Online Learning

Common Core 3.0

Field Activities

Classroom Skill Building

CDSS

Managing Transitions Knowledge and Skill Reinforcement Lab

California Common Core
Version 3.2 | 2017

Overview of the Day

- **Welcome and Review of the Agenda**
- **Learning Objectives**
- **Break Approximately 10:20 AM**
- **Lunch Approximately 12:00 PM**
- **Break Approximately 2:30 PM**
- **Evaluation 3:00 PM**
- **End of Day 4:00 PM**

Group Agreements

- Be collaborative
- Ask lots of questions – let us know what you think
- Enjoy the experience – have fun
- Have a "what the heck!" attitude and throw yourself into the experience
- Make mistakes
- Maintain confidentiality

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Transition: Trainee to Social Worker

- What worked well with the transition?
- In what ways did the preparation by your supervisor decrease your stress?
- What were some worried they had about how they transitioned?
- How did the lack of preparation impact your stress level?

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Scale Your Transition

Scale Your Transition

0 = No Support   10 = Over the Top Support

What Could have been done differently to help your transition be successful?
What supports could have helped?

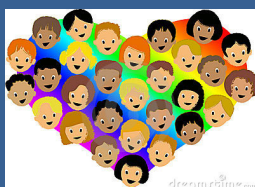_____

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100 Transition Block Review

- After 18 eLearning
- Case Closure eLearning
- Transition Practice Classroom

Trauma

- Complex Trauma
- Complex Trauma and Child welfare
- Social Worker Role
- Teaming

Trauma/Transitions

- Any transition missing?
- Circle the most troublesome transition point a child, youth or young adult you have worked with experienced.
- Discuss what was troublesome about the transition.
- What could have been done differently?
- Large group discussion.

How do we Stop Adversity from Becoming a Life Sentence?

https://www.youtube.com/watch?v=qp0kV7JtWiE

California Child Welfare Core Practice Model, Practice Behaviors

Teaming
- Work with the family to build a supportive team,
- Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family,
- Work with the team to address the evolving needs of the child, youth, young adult and family,
- Work collaboratively with community partners to create better ways for children, youth, young adults and families to access services.

Transition
- Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.

Assessing Complex Needs and Culture

WHAT IS CULTURE?

- African American, Native American and Latin American Children have an increased risk of trauma experiences.
- A broad understanding of culture is necessary.
- Cultural background of social worker can influence.
- Assessments should always take into consideration the culture and communication modes of the family and social worker.
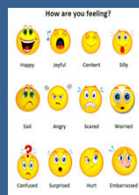- Teaming/Supervisors KEY

Video:
Cultural Humility; People, Principles, and Practices, by Vivian Chavez

https://www.youtube.com/watch?v=_Mbu8bv
Kb_U&list=PLF450050903C62014

Troublesome Transition & Culture

- In hindsight, do you think the child, youth, or young adults culture impacted the transition?
- Do you know? Did you ask?
- What did you do to ensure you took the child, youth, or young adult's culture into account during the transition?
- What could you have done differently?
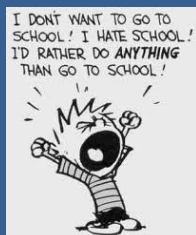

Mapping Behaviors

Underlying Needs

Underlying Needs & Continuing Assessments:

Along with typical post-traumatic stress reactions, children display a wide range of developmental impairments including:
- Attachment and Relationships
- Thinking and Learning
- Physical Health: Body and Brian
- Behaviors
- Emotional Response
- Self-Concept & Future Orientation

I DON'T WANT TO GO TO SCHOOL! I HATE SCHOOL! I'D RATHER DO *ANYTHING* THAN GO TO SCHOOL!

Celia

Activity

Individually:
- Think back to the transition point you identified earlier.
- Identify key domains that the child, youth, or young adult may have been experiencing.
- Journal specific behaviors that the were experiencing.

As a table:
- How might transitions further impact the developmental domains?
- Is there a team in place for the child, youth, or young adult?
- Is there anyone else you want to be part of the team who is not part of the team?
- What can you do to make sure they have had an assessment that addresses underlying needs?

Teaming

ACIN NO:I-05-14 Sharing
Information With Caregivers

- Information sharing is not only permitted under state and federal law it is required
- Sharing information regarding the child with the caregiver is a critical component of effective service delivery
- ACIN does not address young adults, see your county policy and/or consult with your supervisor

Concurrent Planning/Full Disclosure

- Adoption and Safe Families Act
- Concurrent Planning
- "Reaching Out"

Trainer Demonstration

✓ **What worked well?**
✓ **What were worries?**
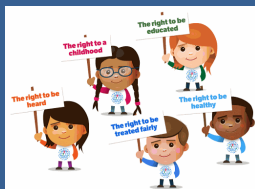✓ **What could be upgraded?**

Activity
4A: Full Disclosure Skill Practice

- Read the Polk/Hernandez vignette, "Update with a Twist" and the questions in the chart below the vignette
- Form pairs
- There are two roles, social worker and mother
- Four minute full disclosure skill practice
- Two minutes feedback
- Switch roles
- Debrief the activity

Helping Your Foster Child Transition to Your Adopted Child

- Create an accurate reconstruction of the child's placement history.
- Identify the important attachment figures in the child's life.
- Gain the cooperation of the most significant attachment figures available.
- Clarify "the permission message."
- Communicate that permission to the child.

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10 Tips for Social Workers from Foster Youth

Activity
4B: Discussing Permanency with Children and Youth

- Read the Willy and Samantha Polk Vignette Update
- Form Triads, three roles, social worker, Willy or Samantha, and observer
- Using the Willy and Samantha Polk vignette update, the developmental considerations, the Polk/Hernandez vignette with a twist, the genogram and ecomap trainees will skill practice having a permanency discussion with Willy and Samantha
- Observer use the questions to help guide your strength based feedback
- Five minute skill practice, two minute feedback

Journal

- Thinking back to the troublesome transition that you experienced, what is one thing you learned today, that could help you next time?
- What did you learn today that you can put into practice when you return to the office?