TRAINERS**

To complete the end-of-block post-evaluation activity you should have the following materials:
- Informed Consent Document
- Document with County and Training Site Codes
- Answer Sheet(s)
- End-of-Block Post-Evaluation Tool(s)

Hand out the Informed Consent form, County and Training Site Codes document, and Answer Sheet to Trainees.

Disclaimer: Trainees who do not wish to participate in the research study do not have to submit their test forms (electronic or paper) and there is no penalty for non-participation. To avoid disruption during the evaluation activity for those trainees who wish to participate, the end-of-block post-evaluation can be administered to non-participants as a paper-based learning activity that does not need to be submitted.

END OF BLOCK EXAM
EXAM

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<u>Begin Verbal Directions –</u>
We are preparing to initiate the end-of-block post-evaluation. This evaluation is not used to assess your performance, but rather to inform our continued improvement of the curriculum. Please take a few minutes to review the Informed Consent form and to complete your Answer Sheet. If you do not have an Informed Consent form, County and Training Site Codes document, or Answer Sheet, or if you have questions, please raise your hand.

☐ **45 minutes for exam** – Taking the end-of-block evaluation provides data on how the curriculum can be improved.

When trainees have completed their Answer Sheets, provide them with the end-of-block evaluation.

<u>Verbal Directions (Continued) –</u>
We are now ready to begin the end-of-block evaluation. The purpose of this end-of-block post-evaluation is to help us identify areas within the curriculum that can be improved. The end-of-block evaluation is composed of 45 knowledge items which will cover content from eLearning, 100-level and today's 200-level classroom.

When answering a question please make sure you completely fill in the circle with heavy, dark marks. Any stray marks can affect processing. Are there any questions? If there are no (additional) questions, please begin.

NOTE TO TRAINERS: If you have trainees present who you think qualify for ESL accommodations, please be attentive to their progression throughout the evaluation activity so to provide any assistance that they may need.

☐ **At the end of 45 minutes (or when all trainees appear to have completed the evaluation)**, walk around and collect the Answer Sheets and end-of-block post-evaluations. Check trainees' Answer Sheets to make sure that they were completed correctly.
☐ Place the Answer Sheets in the provided envelope and complete the Cover Sheet provided for submission to CalSWEC.
☐ Move on to the debrief activity.

☐ **15 minutes for debrief** - Taking an end-of-block post-evaluation is a learning opportunity. Now that trainees have completed the end-of-block evaluation the debrief activity should be initiated to provide an

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opportunity for trainee reflection. For the debrief activity, **please refer to the Knowledge Post-Evaluation Debrief Protocol document**, at this time.

☐ Chart responses from the debrief activity and share feedback (i.e., notes, pictures of chart pads, etc.) via our Web-Form: (https://app.smartsheet.com/b/form?EQBCT=9552be804ddd480ea8458a8f63d6a0f7). This information will be used to track themes in concerns, issues, or topics raised for future evaluation and curriculum improvement.

Have trainees complete the participant satisfaction survey before leaving.

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Materials Check List

- ☐ Trainer Guide
- ☐ Trainee Guide
- ☐ PowerPoint
- ☐ Flip chart, markers, and tape
- ☐ Ball of yarn/string
- ☐ Post Its
- ☐ Posters for each best practice
- ☐ Computer/laptop that is:
- ☐ Sentence Strips (in Appendices); Cut into strips before this activity to distribute to trainees at the beginning of this activity.
- ☐ Chart paper with "parking lot" of questions or ideas
- ☐ Evaluation Materials
  - o Informed Consent Document
  - o Document with County and Training Site Codes
  - o Answer Sheet(s)
  - o End of Block Evaluation Tool(s)

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Appendix

For Segment 4: TRAINER- Please cut this page into strips and hand to random trainees as they prepare for the Teaming and Planning Meeting with families. To be used to plant in a group to support practice of collaborative, culturally-responsive and trauma-informed facilitation skills.

Complain that the meeting is taking too long and the team is talking too much.

Be distraught and shut down because you are feeling intimidated by the social worker.

Hide your eyes and put your head on the table.

Speak before family member has a chance to do so; interrupt her if you have to.

Get angry during the meeting and express it by raising your voice.

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Assert this process is making things worse. You do not trust government people. All they have done has ruined your community.

Announce new information the group is unaware of, "I just found out you have tribal ancestry".

Do not sign up for any action steps.

Violate one of the agreements.

You're the big dog in the room and everyone else knows it.

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