Common Core 3.0

Writing Behavioral Objectives

Trainer Guide

May 06, 2019

Use Evaluation Materials Dated May 06, 2019

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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 Procedures 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/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

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

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.

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

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.

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 ***required*** that the trainer preview 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. Case Planning in a Team Setting 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

MATERIALS

This module focuses on skill building in writing behavioral objectives. All materials are contained within the trainer or trainee guide. This training has an embedded evaluation. See evaluation protocol for further directions

COUNTY VARIATIONS IN PRACTICE

This module is designed to help social workers gain skills in writing behavioral objectives for the case plan. Behavioral objectives should be developed in collaboration with the family. The trainer should be familiar with CWS/CMS system in which social workers input objectives and service activities. Trainers should also be aware of local and/or regional practices in working with CMS/CWS.

USE OF WRITING BEHAVIORAL OBJECTIVES FOLLOWING THIS TRAINING

After completing the Writing Behavioral Objectives curriculum, trainees should be referred back to their county for further training and field experience in writing objectives in the CWS/CMS system. Social workers are encouraged to collaborate with families in writing the objectives and sharing the documents (per county policy) that are generated in

the CWS/CMS system with the families. The classroom training they receive with this module must be reinforced with field learning, regular supervision, and mentoring.

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. Trainers should be familiar with CWS/CMS documents and/or CWS/CMS computer screens. Regional Training Academies may have additional resources for preparing trainers to present this curriculum. Additionally, Case Plan Field Tools are available to help tailor writing objectives in strength based language. See below:

CASE PLAN FIELD TOOL

California Social Work Education Center has several tools that assist workers in developing strength base service plans, including strength based behavioral objectives. Two of the tools are listed as well as links provided to access these tools. These tools integrate Structured Decision Making and CWS/CMS drop down menus for creating tailored objectives and service activities.

Case Plan Field Tool (Parents)

https://calswec.berkeley.edu/sites/default/files/case_plan_field_tool_for_parents_122014.pdf

Case Plan Field Tool (Children and Youth)

http://calswec.berkeley.edu/sites/default/files/uploads/case_plan_field_tool_for_children_and_youth_122014.pdf

FAMILY FRIENDLY LANGUAGE

Trainers are the example for modeling this for trainees. 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]

[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.

- Structured Decision making[3]
- 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.

Evaluation Protocols

This curriculum uses an embedded evaluation activity to promote learning and to provide evaluative feedback on the curriculum.

Embedded evaluation is most often used to evaluate skill-based competencies. Skill based competencies are competencies that define a desired behavior, activity or interaction; such as interviewing a child, assessing risk, identifying indicators of child maltreatment, writing a court report, writing a case plan, etc. Embedded evaluation either builds on existing exercises or designs new tasks that can be used as both instructional and evaluation opportunities. This linkage enhances trainee learning and provides feedback to trainers for course improvement, while also providing important data on trainees' acquisition of skills (Parry and Berdie, 2004).

In order to use the data collected in the embedded evaluation to improve future versions of the curriculum, there must be high levels of standardization in the content and delivery each time the training is delivered. Trainers must follow the curriculum as it is written and include the activities that lead to the eventual evaluation segment. Further, trainers must follow an evaluation protocol for completing the embedded evaluation activity. This protocol is not included in this document, but is available separately from the Regional Training Academy or University Consortium for Children and Families. Please follow this protocol when conducting the evaluation activity and debrief.

Agenda

Segment 1:	Welcome and Introduction	9:00 – 9:30
Segment 2:	Review of Key Concepts	9:30 – 10:00
Segment 3:	Writing Behavioral Objectives for the Wilson Family	10:00 – 10:30
Break		10:30 – 10:45
Segment 4:	Practice Writing Behavioral Objectives	10:45 – 11:20
Segment 5:	Embedded Evaluation	11:20 – 12:00

Learning Objectives

Knowledge

K1. The trainee will be able to recognize the need to work collaboratively to formulate case plan objectives that:

a. Reflect behavioral changes needed to resolve safety and risk concerns
b. Are culturally relevant for the family
c. Address the specific strengths and needs of children, youth, including medical and mental health services
d. Address safety, permanency and well-being

K2. The trainee will be able to recognize that CWS/CMS is a templated tool that requires customizing for each family based on the strengths and needs of that family.

Skills

S1. Given a case scenario, the trainee will be able to write case plan objectives that are specific, measurable, achievable, relevant, and time limited.

S2. Given a case scenario, the trainee will be able to link assessment of strengths, needs, and protective capacities to case plan objectives.

S3. Given a case scenario, the trainee will be able to demonstrate working with a family to prioritize and sequence case plan objectives.

Values

V1. The trainee will value family voice and involvement in case plan development.

V2. The trainee will value case plans that:

a. Reflect the family's expression of their priorities and needs
b. Supports ongoing family involvement
c. Focus on behavioral change needed to address safety and risk concerns and meet the Minimum Sufficient Level of Care (MSLC)

V3. The trainee will value including standardized assessment results in the case planning process to reduce bias and maintain focus on the MSLC.

Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 30 min 9:00 – 9:30 Introduction	**Welcome and Introduction** Welcome the class and review briefly the Learning Objectives Agenda for the day and Group Agreements *PowerPoint slides: 1-4*
Segment 2 30 min 9:30 – 10:00 Review of eLearning	**Review of Key Concepts** Activity: Case Plan Objectives are S.M.A.R.T.: Review of e-Learning *PowerPoint slides: 5-6* *Learning Objectives: K1, K2, V1, V2, V3*
Segment 3 30 min 10:00 – 10:30 Writing Behavioral Objectives for the Wilson Family (Large Group Practice)	**Writing Behavioral Objectives for the Wilson Family** Lecture, large group discussion with product: Writing Service Objectives and Client Responsibilities in an Initial Case Plan *PowerPoint slides: 7-18* *Learning Objectives: K2, S1, S2, V1, V2, V3*
15 min **BREAK**	
Segment 4 35 min 10:45 – 11:20 Writing Service Objectives for the Initial Service Plan	**Practice Writing Behavioral Objectives** Activity: Individual, small group with product, large group walk-about, feedback and discussion: Writing Service Objectives and Client Responsibilities in an Initial Case Plan *PowerPoint slide: 19* *Learning Objectives: K2, S1,S2, S3, V1, V2, V3*
Segment 5 40 min 11:20 – 12:00 Evaluation	**Embedded Evaluation** *PowerPoint slides: 20-21*

Segment 1: Welcome and Introduction

Activity Time:	30 minutes
Trainee Content	Learning Objectives
Slides	1–4

Description of Activity:
The trainer will welcome the class and review briefly the Learning Objectives and Agenda for the day.

<table>
<tr>
<td>
☐ Welcome the trainees to the training and introduce yourself.
☐ Have trainees introduce themselves to their table mates.
☐ 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 (sharing the floor, being on time, etc.).
</td>
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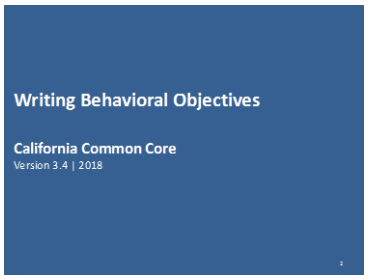

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<td>
☐ This classroom training is part of the 4th out of 6 training delivery blocks. This is part of the Case Planning and Service Delivery Block. The focus is on working collaboratively with families to co-create behavioral action oriented service plans that help accomplish safety, permanency and well-being for children/youth in child welfare. Prior to this classroom training, participants would have completed a E-learning titled Case Planning Basics and Purposeful Visitation and Family Time. Some concepts from previous blocks are also integrated such as Teaming, Talking about Concurrent Planning and Assessing for Safety, Risk in Teams.
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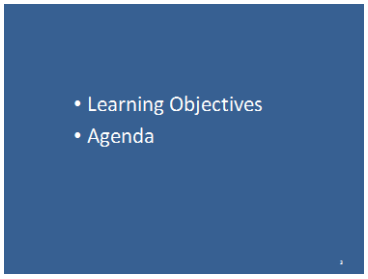

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<td>
☐ If you are doing group agreements, go over the basic group agreements included on the slide and use chart pad paper to add agreements or modify the ones provided.
☐ If the group has been together, review the established agreements and offer the opportunity to add agreements by making the following suggestion: “During our time together we will be working in small groups while practicing some of the skills and concepts. Providing feedback and critique at some point. What would you need as a trainee from each other to create a training room where you feel safe enough to practice, learn and be clumsy?”
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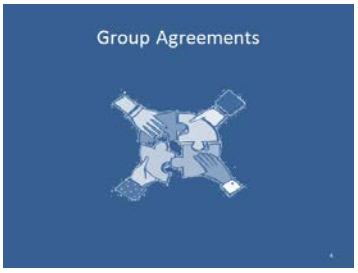

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☐ Offer the following brief explanations of the group agreements as needed (this will depend on whether or not this group has already worked to establish group agreements). This activity provides a model for the group work social workers will do with 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 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. Trainees 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. • **Be responsible for your own learning**: 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 to training 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 trainees as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off… **Use chart pad paper to add agreements or modify the agreements that were previously established. As you are charting, model for the group the reframing of ideas to the affirmative. For example, if someone offers the agreement "No side conversations," ask, "What is it that you would like trainees to do instead"? Do this at any time an agreement is offered**	

that states *"what not to do"* as opposed as *"what to do."* Explain how this parallels developing behavioral-based case plan objectives. All of our plans aim to identify those caregiver actions that will resolve safety and risk concerns; safety is the "presence of" as opposed to the "absence of."	

Transition to the next segment: Review of Key Concepts

Segment 2: Review of Key Concepts

Activity Time:	30 minutes
Trainee Content	S.M.A.R.T. Objectives (table followed by 1-page explanation) Writing S.M.A.R.T. Case Plan Objectives Quiz (the IRAT and TRAT) TRAT Quiz Score Sheet (for Team-based Learning) Optional: IF AT Score Card Forms #D011 (1 per team) for Team-based Learning (TBL) Activity
Trainer Material	Appendix 1 Answer Key for the TRAT Activity: Review of eLearning Concepts
Slides:	5-6

Description of Activity:

Trainees will first be asked to independently review key concepts and terms from the eLearning and complete an Individual Readiness Assurance Test (IRAT). They will then participate in a team-based learning (TBL) activity, where they will be asked to form teams and complete a Team Readiness Assurance Test (TRAT) using the same quiz questions. Refer to the Appendix for the Answer Key for the TRAT Activity: Review of eLearning Concepts.

Before the Activity

- ☐ Review the "Introduction to Team-Based Learning" handout to facilitate the group activities throughout the training. This handout is for you the trainer, not the trainees. To access this handout digitally, visit: http://c.ymcdn.com/sites/teambasedlearning.site-ym.com/resource/resmgr/Docs/TBL-handout_February_2014_le.pdf

- ☐ Obtain copies of the Immediate Feedback Assessment Technique (IF AT, scratch and win style testing) score cards (one per group) for the TRAT activity

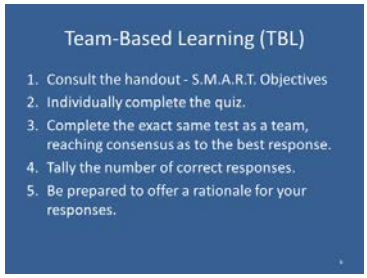
    - IF AT score cards ordering information (also see materials list): The score cards can be purchased from http://www.epsteineducation.com/home/order/default.aspx (**Order Form #D011 under special instructions**). Consult with your Regional Training academy to obtain this form.

- ☐ ***OPTIONAL SCORING INSTRUCTIONS:***

    - Please note: The TRAT activity is most effective if using the IF AT Score Cards.
    - If you do not have the IF AT Score Cards, trainer can use the following optional scoring instructions for this activity. Please note that the activity will flow a little differently if you are using this optional scoring method:
        - Prepare extra table copies of the Quiz and TRAT Quiz Score Sheet in advance of the training along with 3 laminated cards: A, B, and C, preferably each in a different color.
        - On flip chart paper create 2 columns, one with Group as the header, the other with Final Score as the Header. Provide and record the names of the table groups under the group column. Have each table group place their group name on a name tent and place where it is visible for the instructor. Before starting this activity, instruct trainees to review the questions independently, then compare their individual answers, and collaboratively form one team answer for each question.
        - Ask each team to keep track of their collective answers to each question on the IF AT score card or with the laminated cards.

- The instructor will walk around to each group and check to see if their first collective answers are correct for each question. If they are not, the instructor will ask the groups to try again to come up with their next best collective answer.
- The instructor will continue to walk around to each group and ensure they are coming up with the correct answer using the TRAT answer key found at the end of this trainer guide.
- Once teams are done collectively answering all of the TRAT questions, ask them to score their answers according to how many times it took them to get to the correct answer.
- The scoring format is as follows:
  - First try: 3 points
  - Second try: 2 points
  - Third try: 1 point
- The instructor will:
  - Ask each group to report how many points they earned in total. Write the results next to their team names on the Chart or white board used earlier.

During the Activity:

☐ Review Slide 5, S.M.A.R.T. as a reminder prior to the team based learning activity. Instruct the class that they can refer to the handouts during the next activity.	
☐ Slide 6: Introduce the activity and time frames: 5 minutes individual test; 10 minutes group test; 15 minutes correct and debrief. This will be an interactive and FUN way to review key concepts and terms from the eLearning that will be essential for classroom application. ☐ Provide the following instructions: You will work independently first and then with your team. Be prepared to discuss your selection amongst the team reaching a consensus as to your team's "right" answer based on the eLearning and in-class handout. Healthy discourse and debate is strongly encouraged to facilitate critical thinking. Challenge one another's thinking. **Trainer Note:** Give them Team Names and chart the Team Names on the left side of the chart paper. On the right side top corner, write total score to list the scores next to each team name at the end of the exercise. *OPTIONAL:* Let the class know that there will be a prize for the highest scoring team.	

☐ **Distribute** the one page quiz to each participant. 1. Review the Trainee Content: S.M.A.R.T. objectives. 2. Work independently to complete the IRAT. 3. When every trainee is finished, the trainer will instruct you to share your individual responses with your table. 4. Seek to reach group consensus as to the team's idea of the "right" answer. 5. Healthy discourse and debate is strongly encouraged to facilitate critical thinking. Challenge one another's thinking. ☐ Distribute an extra copy of each quiz and the A-B-C cards to each table and ask them to assign someone to report out and record the group score for each question. Tell them that if they are not in agreement, they can have a second choice for each question. After the group deliberations ask everyone to simultaneously lift their table answer to each question and ask for the rationale for different (or similar) responses. Provide the correct answer and the final score for each table. o The scoring format is as follows: – First try: 3 points – Second try: 2 points – Thirds try: 1 point – Have each table record their score for the 6 questions and have each table provide their final score and record it. Award prizes to the winning table(s). ☐ ***See Appendix for Answer Key for the TRAT Activity: Review of eLearning Concepts. See also the directions above under "Before the Activity" regarding supplemental materials for the Alternative Option Quiz Score Sheet to track Trainees' scores.***	

Transition to the next Segment: Writing Behavioral Objectives for the Wilson Family.

Segment 3: Writing Behavioral Objectives for the Wilson Family

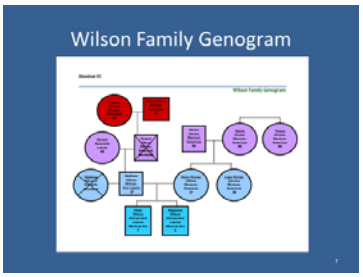
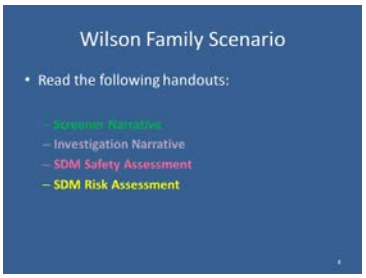
Activity Time	30 minutes
Trainee Content	CWS/CMS Case Plan Drop-Down Options Wilson Family Genogram Screener Narrative–CWS 3-30-2016 Investigation Narrative–CWS 3-30-2016 California SDM Safety Assessment–3-30-2016 California SDM Family Risk Assessment–3-31-2016 California SDM-Family Strengths and Needs Assessment (FSNA) 4-28-2016 Wilson Vignette Delivered Service Log Summary of the Delivered Services Log CWS/CMS Documentation CWS/CMS Objectives and S.M.A.R.T. Descriptions Worksheet Client Responsibility
Slides	7–18

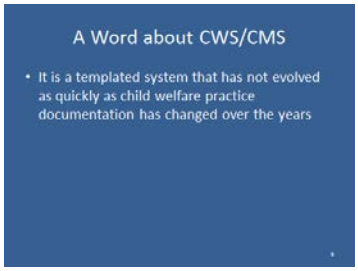
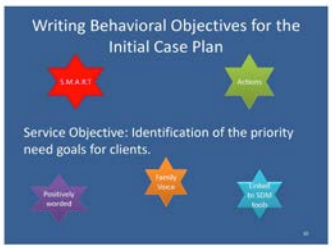
Description of Activity:
Lecture, facilitated large-group discussion with product: Writing Service Objectives and Client Responsibilities in an Initial Case Plan

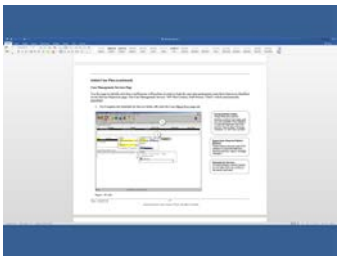
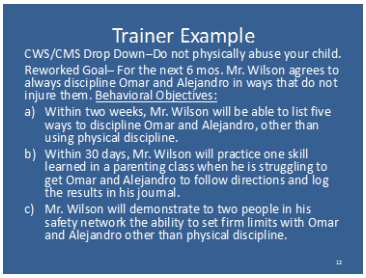
Before the Activity:

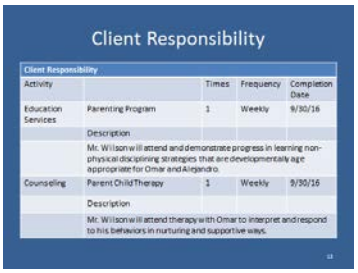
Review the task of selecting an objective in CWS/CMS and reworking the objective to be more positive, strength-based and S.M.A.R.T. (CWS/CMS Case Plan Drop-Down Options).

During the activity

☐ Slide 7: Wilson Family Genogram – Trainer Note: Emphasize the value of creating genograms to identify family relationships. The genogram can serve several purposes, such as family finding efforts, ICWA inquiry and notification, and family history. Remind trainees that individuals do not exist in isolation, but in relationship to families, Tribes, and communities. This mindset supports trauma-informed practice, in that healing takes place in the context of relationships. ☐ Ask the group for other ideas of how genograms can be useful.	
☐ Slide 8: Wilson Family Scenario – Ask trainees to read the narratives and SDM tools-("Screener Narrative"; "Investigation Narrative;" "SDM Safety Assessment", and "SDM Family Risk Assessment") in 10-15 minutes. ☐ Trainer Note: Refer trainees to the "SDM-Family Strengths and Needs Assessment" (FSNA) and the "Summary of the Delivered Service Log." Tell the class what they've just read is the available information on the family when they first came to the agency. Now it is one month later, and here is what we know about the family. Use the "Summary of the Delivered Service Log" to update the class on the family and reference the SDM-FSNA.	

☐ Slide 9: A word about CWS/CMS – Advise trainees that the CWS/CMS system is a templated system that has not evolved as quickly in being user friendly in customizing case plans. There are ways in which to customize plans, and will receive further training on using CWS/CMS. We will use the drop-down menus from CWS/CMS as a starting point. Today's class will focus on writing strength-based objectives as designed in the Case Plan Field Tools authored by Karen Martin and Kim Giardina for creating language that is more family friendly and strength based. ☐ Trainer Note: We strongly suggest that you highlight the Case Plan Field Tools for Parents and Children. These tools can be used for future reference to help choose family friendly language for behavioral objectives. If you have time, please click on the link provided on the slide (which also appears in the Trainee Guide under the resource section). ☐ Ask the trainees to read the CWS/CMS Case Plan Drop-Down Options. Point out the list of service objectives, planned client services/client responsibilities, health/chdp services, ILSP services, case management/agency responsibilities and concurrent planning. Briefly describe when to use each list of objectives. Today we will primarily focus on services objectives and client services/client responsibilities. ☐ Ask the trainees to circle 2–3 objectives for each parent that best address the safety, risk, and need areas for the family	
☐ Slides 10 and 11: CWS/CMS Service Objective — The service objectives identify the priority need goals for clients. Trainer Note: CWS/CMS will give you a service objective and your task is to re-work the CWS/CMS service objective goal into SMART behavioral objectives. ☐ Discuss the difference between a goal and an objective. • Goals – what we want to see. • Objectives – how the goal is achieved. • For example, if I were on a journey – objectives would be the major intersections that I would need to reach and cross to get to my overall goal. Could I get there if I simply said…drive a little bit and you will get there? o No. o How about if I said…drive 2 blocks until you get to the corner of Jackson and Main? Yes, better. • Embedded in objectives are safety linked behaviors and protective capacities identified from tools such as safety assessment and family strengths and needs. • Mnemonic - desired behavior or the behavior we would like to stop. The parent will maintain a clean home. No. The parent will ensure that the floors are free of debris, garbage and dirty diapers. End state not a step toward the end state such as parent will complete drug treatment. Measurable – must be something you can see that is observable – "improved". Achievable – realistic – reduces the safety factors for which you become involved – learning discipline techniques when the case came in for medical neglect is not relevant. Time-limited – when will it be completed.	 

☐ Refer trainees to Trainee Content "CWS/CMS Documentation," "CWS/CMS Objectives and S.M.A.R.T. Descriptions Worksheet" and "Client Responsibility."	
☐ Slides 12-16: Planned Client Services/Client Responsibilities — Advise trainees to refer to county practice. To help maintain a separation between objectives (behavior change) and services (supports behavior change), it is strongly suggested to reserve programs and services for the section titled *client responsibilities and not service objectives.*	    
☐ Slide 17: Group Activity—**Trainer Note:** ☐ **Ask the following:** *Is it strength-based—according to the strengths identified for this family? Does it identify "what to do" as opposed to what not to do? Does the objective identify an end state? Is it specific? Is it measurable? Is it attainable? Is it results-focused? Is it time-limited? If it is not measurable (or any of the other criteria), what might you add to the description of the objective? (Discuss the use of the description box in CWS/CMS.) What is the first step/action Mr. Wilson might take to demonstrate the new action of using other discipline? How will you know? Who else will know? Network? Would that first step get him completely to the end state? Then what else should he do in addition to that first step? How will you*	

know? Who else will know? Do we now have an objective that is S.M.A.R.T.? Is it culturally relevant? M.S.L.C? ☐ **Trainer Note**: As the trainer elicits responses from the group, chart them on the flip chart paper, co-creating a fully developed behavioral objective. Mention to trainees that this is the same line of questions they can and should use with families and the family's network.	
☐ Slide 18: Trainer Example—**Trainer Note**: Title another sheet of flip chart paper Client Responsibility. Ask **the group:** *What program/service (if any) might best assist the family in reaching the objective? What would be the purpose of the service? Why is he going to the service? How many times should he go? How frequently? For how long? Is it specific? Is it measurable? Is it achievable? Is it relevant? Is it time-limited? Is it culturally relevant?* ☐ Reveal the pre-worked trainer example of a behavioral case plan objective and client responsibility. Solicit the group's feedback. • CMS Drop Down–Do not physically abuse your child. Reworked Objective for the next 6 mos., Mr. Wilson agrees to always discipline Omar and Alejandro in ways that do not injure them. o Within two weeks, Mr. Wilson will be able to list five ways to discipline Omar and Alejandro, other than using physical discipline. o Within 30 days, Mr. Wilson will practice one skill learned in a parenting class when he is struggling to get Omar and Alejandro to follow directions and log the results in his journal. o Mr. and Mrs. Wilson will demonstrate to two people in their safety network the ability to set firm limits with Omar and Alejandro other than physical discipline. ☐ Note that the client responsibilities have an end date of the voluntary service plan (and therefore are T (timely). (Note: If this training is not being directly entered into CMS/CWS, then for the remainder of the class, each Objective and/or Client Responsibility should have an end date, so that the Objective/Client Responsibility meets the criteria for the T in SMART.)	

Transition to the next segment: Practice Writing Behavioral Objectives

Segment 4: Practice Writing Behavioral Objectives

Activity Time	35 minutes
Trainee Content:	CWS/CMS Documentation S.M.A.R.T. Objectives and Service Descriptions CWS/CMS Objectives and S.M.A.R.T. Descriptions Worksheet Client Responsibility
Slide	19

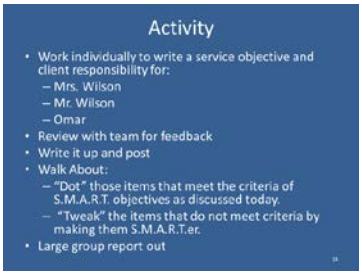
Description of Activity:
Small group with product, large group walk-about and discussion: Writing Service Objectives and Client Responsibilities in an Initial Case Plan. **Trainer Note:** As a group, work through one objective and one responsibility for either Mrs. Wilson or Omar. Each team should work on one person and one objective. Each family member should have a service objective and responsibility. When this is shared with the larger group, this will assure that all family members are captured. *Walk around to check-in at each table and ask questions, since there may not be enough time for a larger debrief.*

During the Activity:

Individual activity with product, large-group report out: Writing Service Objectives and Client Responsibilities for Children/Youth Initial Case Plan.

During the Activity:

- ☐ Facilitate a brief discussion on strengths and documentation of children and parental voice in safety planning.
- ☐ Have the group count off 1 and 2. Recommendation: If the size of your classroom is over 30 then you may have the group count off 1, 2, 3 and include the Mr. Wilson scenario.
    - 1's will draft behavioral objectives for Mrs. Wilson and 2's will draft for Omar.
- ☐ The purpose of this activity is to provide trainees with the opportunity to practice writing behavioral objectives. The trainer asks the trainees to work individually to draft:
    - one or two objectives related to safety planning and
    - one or two objectives related to reunification.
- ☐ The trainer should walk around the room and provide support and assistance to the trainees as they are writing. When you have noticed 80% of the participants are completed with the draft have them work as a team with all the others in the room who drafted an objective on the same family member.
- ☐ The trainer passes out chart paper to each group.
- ☐ The groups are to work together and write on a piece of chart paper:
    - an objective and client responsibility for the assigned family member
- ☐ Have each group post their work and then have everyone to a Walk About to review the other group's work.



- With sticky dot or markers have trainees put a “dot” on the items that meet the criteria of S.M.A.R.T objectives
- If they feel the objective needs to be tweaked, have them edit on the chart paper to help provide an example of how to make it S.M.A.R.T.er.

☐ Facilitate a large group report out about the process of writing behavioral objectives pointing out strengths and suggestions for ensuring the service objectives and client responsibilities are behavioral and SMART:

- What worked well about the practice opportunity?
- What are the challenges?
- Did it help to get feedback?
- What is the value in creating Behavioral Objectives?

Transition to the next segment: Embedded Evaluation

Segment 5: Embedded Evaluation

Activity Time	40 minutes
Materials	Common Core 3.0 Preliminary Materials Embedded Evaluation answer sheet for trainees Embedded Evaluation answer key for debrief for trainer
Slides	20-21

Description of Activity:
The trainer will follow the evaluation process and protocols.

Training Activity:
Trainers: Please follow all instructions below; following the complete instructions from beginning to end will ensure that you have successfully facilitated the embedded evaluation portion of this training.

General Tips:
Trainers should carefully read the content contained within this Trainer's Guide and consult with your respective RTA/UCCF to access the Overview of Evaluation Protocol document, vignette(s), and embedded evaluation materials prior to proceeding with any type of evaluation.

In addition, trainers should review this activity in its entirety well before attempting to facilitate the embedded evaluation process. This evaluation process consists of many steps and details; some trainers may be unfamiliar with this type of evaluation as it is fairly new to California child welfare training. When facilitated well, this activity is an invaluable learning tool for trainees and provides critical information about the fidelity of the curriculum.

The overview document and all up-to-date evaluation materials listed below are located in the CalSWEC's Canvas Platform found under CalSWEC's Child Welfare In-Service Training Evaluation page. **Contact your respective RTA/UCCF point person to request this information and to ensure you have the most up-to-date evaluation materials.**

Materials:

- PowerPoint Slides: 15-16
- Pens for filling out evaluation answer sheets (***Please make sure that trainees use only ballpoint pens with black ink****. Do not use pencils, pens with blue ink, or pens that bleed through paper, such as felt-tip pens.)*
- **Trainer Supplemental Materials** (contact your respective RTA/UCCF to provide the following information):
  - Overview of Evaluation Protocol
  - Writing Behavioral Objectives Answer Key
- **Common Core 3.0 Preliminary Evaluation Materials**: To be distributed during Step 1 of this activity. *(Trainers, ensure that there are enough copies of each of the following documents for all trainees.)*
  - California Common Core 3.0 Curricula Demographics Survey, electronic version for gathering demographic data from training participants (*Please note: The electronic survey link in Qualtrics is meant for those RTAs that are able to gather this information electronically.)*
  - Demographics paper (Teleform) version (*Trainers, please make sure that trainees fill out the Trainee ID Code, County Code, RTA/UCCF Code (4 characters for RTAs and 5 for UCCF), and Date on every page of the answer sheet.*)

Note that the Demographics survey should be administered once and in the beginning of core.

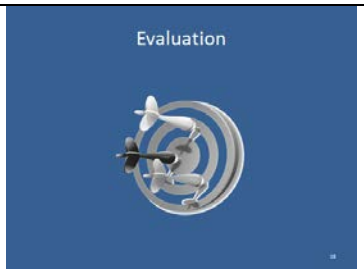
- **Writing Behavioral Objectives Embedded Evaluation Tools:** To be distributed during Step 4 of this activity **(and not before Step 4)**. *Trainer: Ensure there are enough copies for all trainees of these material.*
  - **Embedded evaluation scenarios and answer sheet** on NCR paper that corresponds with the scenario. *(Trainers: ask your RTA/UCCF or county point-person for the already- prepared tests on NCR paper. If the answer sheets are not on NCR paper, please ensure these are printed on WHITE PAPER ONLY. Otherwise, the scanner will have difficulty capturing the data.) The electronic version of this evaluation is provided. Contact your respective RTA/UCCF point person to request this information.*
- Two 9x12 envelopes:
  - 1 in which trainer collects completed embedded evaluations—the top page (white copy) of NCR paper (see Step 5)
  - 1 in which trainer collects all remaining evaluation materials—all scenarios (embedded evaluation scenarios) and test forms (2nd page of NCR paper), see Step 7 below.

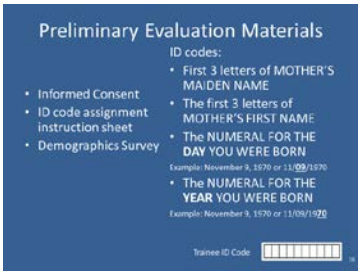
Before the activity

Ensure there are enough copies for all trainees of the respective materials noted above. Up-to-date copies of **all evaluation materials** can be found on the CalSWEC website under a secure link. ***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:

1. Distribute the **Common Core 3.0 Preliminary Evaluation Materials** to all trainees at this time. *(Trainer: Wait to distribute the* **Writing Behavioral Objectives Embedded Evaluation Tool** *until Step 4.).*
2. Explain how to generate the ID code. ***Disclaimer:*** *Trainees who do not wish to participate in the research study do not have to enter their unique ID Code.*
   a. Ask trainees to put their 10-character ID **code on every page** of their answer sheet using only capital letters in their best print. Directions can be found at the top of the trainee's embedded evaluation answer sheets.
   b. Also explain to the trainees that code numbers are needed because evaluation results will be linked to demographics they provide to be sure that the embedded evaluation is fair and that bias does not exist in how different groups of people answer the questions (based not just on race, but gender, experience, education or region, etc.). Only aggregate results will be reported and only the trainees themselves will know their code. The purpose of the assessment and confidentiality are also explained in the informed consent trainees receive.
   c. Discuss that ID codes will be generated by the trainees from the first three letters of their mother's maiden name, the first three letters of their mother's first name, the two digits for the DAY of their birth, and the numerals for the last two digits of the YEAR of trainee's birth.
3. Instruct trainees on how to take the test (script):
   a. "Your answer sheet contains 5 scenarios, each with one related objective."
   b. For Part A: Read each set and answer the questions. First you will be asked to evaluate the objective statement. Consider how well each statement





meets the SMART criteria and whether or not it is positively stated. Fill in the grid for the objective by marking "Yes" if the criterion is met and "No" if the criterion is not met.

c. Trainer should ask if trainees have any questions before they begin the formal test.

4. Trainees complete the formal embedded evaluations/tests:
   a. Trainer should allow 25 minutes for trainees to complete the embedded evaluation.
   b. Remind trainees to focus on/use only the information that is made available in t he scenario when answering questions about the scenario.
   c. Inform trainees that they may refer to Trainee Guide and materials received throughout the day while they take the actual evaluation.
   d. Remind trainees to be cautious of doing 'information synthesis' too soon (avoid jumping to conclusions, read to the period), and that the trainees should consider the information that is known at the time the tool is being completed.
   e. Remind trainees to PRESS HARD on the NCR paper answer forms, so that their answers register on both sheets of paper.
   f. **Distribute the Writing Behavioral Objectives Embedded Evaluation Tool** to each trainee. Begin evaluation.
5. Close the embedded evaluation by collecting the top page of the NCR forms when the group has finished:
   a. Remind trainees to put their ID codes at the top of each page of the answer sheet.
   b. **As you collect them, please check for missing, or incorrectly generated ID codes, and encourage people to fill them in or correct them.** If any codes are missing, we can't use the data.
   c. Trainers should place all completed assessment forms in the envelope provided and give it to your RTA/UCCF/county contact for the training.
   d. ***** RTA/UCCF contacts should forward the top (white) copy of ALL completed NCR forms to CalSWEC for data entry and analysis. *****
6. Debrief the evaluation (about 10 min total):
   a. Correct answers may be given and discussed for the scenario, with trainees able to look at the bottom (2nd) copy of the NCR paper for reference. (***If you are administering this tool electronically,*** *ensure that Trainees' submit their evaluation in Qualtrics so that they are not able to change their answers once submitted. Once their evaluation is submitted, they will be advanced to a summary that will allow them to see the evaluation questions and their answer.)*
   b. Allow about 10 minutes for debrief. This is a learning opportunity for the trainees. Facilitate a large discussion about the answers. Begin with asking the group what concerns they identified in question 1. Was there consistency? What were the differences? Have trainees explain how they came to the answer(s) they did. Repeat for the remaining question in each scenario.
   c. When processing the content from the scenario, trainers should acknowledge with trainees that the trainer might not always have a 'right' or 'wrong'

answer, because there are a lot of grey areas in the identification of child maltreatment. 7. Collect ALL of the remaining pages of the assessment scenario and forms: a. Trainer should be sure to collect the scenario and **ALL** second copy (yellow) evaluation forms. b. We ask that no copies of the scenario, assessment forms, or written answer keys be allowed to leave the room. c. At this time there is only a single form of the assessment. **We ask that you NOT allow trainees to take any copies of the assessment scenarios or forms with them. If any of the assessment scenarios or forms leave the classroom and circulate, the validity of the tests will be compromised.** d. Trainers, RTAs, or others responsible for administering the embedded evaluations should keep ALL scenarios for use with future Writing Behavioral Objectives. Make sure there is no writing on the scenarios from previous trainees before using with other training classes. e. The second copy of ALL remaining test forms should be given to the respective RTA/UCCF contact to keep for RTA/UCCF records.	

Appendix: Answer Key Review of eLearning Concepts

Writing Behavioral Objectives Answer Sheet

Answer the following questions independently and then work together with your table mates to reach consensus.

1. If the client responsibility is related to *Parent Education*, the best example of an "active effort" as defined in the 1978 Indian Child Welfare Act would be:
    a. Providing the family a written referral to Catholic Social Services for Parent Child Interactive Therapy two times a week.
    b. Coordinating with the Tribal Social Worker to provide the family a referral, the contact information and hours of operation of the Native American Wellness Center.
    c. Conducted joint home visits with the Tribal Social Worker as frequently as once a week until such time that the family obtained answers to their questions, discussed their ambivalence with child welfare involvement, eventually leading to their agreement to accompanying the Tribal Social Worker to the Native American Wellness Center for a tour and orientation of the facility.

    - ✓ *ICWA mandates more **intensive efforts, a higher standard beyond "reasonable"** to prevent removal and/or facilitate reunification*. Although, Division 31 regulations prescribe a minimum of one face to face contact per month, intensive efforts might include seeing the family and/or children more frequently to prevent removal and/or facilitate reunification.
    - ✓ **Concerted efforts** to engage the family that is **different for different families.**
    - ✓ *Also, the social worker **elicits and listens to the stories of family members (voice)** while taking into consideration **cultural humility** and being sensitive to possible **historical trauma and grief and loss** while incorporating **the family members' expertise and ideas (choice)** in the case plan objectives based on the family's strengths and needs.* Many Native American families have a history of experiences with public child welfare that heightens feelings of mistrust and ambivalence. Acknowledging and validating those experiences and feelings demonstrates cultural humility.
    - ✓ *Despite the templated CWS/CMS, case plan objectives are uniquely tailored to the individual members of the family or the identified young adult. Therefore objectives are culturally relevant, representative of community standards of which the family is a member, strength-based and developed in collaboration with the family and their network of support*. Tribal social workers and community services such as the Native American Wellness Center are culturally relevant and builds on the natural strengths and supports of the family and tribe.
    - ✓ Although "a" and "b", are examples of "reasonable efforts" and in some situations possibly "active efforts" – the emphasis is only service provision while "c" is "reasonable", "active" AND provides the family "voice" and "choice" – this option is culturally relevant and emphasizes working "with" vs. working "on". C is the BEST response.

2. If the case plan objective is: *Be willing and able to arrange appropriate child care and supervision when you are away from home.* Which item best meets the criteria for a client responsibility?
    a. Natalie has agreed to contact the Child Care and Referral Resource Network within 30 days, and select at least three providers who provide care between 3 p.m. and 11 p.m.
    b. Maternal grandmother Eliza agrees to care for the children whenever Natalie is working from 3 p.m. to 11 p.m.

c. Natalie will not leave the children home alone again until they are of an appropriate age to meet their basic needs and call for help in the event of an emergency.

- ✓ <u>*Client Responsibilities/Client Services*</u> *– describes in detail the specific service/activity the individual will participate in that supports the new behaviors or actions that the individual will complete in order to reach the objectives. They include a description of the activity, frequency and duration of time that the individual will need to participate.*
- ✓ *Families, children and young adults should be* ***active trainees*** *in identifying case plan objectives and deciding what actions and services would best support them in meeting the case plan goal.*
  Although "b" – provides a description of the activity, the frequency and duration, family "voice" and "choice", Grandmother Eliza is not a "client" therefore cannot have a "client responsibility". Could say that the mother agrees to contact MGM Eliza to care for children when she works 3-11.
  "C" – is vague, does not describe in detail the specific/activity the caregiver will participate and it is unclear as to whether Natalie had "voice" and "choice". Also indicates "what not to do" as opposed to "what she will do".
  "A" is the best answer.

3. Although more than one of these statements are true, which are the primary ways that a goal and objective differ according to the handout?
   a. Goals describe the *how* and objectives describe the *what*.
   b. Goals are long-term and objectives are short term
   c. Goals are broad and objectives are specific in scope.

- ✓ <u>*Case Plan Goals (the What?)*</u> *- Child Welfare Case Plan Goals articulate* ***an aspiration*** *of what permanency will look like (i.e., remain home (fm), adoption with siblings, tribal customary adoption) for the children or young adult upon the timely completion of the case plan objectives.* ***Goals are broad and general in scope****.*
- ✓ <u>*Case Plan Objectives (the How?)*</u> *- An objective is a statement that* ***describes a specific desired behavioral outcome that will achieve the desired permanency goal.*** *An objective is a statement of a behavior that must be achieved and maintained in order to achieve safety, permanency and well-being for a child or a young adult. Objectives are more specific in scope than goals.*

4. An effective way of acknowledging a mother's past experiences as a former foster youth into a case plan objective related to visitation might be:
   a. Misty agrees to be supportive and nurturing during weekly visits with Makayla as demonstrated by completing parenting tasks such as helping with homework, playing board games and/or preparing a healthy snack.
   b. Misty will identify at least three activities and/or actions she can use during visitation so that Makayla is supported and nurtured.
   c. Misty agrees to be attentive and supportive during scheduled visitation by discussing her negative memories of being in foster care separate and away from her scheduled parenting time with Makayla.

- ✓ The social worker **elicits and listens to the stories of family members (*voice*)** while taking into consideration **cultural humility** and being sensitive to possible **historical trauma and grief and loss** while incorporating **the family members' expertise and ideas (*choice*)** in the case plan objectives based on the family's strengths and needs.

- ✓ This exchange of information, guided by the use of **thoughtful solution focused questions**, is the foundation of a relationship of mutual respect and sets the tone for the process of self-discovery and commitment.
- ✓ "A" – a good example of a SMART objective and it is individualized however, it does not acknowledge trauma.
- ✓ "B" – a good example of a SMART objective, it is not individualized and it does not acknowledge trauma.
- ✓ "C" – The best option – it is SMART, indicates "what to do", individualized to this family, both acknowledges and validates the trauma.

5. Which question would best explore the strengths of a father's cultural background as it relates to child safety and family violence?
    a. You saw your father hit your mother, do you think that has anything to do with how you are interacting with your girlfriend when your children are present?
    b. Has there ever been a time you wanted to yell and "take a swing" at your girlfriend but instead you did something different?
    c. In what ways have individuals in your family, tribe and/or community kept their children protected from acts of violence?

    - ✓ This exchange of information, guided by the use of **thoughtful solution focused questions**, is the foundation of a relationship of mutual respect and sets the tone for the process of self-discovery and commitment.
    - ✓ Despite the templated CWS/CMS, case plan objectives are uniquely tailored to the individual members of the family or the identified young adult. Therefore objectives are culturally relevant, representative of community standards of which the family is a member, strength-based and developed in collaboration with the family and their network of support.
    - ✓ "A" is not strength-based. "B" does not explore the father's culture. "C" is the best answer – focuses on "what is working", explores cultural strengths and protective capacities on multiple levels (family, tribe and community) and is solution-focused.

6. Which of the youth's descriptions of developing a TILP provides the best example of engagement in the development of behavioral case plan objectives.
    a. My social worker visited me one to two times a month and always bought the TILP he completed in the office to show me what I was to be doing to meet the agency case plan objectives he wrote.
    b. I wanted to go to beauty school. Each time we met, my social worker asked me and my support network, "On a scale of 1 to 10, how much progress I had made towards getting my cosmetology degree". Based on my number we co-created next steps (who? what? how will we know it worked?) to move up the scale. "Those next steps became what my social workers call case plan objectives".
    c. I wanted to be a lawyer. My social worker always encouraged me and led me to believe I could do anything. I'm now a practicing attorney.

    - ✓ The social worker **elicits and listens to the stories of family members (*voice*)** while taking into consideration **cultural humility** and being sensitive to possible **historical trauma and grief and loss** while incorporating **the family members' expertise and ideas (*choice*)** in the case plan objectives based on the family's strengths and needs.
    - ✓ This exchange of information, guided by the use of **thoughtful solution focused questions**, is the foundation of a relationship of mutual respect and sets the tone for the process of self-discovery and commitment.
    - ✓ Despite the templated CWS/CMS, case plan objectives are uniquely tailored to the individual members of the family or the identified young adult. Therefore objectives are culturally relevant, representative of

community standards of which the family is a member, strength-based and developed in collaboration with the family and their network of support.

- ✓ "A" – the case plan objective appears to be developed by the social worker and delivered to the trainee and/or their support network. "C" – a possible example of engagement, however, the engagement did not relate to case plan development. "B" is the best response.

Materials Checklist

Chart Paper

SDM Policy and Procedures Manual (updated December 2017)

Writing Behavioral Objectives Quiz

ABCD Cards (Alternate Option Materials for Segment 2)

Scoring Sheet (Alternate Option Materials for Segment 2)

Common Core 3.0 Preliminary Materials

Embedded Evaluation NCR answer sheet for trainees

Embedded Evaluation answer key for debrief for trainer

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Case Plan Field Tool (Children and Youth)

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