

# Common Core 3.0

Critical Thinking and Assessment

Trainer Guide



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 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=BIQG65KFKGs>

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/programs-and-services/child-welfare-service-training-program/common-core-30>



FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <https://calswec.berkeley.edu/>

# 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 social 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 social worker training statewide.

## GENERAL INFORMATION

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 within an agency.

The Common Core Curriculum 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 Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment 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 training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For more information regarding the curricula, please contact CalSWEC at [calswec\\_rta\\_cc@berkeley.edu](mailto:calswec_rta_cc@berkeley.edu) (link sends e-mail).

## COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

### Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed 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 Lesson Plan for each segment of the curriculum.

*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.

## **Lesson Plan (Trainer's Guide only)**

The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in 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.

## **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 Segments (Trainer's Guide only)**

The Training Segments are the main component of the Trainer's Guide. They contain 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 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.

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)**

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 Lesson Plan.

## **Supplemental Handouts**

Supplemental Handouts refer to additional handouts not included in 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**

The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography 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 may include the following:

- 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 Segments in 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.

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

1. Overview of Assessment Procedures eLearning
2. SDM Assessment Skills Lab classroom
3. CMI eLearning
4. CMI Skills Lab classroom
5. Assessing for Key Child Welfare Issues classroom

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 eLearnings as well as to access the classroom curriculum. Visit CalSWEC website for more information at:

<https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30>

This half-day curriculum focuses on Critical Thinking activities that link Critical Thinking to Assessment. When training the module, the trainer should guide the trainees through the activities and ensure the content identified as “Key points for trainers” is included within the activity.

It is recommended that trainers take one of the Harvard Implicit Bias Tests (available here: <https://implicit.harvard.edu/implicit/takeatest.html>) before training this module and that they use their experience with the test in the group activities about identifying bias.

**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<sup>1</sup>
- Signs of Safety<sup>2</sup>
- Structured Decision making<sup>3</sup>
- Child and family engagement<sup>4</sup>
- Risk and safety assessment research
- Group Supervision and Interactional Supervision<sup>5</sup>
- Appreciative Inquiry<sup>6</sup>
- Motivational Interviewing<sup>7</sup>
- Consultation and Information Sharing Framework<sup>8</sup>
- Cultural Humility
- Trauma-informed practice

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Children's Research Center. (2008). *Structured Decision Making: An evidence-based practice approach to human services*. Madison: Author.

<sup>4</sup> 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.

<sup>5</sup> Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

<sup>6</sup> 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.

<sup>7</sup> Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3<sup>rd</sup> Ed.). NY: Guilford Press.

<sup>8</sup> 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.



## Agenda

Segment 1:	Welcome and Review of Agenda	9:00 - 9:10
Segment 2:	Introduction to Maria's Family	9:10 - 9:25
Segment 3:	What is Critical Thinking?	9:25 - 9:40
Segment 4:	Fact vs. Bias	9:40 - 10:10
<i>Break</i>		<i>10:10 - 10:25</i>
Segment 5:	Building a Critical Thinking Atmosphere	10:25 - 10:40
Segment 6:	Minimum Sufficient Level of Care	10:40 - 11:10
Segment 7:	Courageous Conversations to Increase Critical Thinking	11:10 - 11:45
Segment 8:	Additional Critical Thinking Skills	11:45 - 12:00

## Learning Objectives

### Knowledge

- K1.** The trainee will be able to describe a process to analyze and synthesize information from multiple sources when conducting a child welfare assessment.
- K2.** The trainee will be able to describe how life experiences, personal values, and bias may affect determination of minimum sufficient level of care (MSLC) in assessing safety and risk and developing safety plans.
- K3.** The trainee will recognize the role of reflective practice in child welfare assessment.

### Skills

- S1.** Given a case scenario, the trainee will be able to check facts and analyze factors relevant to an assessment of safety, risk, and protective capacity which includes information from the reporting party, extended family members, case records, and other collateral sources.
- S2.** The trainee will be able to identify and resolve effects of their own life experiences, personal values, and biases in establishing MSLC and assessing safety and risk.

### Values

- V1.** The trainee will value obtaining consultation as needed to conduct an effective assessment.
- V2.** The trainee will value fact checking in child welfare assessment.

## Lesson Plan

Segment	Methodology and Learning Objectives
<b>Segment 10</b> <b>5 min</b> <b>9:00 – 9:10 am</b>	<b>Introduction to the Training</b> Introduce goals of the training and explain logistics, as well as review the agenda.
Welcome and Review of Agenda	<i>PowerPoint slides: 1-5</i>
<b>Segment 2</b> <b>15 min</b> <b>9:10 – 9:25 am</b>	<b>Introduction to Maria's Family</b> Lecture and discussion related to Critical Thinking skills using a scenario
Application of Critical Thinking Skills	<i>PowerPoint slides: 6-9</i> <i>Learning Objectives: K3, S1</i>
<b>Segment 3</b> <b>15 min</b> <b>9:25 – 9:40 am</b>	<b>What is Critical Thinking?</b> Define and discuss the Critical Thinking process.
Critical Thinking Process	<i>PowerPoint slides: 10-13</i> <i>Video: American Denial 923:20-27:04</i> <i>Learning Objectives: K1, K2, K3, S2, V2</i>
<b>Segment 4</b> <b>30 min</b> <b>9:40 – 10:10 am</b>	<b>Facts vs. Bias</b> Lecture and activity related to identifying facts vs. bias related to Maria's family
Fact vs. Bias	<i>PowerPoint slides: 14-15</i> <i>Learning Objectives: K2, K3, S1, S2, V2</i>
<b>10:25 – 10:40 am</b> <b>15 min</b> <b>BREAK</b>	
<b>Segment 5</b> <b>15 min</b> <b>10:25 – 10:40 am</b>	<b>Building a Critical Thinking Atmosphere</b> Define and discuss building a Critical Thinking atmosphere at work
Building Critical Thinking Skills	<i>PowerPoint slides: 16-24</i> <i>Learning Objectives: V1, K3</i>
<b>Segment 6</b> <b>30 min</b> <b>10:40 – 11:10 am</b>	<b>Minimum Sufficient Level of Care (MSLC)</b> Provide trainees with additional scenario information to assess safety and risk

Segment	Methodology and Learning Objectives
Application of Skills	<i>PowerPoint slides: 25-31</i> <i>Learning Objectives: K3, S2</i>
<b>Segment 7</b> <b>35 min</b> <b>11:10 – 11:45 am</b>	<b>Courageous Conversations to Increase Critical Thinking</b> Discussion of common errors in child welfare.
Courageous Conversations	<i>PowerPoint slides: 32-34</i> <i>Learning Objectives: K2, S2, V1, V2</i>
<b>Segment 8</b> <b>15 min</b> <b>11:45 – 12:00 pm</b>	<b>Transfer of Learning</b> Discussion of applying content from this module.
Transfer of Learning	<i>PowerPoint slides: 35</i> <i>Learning Objectives: K1, K3</i>

## Segment 1: Welcome and Introduction to the Training

<b>Segment Time:</b>	10 minutes
<b>Trainee Content:</b>	Agenda (page 5 in the Trainee's Guide) Learning Objectives (page 6 in the Trainee's Guide)
<b>Materials:</b>	Chart pad, markers, and tape (if doing group agreements)
<b>Slides:</b>	1-5

### Description of Activity:

The trainer will conduct an introductory activity including a review of the agenda.

#### Before the activity

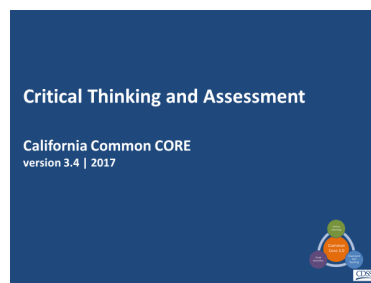
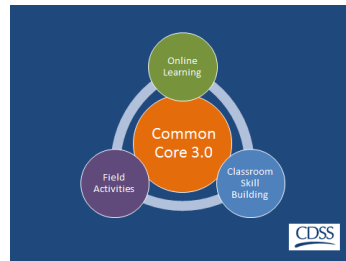
- ❑ Decide whether or not you will establish Group Agreements as part of this activity. If you plan to develop Group Agreements, prepare your chart pad in advance with some initial agreements such as starting and ending on time, sharing the floor, etc. Leave space for the group to develop their own Group Agreements.

#### During the activity

- ❑ Welcome the participants to the training and introduce yourself.
- ❑ If this is the first training for a cohort, you may wish to spend some time on logistics related to the training site (parking, bathrooms, etc.) and helping to set a productive tone through the development of group agreements.

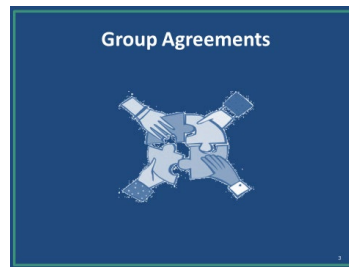
Offer the following Group Agreements<sup>9</sup> as needed (this will depend on whether or not this group has already worked to establish Group Agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.

- **Collaboration** - We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this



<sup>9</sup> Shared by trainer Betty Hanna

skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it.

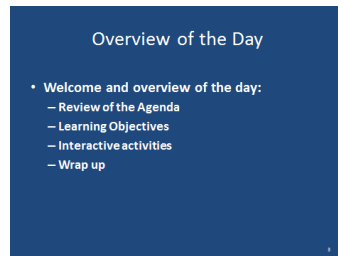


- **Ask lots of questions** - Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Participants have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.
- **Be Open to Trying New Things** - As professional we 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 back away from the new thing telling 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..." But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to try new things even if they feel uncomfortable.
- **Make Mistakes** - As professionals we don't 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

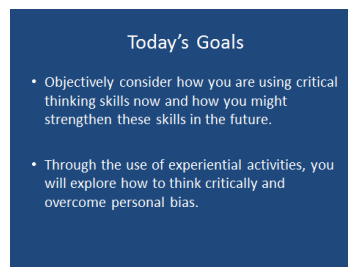
information received. We must also be willing to put our own ideas aside to fully hear the views of others.

- **Confidentiality** - This is just a reminder that information about families or other trainees shared in the training room should be kept confidential.

- Provide an overview of the agenda and learning objectives for the day.



- Explain the goals for the training.
- Let participants know that 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.



### Transition to the next segment

- Move on to the next segment, an introduction to Critical Thinking

## Segment 2: Introduction Maria's Family

<b>Segment Time:</b>	15 minutes
<b>Trainee Content:</b>	Scenario Part 1: Introduction to Maria's Family (page 7 in the Trainee's Guide) Critical Thinking Process (page 8 in the Trainee's Guide)
<b>Materials:</b>	Scenarios, chart pad, markers
<b>Slides:</b>	6-9

### Description of Activity:

The trainer will facilitate a discussion with the group connected to a scenario that will involve Critical Thinking skills.

### During the activity

- ❑ Ask trainees to read the scenario found on page 7 of their Trainee's Guide, or ask someone in the room to read the scenario aloud.
- ❑ Start a conversation by asking the trainees how worried they are about Maria and her family. After the initial response, ask the trainees to discuss their reactions to the scenario in small groups at their table. Ask that a member of the group list their worries and what they think is happening in this family. Ask them to come to a consensus on a scale of 1-10, how worried they are about the family in the scenario, with 1 being extremely worried and 10 being not at all worried.
- ❑ Facilitate a discussion with the larger group, discussing their initial reactions. Are their reactions and concerns evidence of Critical Thinking?
- ❑ Ask each group to report their concerns and scale to the larger group.
- ❑ Use the following questions to facilitate the discussion:
  - Did the group experience difficulties coming to a consensus?
  - What impacted their scores to be lower or higher?
  - What is needed to begin the Critical Thinking process?

#### What is Critical Thinking?

- Maria, age 20, has two daughters. Cherry is 4 years old and Veronica is 6 months old. Maria and her daughters live in the local Motel 6. A referral was received by the Child Abuse hotline from an anonymous caller alleging that Maria is prostituting and neglecting her daughters. Cherry is dirty, wears the same outfit every day and hardly speaks. Veronica is always crying and Maria does not do anything to comfort her.

#### How Worried are You?

Discuss:

- What are your worries?
- What do think is happening?
- How worried are you?

1 = Extremely worried      10 = Not at all worried

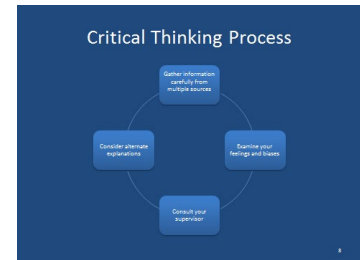
#### Let's Discuss...

- Are these reactions and concerns evidence of critical thinking?
- What do you need to do to begin the critical thinking process?



❑ Introduce the trainees to the steps of the Critical Thinking Process. Discuss the details below and engage them in a discussion of the process. Provide examples for each step.

- Examine your feelings and biases: Pay attention to thoughts, ideas and feelings that may surface during the Critical Thinking process. Take a closer look at these feelings in supervision and as you think about the family.
- Gather information carefully from multiple sources: Ensure that you have considered all information sources and that you have done your due diligence by talking with everyone involved.
- Consider alternate explanations: Look beyond the obvious explanation and examine other possible explanations. Ask open-ended questions to gather the best possible information. Consider what might be motivating people to share (or not share) information with you. Identify strengths.
- Consult your supervisor: When thinking critically, it is important to engage your supervisor in the process. Your supervisor can provide direction, insight, and questions to help you think through the family situation.



### Transition to the next segment

❑ Move on to the next segment, a further discussion of the Critical Thinking Process.

## Segment 3: What is Critical Thinking?

Segment Time:	15 minutes
Trainee Content:	None
Slides:	9-13

### Description of Activity:

The trainer will define and discuss the Critical Thinking Process

### During the activity

- ❑ Define Critical Thinking for the trainees. Critical Thinking is the mental discipline used to continually gather, analyze, and re-examine information in order to assure that assessments are as current and accurate as possible and that the actions taken are consistent with these assessments. Retrieved from:  
<http://dictionary.reference.com/browse/critical+thinking>

- ❑ Discuss the aspects of Critical Thinking with the trainees. It is important to assure that balanced assessments are as current and accurate as possible and that the actions taken are consistent with these assessments.

Critical Thinking is an active process that requires skill. It is rational, fact-based, and requires an open mind. Give examples:

- You may talk about the importance of gathering information from direct sources, rather than people who are sharing second-hand accounts.
- You may also talk about the importance of systematically following up on things that don't make sense, continuing to ask questions until the situation is clear.
- You may talk about the importance of keeping an open mind and not following a single idea to the exclusion of other possible scenarios.
- Recommend the use of solution-focused questions, exception questions, and open-ended questions as techniques for gathering unbiased information.

#### What is Critical Thinking?

- A mental discipline that is used to continually gather, analyze, and re-examine information in order to assure that assessments are as current and accurate as possible and that the actions taken are consistent with these assessments.

#### What Critical Thinking Is!

Active	→	Process
Skillful	→	Systematic
Clear	→	Transparent
Rational	→	Lacking emotion
Open-minded	→	Willing to see all aspects
Informed by evidence	→	Fact based

- ❑ Highlight with the participants that it is important to avoid common errors in Critical Thinking.

- Some common errors:
  - We make assumptions based on limited information, rather than gathering as much information as possible.
  - We make guesses rather than analyzing the information we have gathered.
  - Our unconscious bias influences how we make decisions.
  - We compartmentalize information rather than synthesizing it.
  - We draw conclusions.

- ❑ Emphasize the importance of reflective practice in synthesizing information, identifying possible bias, and drawing conclusions based on facts.

- ❑ Clarify the tasks of gathering, analyzing, and synthesizing information from multiple sources when conducting a child welfare assessment.

- ❑ Discuss the role of consultation and how it fits with the steps identified. Consultation could happen at any of these stages, or all of them, depending on the family situation, the social workers' needs, or other factors. Encourage the participants to talk about times they might need consultation based on their own experiences.

- ❑ Reinforce the importance of how Federal and State Laws and county polity and procedures impact our critical thinking

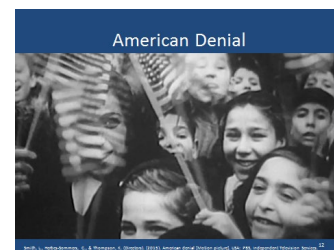
- ❑ Show Video: "American Denial" video clip  
The video describes the Implicit bias test and provides additional information about how implicit bias has been found to impact behavior even among people who don't think they have any bias at all.

- Spend some time talking about how participants might identify and overcome bias in their work. Stress the fact that all of us have implicit biases we're not even aware of. Discuss ways of testing bias through the use of teaming and consultation.

- ❑ Key points for trainers

- Critical Thinking is an active and rational process.
- Obtaining consultation can help ensure key facts are not overlooked and can help identify blind spots.
  - Fact-checking is an important part of Critical Thinking for child welfare workers completing assessments with families.
  - Always consider ICWA and application of laws.
  - Trainers may elect to use their experience with the Harvard Implicit Bias test as an example, or they may wish to simply describe the test and recommend that the students take one of the tests. (It is recommended that trainers take one of the Harvard Implicit Bias

What Critical Thinking is Not!	
GATHER	Assume
ANALYZE	Guess
RE-EXAMINE	Bias
SYNTHESIZE	Compartmentalize
DRAW CONCLUSIONS	Cliff Hanger



Tests available at <https://implicit.harvard.edu/implicit/takeatest.html> before training this module and that they use their experience with the test in the group activities about identifying bias. The bias tests measure attitudes and beliefs that people may be unaware they hold. Through the use of measured response times for word and picture association the tests can reveal unconscious associations or biases.)

#### Transition to the next segment

- Move on to the next segment, a discussion regarding sorting facts from bias.

## Segment 4: Exploring Facts and Bias

**Estimated Segment Time:** 30 minutes

**Trainee Content:** Scenario Part 2: More information (page 9 in the Trainee's Content)

**Slides:** 14-15

### Description of Activity:

The trainer will return to the scenario about Maria and her family and facilitate an activity using the “1-2-4, all” process. The trainees will look through cards that contain examples of different information that they will identify as either facts or biases.

### Before the activity

- ❑ You will be asking the class to look at potential facts and bias in the Maria scenario.
- ❑ For more information on how to facilitate 1-2-4-all, do to the Liberating Structures book/website. Please review the instructions for this activity at <http://www.liberatingstructures.com/1-1-2-4-all/> prior to training this class.

### During the activity

- ❑ Ask the trainees to read the next vignette section, Senario Part 2: More Information (page 9) individually [1]
  - circle 2 pieces of information they believe are facts about Maria's family
  - 2 pieces of information they believe are biases about Maria's family
- ❑ Ask them to mark up the handout. This will increase the multiple sensory inputs involved in the reflection.
- ❑ Walk around the room and watch for when about 80% of the class seems to have made their choices.
- ❑ Prompt the class to get up and find a partner [2] from another table group and share with each other their choices and discuss the following:
  - Which facts or bias need further verification?

#### Vignette: Part 2

- Maria does not have a car and uses the bus to get everywhere.
- Maria goes to McDonald's for every meal.
- There is no milk or formula in the motel room.
- Maria is not breastfeeding.
- Maria, Veronica, and Cherry all sleep in one bed.
- Maria has not applied for public assistance, so she is not receiving food stamps, Medical, or cash aid.
- Cherry is not in preschool.
- Maria does not know who the fathers of her daughters are.
- Cherry says she is hungry a lot.
- The motel owner mentions there are a lot of people going in and out of the room.

#### For Discussion

- Which facts or bias need further verification?
- What meaning do you make of each card?
- Where would you get that additional information?
- Which facts would you want to verify?
  - Who should you talk to? Neighbor, motel staff, children?
  - What do you want to know? (Focus is on child welfare, i.e., is there neglect present which puts children at risk?)
- How do you know when your answers reflect your own life experiences or potential bias?

- What meaning do you make of each card?
  - Where would you get that additional information?
  - How would you go about finding out more information about mom's potential involvement in sex work? What is the relationship to Human Trafficking/CSEC?
  - Which facts would you want to verify?
    - Who should you talk to? Neighbor, motel staff, children?
    - What do you want to know? (Focus is on child welfare, i.e., is there neglect present which puts children at risk?)
  - How do you know when your answers reflect your own life experiences or potential bias?
- ❑ Walk around the room to monitor progress
- Allow 2-5 minutes and prompt people to switch so both people get to share.
- ❑ Then tell them that each pair needs to find another pair to talk to, and in groups of [4] discuss what commonalities and differences there are between people and what is emerging as factual information and what is bias?
- Allow 2-5 minutes and prompt people to switch so both people get to share.
- ❑ Have them return to their original table group.
- ❑ After they have finished, facilitate a larger discussion [all]:
- Which facts or bias need further verification?
  - What meaning do you make of each card?
  - Where would you get that additional information?
  - Which facts would you want to verify?

- Who should you talk to? Neighbor, motel staff, children?
- What do you want to know? (Focus is on child welfare, i.e., is there neglect present which puts children at risk?)
- How do you know when your answers reflect your own life experiences or potential bias?

Please Note: There are really no right or wrong answers. In reality, they are all objective statements but have the possibility to fall into someone's bias if they ascribe values to the facts. Even if trainees recognize all the statements as facts, have them talk about values associated with some of the statements. All of the statements need further information in order to assess the impact on the children.

- Now go through the list with the large group and ask the trainees to decide for each card if the information represents
  - A worry
  - A strength
  - Neutral information

Discuss their designations. This may reveal additional biases as trainees identify concerns about things that are actually neutral or are strengths. Community differences may also come into play as part of this discussion. Explore them with the group.

- If time permits, ask participants: How would you go about finding out more information about mom's potential involvement in sex work? What is the relationship to Human Trafficking/CSEC?
- Key points for trainers:
  - The purpose of this activity is to demonstrate to the class the value of thinking as an individual first and then collaborating with colleagues about similarities and differences.
  - Link the trainees' identification of bias among the cards as possible insight into

their own life experiences, personal values, and biases.

- Encourage reflection about how their biases contribute to their thought process.
- Remind participants about child development and meeting the developmental needs of children.

#### **Transition to the next segment**

- Move on to the next segment, a discussion about building a Critical Thinking Atmosphere.



## Segment 5: Building a Critical Thinking Atmosphere

<b>Segment Time:</b>	15 minutes
<b>Materials:</b>	Chart pad, markers
<b>Slides:</b>	16-24

### Description of Activity:

The trainer will define and discuss with the trainees how to build a Critical Thinking Atmosphere in their workplace.

### During the activity

- ❑ Ask the trainees how they know if their workplace facilitates Critical Thinking and places importance on its role in good casework. Ask the group to describe an atmosphere that would encourage and facilitate Critical Thinking. What is an atmosphere like that suppresses or discourages Critical Thinking?
  
- ❑ Read the slide aloud: “The habits of mind that characterize a person strongly disposed toward Critical Thinking include a desire to follow reason and evidence wherever they may lead, a systematic approach to problem solving, inquisitiveness, even-handedness, and confidence in reasoning.”
  - Ask the participants: “What does this mean to you?”
  - Remind participants that inquisition happens throughout the life of a case.
  
- ❑ The following slides contain three components of Critical Thinking. Discuss the aspects of Critical Thinking with the trainees. The first component is Being Objective.
  - Assessing situations from an objective and factual standpoint; paying attention to the facts;
  - Analyzing what you think (or assume) versus what you know to be true about a given situation or family;
  - Trusting, but verifying all information, regardless of the source;
  - Differentiating between safety threat and risk, and between harm, danger, and complicating factors.

### Build a Critical Thinking Atmosphere

The habits of mind that characterize a person strongly disposed toward critical thinking include a desire to follow reason and evidence wherever they may lead, a systematic approach to problem solving, inquisitiveness, even-handedness, and confidence in reasoning

### Components of Critical Thinking #1

#### *Being Objective*

- Assess situations from an objective and factual standpoint
- Analyze what you think (or assume) versus what you know about a given situation/client
- Trust but verify all information, regardless of source
- Differentiate between safety threat and risk, and between harm, danger, and complicating factors
- Make an effort to understand the life-world culture of the family

- ❑ The next component of Critical Thinking is “Gathering Facts.” It is very important to assess all of the information and sources available to you. In discussing the bullet points, provide examples of each.
  - It is important to be curious; wonder why, ask questions, and remain as objective as possible. Use tools like safety mapping and appreciative inquiry to gather information.
  - Refrain from making assumptions; let the facts reveal themselves.
  - Allow yourself the opportunity to consult with all reporting parties, collateral contacts, relatives, friends, and other victims of the situation, and be sure to also refer to the case file often.
  - And finally, consider past child welfare history and the criminal record of those involved.
- ❑ Supports for Fact Gathering
  - Use safety mapping to create a systematic approach to gathering facts. This allows you to create a patterned “due diligence” approach in how you gather information. This ensures you don’t miss anything.
  - Seek out your peers and/or supervisor for their thoughts on a situation or family. Asking for another opinion from someone who may be new to the situation can provide a different perspective and outlook.
  - What are the types of questions that your supervisor typically asks? When you have supervision, be prepared with all the information you have on the family.
- ❑ The final component of Critical Thinking is “Reflecting on Bias.” Ask the trainees: What is bias? Facilitate a discussion about their thoughts and ideas on bias. Some possible ideas that a bias could be based on are:
  - Is my own system of thinking being used to validate another cultural belief system?
  - “the apple doesn’t fall far from the tree”
  - counter-transference
  - middle-class bias
  - “pull yourself up by your bootstraps”
  - etc...There can be many other forms of bias.

**Components of Critical Thinking  
#2**

*Gathering Facts:* Have you assessed all available options before making your decision?

- Be curious, ask questions, use mapping, appreciative inquiry and other tools
- Don’t make assumptions, let facts reveal themselves
- Consult with all reporting parties, collateral contacts, relatives, friends, victims, and the case file
- Consider relevant past child welfare history and criminal record
- Have you assessed all available option before making your decision?

**Thoughtful Fact Gathering**

- Use safety mapping to create a systematic approach to gathering facts. This creates a patterned “due diligence” approach which ensures you don’t miss anything
- Seek out the family’s team, your peers and/or supervisor for their thoughts on a situation
- What are the types of questions that your supervisor typically asks? Be prepared.

**Components of Critical Thinking  
#3**

*Reflecting on bias*

- Think about white privilege and institutional/systemic bias
- Think about how bias can hide in thoughts such as “the apple doesn’t fall far from the tree” or “pull yourself up by your bootstraps”
- Be aware of counter-transference
- Think about how middle class bias might impact your work

- ❑ We all have “blind spots” and biases. When discussing bias, understanding and minimizing your “blind spots” can be a crucial skill in building your Critical Thinking abilities and your social work practice.

- Assess what thoughts, beliefs, or experiences underlie a person’s actions. What were they feeling, thinking, experiencing at the time? Put yourself in their shoes.
- What are your potential assumptions, biases, and prejudices of the person and/or the situation? What are you holding onto about this family and situation? What does it bring up for you?
- Think about cultural humility and the concept that you can learn from others about their culture and minimize the intrusion of your own cultural values and beliefs. Consider how you might be viewing the family through the lens of your culture.
- Are you selectively remembering information that supports your beliefs? Are you only paying attention to that information which supports one way of looking at the situation? Is wishful thinking clouding your judgment and leading you to give more weight to evidence that supports the conclusion you hope to reach? (This is called confirmation bias and it can lead you to pay more attention to information that supports a desired outcome and disregard information that refutes the desired outcome. You may even subconsciously use more rigorous standards to criticize opposing evidence.)<sup>10</sup>

- ❑ Further, because our memory is faulty and our brains can only really consider a small number of possibilities at one time, we don’t pay attention to all the information available. We sort it and end up focusing on information that supports our theory, information that is easiest to obtain, information that is the most dramatic, or the first information we received. We also tend to consider information sequentially rather than in context and this can prevent us from seeing how things fit together.<sup>11</sup>

- ❑ To help support the critical thinking process, CA utilizes Structured Decision Making Tools (SDM). The reason for utilizing SDM tools in social worker practice include the following:
  - In child welfare, we don’t want to guess or assume the right way to practice.
  - Bias has no place in child welfare.
  - Using research or evidence-based tools are more effective than what just might “feel right.”
  - SDM Process goals are to:

#### Minimizing “Blind Spots”

- Assess what thoughts, beliefs, or experiences underlie a families actions
- What are your potential assumptions, biases, and prejudices of the person and/or situation?
- Are you selectively remembering information that supports your beliefs?

#### Critical Thinking Process

- Consult your supervisor
- Examine your feelings and biases
- Gather information carefully from multiple sources
- Consider alternate explanations

#### Structured Decision Making Tools

- Identify and structure **critical decision points**
- Increase **consistency** in decision making
- Increase **accuracy** of decision making
- **Target resources** to families most at risk
- Use case-level data to **inform decisions throughout the agency**

<sup>10</sup> From Gambrill, E., and Shlonsky, A. 2000. Risk assessment in context. *Children and Youth Services Review*, Vol. 22, Nos. 11/12, pp. 813-837.

<sup>11</sup> Ibid

- Identify and structure **critical decision points**.
- Increase **consistency** in decision making.
- Increase **accuracy** of decision making.
- **Target resources** to families most at risk.
- Use case-level data to **inform decisions throughout the agency**.
- SDM does not replace clinical skills. It depends upon good interview and observation skills to conduct thorough, balanced and rigorous assessments. It depends on the skill of the worker to recognize unique conditions.

#### □ Key Points

- Reinforce a process for Critical Thinking that relies on:
  - Gathering, analyzing, and synthesizing information from multiple sources —be present and listening
  - Reflection and examination of life experiences, personal values, and bias
  - Consideration of alternate explanations
  - Be aware of confirmation bias. Are you listening only for information that supports your theory and discounting contradictory information?
  - Consultation with a supervisor

#### Transition to the next segment

- Move on to the next segment, an activity related to discussing the Minimum Sufficient Level of Care

## Segment 6: Minimum Sufficient Level of Care (MSLC)

<b>Segment Time:</b>	30 minutes
<b>Trainee Content:</b>	Scenario Part 3: Fast Forward (page 10 in the Trainee’s Guide) Worries and Strengths Worksheet (pages 11 in the Trainee’s Guide)
<b>Materials:</b>	Chart paper, markers
<b>Slides:</b>	25-31

### Description of Activity:

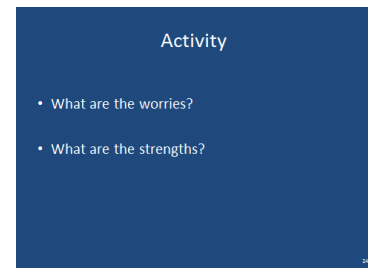
The trainer will return to the vignette of Maria’s family, providing the trainees with additional information. The trainees will discuss MSLC and safety and risk assessments.

#### Before the activity

Prepare chart paper with two columns: one labeled “Strengths”, the other “Worries”

#### During the activity

- ❑ Ask the trainees to read the trainee content Scenario Part 3: Fast Forward.
- ❑ After reading through the vignette, ask the trainees to consider the facts and sort them into the following categories: Worries and Strengths (see Trainee Handout on pages 11). Then chart as a large group on the chart paper prepared:
  - Worries
    - Children bathe unsupervised.
    - Children are unsupervised while mother sleeps.
    - Cherry was burned on the iron while her mother slept.
    - There is an iron and broken glass left out in reach of children.
    - Children are young, including a baby under 1 year old.
    - Maria has an untreated back injury which causes her to sleep a lot.
  - Strengths
    - Maria prepares and leaves bottles out for the baby.
    - Maria has provided a home for the children.



- ❑ Ensure the trainees are clear about the meaning of Minimum Sufficient Level of Care (MSLC).
  - MSLC is not an ideal societal goal (i.e., middle-class lifestyle).
  - MSLC is family specific, not more or less.
  - Once determined, the MSLC must remain consistent for the duration of the case.
- ❑ The standard for removal should not differ from the standards applied to return a child to the parent's custody, but this sometimes happens. The values and attitudes of the social worker about what constitutes MSLC can bias the way they think about a family. Different cultures have different interpretations of what constitutes the MSLC.
- ❑ Consider the child's needs in the areas of:
  - Physical care: Is she or he safe?
  - Emotional wellbeing: Is she or he thriving?
  - Development: Is she or he receiving care adequate to support learning and developing as expected?
- ❑ Lay the foundation for subsequent assessment training by discussing the role of standardized assessment in identifying key factors to consider when looking at MSLC.
  - *Needs* may be related to danger, may be related to risk, may need to be addressed on a case plan.
  - *Harm* is about the past.
  - *Danger/safety threat* is about the short term. The imminent threat of serious harm at this moment.
  - *Risk* indicates likelihood of future maltreatment.

Discuss how standardized assessment tools help social workers identify safety threat and risk of future harm and that helps identify the MSLC.

Often once those factors are sorted, bias might be revealed.

Refer back to the worries you identified. Further sort the worries into dangers (safety threat) or risk of future harm.

- ❑ In addition, if we incorporate the parent's ability or willingness to use their internal and external resources, we identify factors that support safety.
- ❑ Define household strengths and protective actions for the participants. Additionally, if we incorporate the parent's ability or willingness to use their internal and external resources, we further see that a child is safe. Inform the trainees that it is important to incorporate protective capacity.

#### Minimum Sufficient Level of Care

- MSLC is not an ideal societal goal (i.e. middle class lifestyle)
- MSLC is family specific, not more or less
- Once determined, the MSLC must remain consistent for the duration of the case

#### Consider the Needs of the Child

- Physical care  
Is he or she safe?
- Emotional well-being  
Is he or she thriving?
- Development  
Is he or she learning and developing as expected?

#### Using Assessment to Identify MSLC

**Safety Threat:** *Is there a factor that will compromise the immediate safety of the child?*

**Risk:** *What concerns may lead to future maltreatment of the child?*

#### Maria's Family

##### Safety Factors

- Children bathe unsupervised
- Children are unsupervised while mother sleeps
- Cherry was burned on the iron while her mother slept.

##### Risk Factors

- Children are young, including a baby under 1 year old.
- Maria has an untreated back injury which causes her to sleep a lot

#### Incorporating Household Strengths and Protective Actions

- Look for the parent's ability or willingness to use internal and external resources to lessen the danger or harm concerns.
- Looking for the strengths RELATED to the harm.

- Look for the parent’s ability or willingness to use internal and external resources to lessen the safety or risk concerns.
- Identify acts of protection the parent has taken.
- Pay attention to the strengths of the parents related to the risk.

Apply these concepts to Maria. What is the MSLC for Maria and her children? Work with the trainees to identify the MSLC for Maria’s children. Be sure to include issues related to sobriety, supervision of the children, and adequate food.

**□ Key Points:**

- Emphasize the importance of gathering, analyzing, and synthesizing information from multiple sources.
- Remember to check facts and focus on relevant factors (safety, risk, and protective capacity); highlight the identified safety, risk and protective factors in the scenario. Encourage group discussion of complicating factors and facilitate group exploration of why they are not relevant to safety and/or risk.
- Highlight challenges the trainees face in sticking to the MSLC; encourage discussion of differences among the trainees in determining the MSLC.

**Transition to the next segment**

- Move on to the next segment, which will explore keys to increase Critical Thinking skills.

## Segment 7: Courageous Conversations to Increase Critical Thinking

**Segment Time:** 35 minutes

**Materials:**

**Slides:** 32-34

### Description of Activity:

The trainer will facilitate an activity about bias in Critical Thinking and how it can impact decision making.

### Before the activity

Prepare chart paper: 1. Agree 2. Disagree 3. Undecided. This will help participants know where to move in the room. Post in spread out areas so participants have space to move throughout the room.

### During the activity

- ❑ Ask participants to stand and clear some space.
- ❑ Explain that you'll be reading 8 statements and then asking participants to move to the part of the room if they agree with the statement, disagree, or undecided.
- ❑ Throughout the activity, take time to encourage the participants to partner with someone who moved to the same location and have a dialogue (this brief conversation allows them to establish some commonalities with others and increase their confidence and courage to join the large group discussion).
- ❑ Please note: It is easy to move on to the next question without allowing for discussion. Encourage dialogue.
- ❑ Pose the following questions with the follow-up to the large group to promote discussion across differing opinions. Often participants will bring up these talking points. If not, the trainer can.

*1. Families who identify as Asian are compliant [agree, disagree, undecided]*

- How come you chose to move where you did?
- What influenced your decision to move?  
Personal experience?



**Note to trainer:** Listen to personal experiences being applied generally to an entire group.

- How might this assumption contribute to errors in critical thinking about families of Asian descent?

*2. African-American families are more abusive towards their children.*

- Regardless of where you moved, how many interpreted this to mean “physical abuse”? How come?
- (Actually research is mixed on this.)
- What does research say about which cultural group is more likely to “abuse” children? (Answer: abuse happens in all communities— racial/ethnic groups)
- What influenced your decision to move?

**Note to trainer:** Listen to personal experiences being applied to the entire group (i.e., stereotypes).

*3. A mother who uses drugs or alcohol while pregnant cannot be trusted to adequately parent her child.*

- How come you chose to move where you did?
- What might you be worried about?
- Can a substance using mother ever adequately parent?
- How would you assess for adequate parenting?

*4. A child left in the care of gang-involved parents is at risk.*

- How come you chose to move where you did?
- What might you be worried about?
- At risk of what?
- What does gang-involved mean?
- How will you know? How will you find out?

*5. I would be reticent to place three young girls in the home of a single male foster parent.*

- How come you chose to move where you did?
- What worries might you have?
- What might be the benefits of such a placement?

6. *What if the girls were sexually abused?*

**Note to Trainer:** Many change their position from the previous question. If they had no issue with a male foster parent, they are now undecided or opposed.

- If you changed, how come?
- If you didn't change your position, how come?
- What worries might you have?
- What might be the benefits of such a placement? (i.e., the opportunity to remain as a sibling group, the opportunity to receive positive affection from a male in a nurturing caregiving relationship can be therapeutic)
- How would you make this decision?

7. *I would place an infant with a 75-year-old relative caregiver.*

- How come you chose to move where you did?
- What might you be worried about?
- How might you work with the family to address the worries? (i.e., family support can help in areas around transportation, respite, etc.)
- It is important to have an alternate plan for permanency (Plan B, Plan C) in the event the relative is no longer able to provide care. Wouldn't such alternate plans be important regardless of the caregiver's age?
- What might be the benefits of such a placement? (i.e. relative placements are more stable, relatives more likely to take

Common Errors in Critical Thinking

- Making a decision with insufficient information about the family
- Exhibiting bias toward either the initial or the most recent information received about the family
- Selectively remembering information that supports one's own belief system
- Remembering information that is emotionally charged, vividly detailed, concrete, and recent more easily than information that is old, abstract, dull, or statistical

How Do We Avoid These Errors?

sibling groups, maintain connection to family, community and culture)

8. *I would place a newborn female with a gay male couple as a preferred first placement if relatives are not available.*

- How come you chose to move where you did?
- What might you be worried about?
- Is that worry based on a bias? An assumption?

❑ Debrief the activity by reviewing some common errors found in Critical Thinking (slide 31). As you read through the bullets below, make reference to the activity.

- Making decisions about a family without enough information (e.g., expecting the family to be compliant or expecting the family to be abusive)
- Exhibiting bias toward either the initial or the most recent information received about the family
- Selectively remembering information that supports one's own belief system (confirmation bias)
- Remembering information that is emotionally charged, vividly detailed, concrete, and recent more easily than information that is old, abstract, dull or statistical

❑ Transition to the next slide, stating what we can do.

- Gather information from all sources; include reporting parties, extended family members, case records and other collateral sources.
- Utilize Team Meetings.
- Employ Assessment Tools.
- Consult your supervisor.
- Examine your feelings and biases.

#### We Can...

- Gather information from all sources, include reporting parties, extended family members, case records, and other collateral sources
- Utilize Team Meetings
- Employ assessment tools
- Consult your supervisor
- Examine your feelings and biases
- Consider alternate explanations



- Consider alternate explanations.
- Use tools to gather information (motivational interviewing, appreciative inquiry, solution-focused questions, mapping, scaling).

❑ Key points for trainers

- Facilitate discussion of how bias can impact decision making and the potential impact on a family.
- Stress the importance of consultation, reflection, and being open to hearing that you may have bias.

**Transition to the next segment**

- ❑ Move on to the next segment, which will explore some additional tools to use in employing Critical Thinking skills.

## Segment 8: Additional Critical Thinking Skills

<b>Segment Time:</b>	15 minutes
<b>Materials:</b>	None
<b>Slides:</b>	35

### Description of Activity:

The trainer will discuss additional concepts related to Critical Thinking for the trainee to utilize in their practice.

### During the activity

- ❑ Take the last few minutes of the class period to reflect on the information learned in the class.
- ❑ Ask trainees to share their take-aways from the training and how they will apply them in their work using the 3-2-1 activity in pairs:
  - Share 3 specific new ideas, tools or strategies that I might use in my work.
  - Share 2 specific things I learned or were reminded about my own challenges with Critical Thinking.
  - Share 1 lingering question about the concepts or content from today.
- ❑ Facilitate a report out.
- ❑ Participant Satisfaction Surveys

#### Wrap-Up

- Work in pairs
  - Share 3 new ideas, tools or strategies I learned today that I might use in my work.
  - Share 2 things I learned or was reminded about regarding my own challenges with critical thinking.
  - Share 1 lingering question about the concepts or content from today.

## Materials Checklist

- ☐ Chart paper, preferably self-adhesive
- ☐ Markers
- ☐ Tape
- ☐ Post-it Notes (sticky)
- ☐ Construction paper (white or light colored)
- ☐ Scissors
- ☐ Fact Bias Cards

# Fact and Bias Cards

Maria goes to McDonald's for every meal.	There is no milk or formula in the motel room.	Maria is not breastfeeding.
Maria, Veronica and Cherry all sleep in one bed.	Maria has not applied for public assistance, so she is not receiving food stamps, MediCAL or cash aid.	Cherry is not in preschool.
Maria does not know who the fathers of her daughters are.	Cherry says she is hungry a lot.	The motel owner mentions there a lot of people in and out of the room, but she has not had any complaints from the neighbors. One of the neighbors, who is a friend of Maria, says Maria is a good mother.

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