

Standards, Knowledge & Insight Leading to Success (SKILS)

Training Annotated Agenda

SKILS 1 Online and In-Person

SKILS (Standards, Knowledge & Insight Leading to Success) is a mandated core training that all new Protective Services Specialists (PSS) receive upon hire with the Office of Children's Services (OCS). SKILS consists of 3 virtual online courses to include: SKILS 1 (2 weeks + 2 weeks of transfer of learning), followed by Intercession A (Asynchronous), SKILS 2, 2 weeks), followed by Intercession B (Asynchronous) and SKILS 3 (1 week). SKILS 2 Online begins with Pre-SKILS and includes a compilation of activities and online learning modules to prepare the new PSS for the first session of SKILS 1 Online.

As outlined by the OCS Staff Development Plan (SDP), new PSS staff complete PreSKILS asynchronous learning modules in an online learning platform provided by the training contractor, through virtual training sessions facilitated by the Office of Children's Services Mentor Team and contract Trainers via Zoom. SKILS 1 guides new PSS staff through a series of learning activities, online training, and on the job training that prepares them for their positions at OCS. SKILS 1 is open to Tribal Partners with the exclusion of Legal Day and Transfer of Learning with the OCS Mentor team.

SKILS 1 ONLINE WEEK 1

Orientation Day

An orientation to training is held the week prior to SKILS 1 to review training expectations, become familiar with materials and complete a technology check.

WEEK 1, DAY 1:

Objectives:

- Explore OCS Mission, Vision, Guiding Principles, and Core Values
- Review the basics of the OCS Practice Model
- Further explore: Intake, Maltreatment, OCS Jurisdiction, Three Decisions in I&A, Investigation and Assessment, and Protective Factors.

Virtual In-Class Topics

Introduction to SKILS and OCS

Participants are acquainted with the Office of Children's Services the process of virtual training, the agenda, and learning objectives. Participants are introduced to the training team through the Office of Children's Services. A learning community is created through the establishment of ground rules and developing a cohesive cohort. Participants explore the tools, resources and supports for their professional development and build connections with their learning team.

Orientation to Child Welfare, the OCS Practice Model, along with the OCS Mission, Vision, Guiding Principles, and Core Values

Participants are familiarized with the history of child welfare as an introduction to OCS. In addition, the OCS Mission, Vision, Guiding Principles, and Core Values are connected to the participants daily practice to ensure the safety, permanency, and wellbeing of families. Trainers facilitate small and large group discussion to apply to daily practice and engage critical thinking. Trainers also complete a high-level overview of the OCS Practice Model to be further explored throughout SKILS 1.

Intake

Participants are introduced to the Centralized Intake process as the first step in how to determine when an Investigation and Assessment is needed on a family. Participants learn about mandatory reporting laws and who is reporting to OCS. A timeline is reviewed to overview Centralized Intake's process from the time a report is received until it's either screened out or assigned to the field for further Investigation and Assessment. Participants learn how Centralized Intake determines screening priority, and practice making screening decisions as an introduction to the three cases they will review throughout their virtual classroom training experience.

Introduction to Maltreatment and OCS Jurisdiction

Trainers introduce the Maltreatment Assessment Protocol (MAP) and provide an overview of the four maltreatment types (Mental Injury, Physical Abuse, Neglect, and Sexual Abuse). Trainers discuss how maltreatment allegations are identified by Centralized Intake and review how a case is determined to be in the jurisdiction of OCS. Civil Jurisdiction is further defined and explored.

Three Decisions in I&A

Trainers discuss the three decisions made during an I&A to include is the child safe or unsafe; are the allegations of maltreatment substantiated or unsubstantiated; and what is the future risk of abuse and neglect. Trainers emphasize the importance of sufficient information collection to adequately make these three decisions. The three decisions in I&A are reviewed throughout the week but serve as an introduction to I&A in day one.

Investigation and Assessment

Participants are further introduced to the I&A process through a review of the Information Collection Guide (i.e. the Purple Guide) and the Protocol for Information Gathering. Each area of Protocol is connected to the Information Collection process to guide participants in how to answer the six questions throughout their interviews. The six questions help inform the three decisions in I&A. Participants are encouraged to reflect on the three cases that will continue to be used throughout training.

Protective Factors

Participants are introduced to the Strengthening Families Protective Factors framework to include the 5 Protective Factors of Resilience, Concrete Support in Times of Need, Cognitive Social & Emotional Competence, Knowledge of Parenting and Child Development, and Social Connections. Trainers facilitate an activity utilizing Protective Factors when assessing strengths and growth areas amongst case examples. Participants further explore how personal bias can impact the perception of strengths and practice self-awareness strategies to address bias.

WEEK 1, DAY 2:

Objectives:

- Explore PSS roles and responsibilities as an introduction to interviewing
- Introduce Motivational Interviewing (MI)
- Review time frames, case prioritization, and the case initiation process
- Learn child and parent interview techniques.
- Present Danger
- Present Danger: Initial Safety Plan
- Effective documentation

Virtual In-Class

Protective Services Specialist Roles and Responsibilities

Trainers discuss the roles and responsibilities of the PSS as an introduction to interviewing. Participants will gain an understanding of how to ask hard questions while maintaining professional boundaries. They will learn how to be transparent with families regarding their role while also respecting self-determination. Trainers will lead an activity navigating bias in difficult scenarios while engaging participants in a discussion around how to address the scenarios in practice.

Motivational Interviewing (MI)

Trainers provide an overview of MI principles and techniques to support participants in developing interview skills. The four fundamental processes of MI are discussed, along with the core skills of OARS. MI is also connected to parent engagement strategies.

Time Frames, Case Prioritization and Case Initiation

Trainers provide a practical overview of the case initiation process to include notifying the Tribe, completing background checks, reviewing CPS history, and completing a pre-initiation supervisor staffing. Time frames for the I&A is reviewed, along with how to prioritize multiple cases at once. Participants decide what of their three cases to prioritize, ultimately choosing the Pate family.

Child Interviewing

Trainers review the Child Interview Policy 2.2.3.1 as an introduction to the intention behind child interviewing. Participants will learn about rapport building, asking good questions, setting appropriate boundaries during an interview, interviewing techniques, and how to initiate and close the child interview.

Parent Interviewing

Trainers connect learned child interview strategies to parent interviews. Participants then watch and critique recorded parent interviews for the Pate family. The recorded videos also serve as an introduction to Present Danger.

Present Danger

Trainers define Present Danger to include the criteria: immediate, significant, and clearly observable. Participants engage in a staffing activity to determine if we have Present Danger with the Pate family. Trainers play the role of the supervisor and guide conversation to make sure Present Danger criteria is met and all participants understand the decision.

Present Danger: Initial Safety Plans

Trainers provide an overview of the Safety Plan criteria and the difference between Initial and Ongoing Safety Plans. Participants engage in a Safety Plan Analysis to determine what level of a Safety Plan is needed for the Pate family. Trainers facilitate discussion regarding assessment that a caregiver can and will protect, along with adequate tasks and activities to manage for safety for children. Participants review an example of the Pate Initial Safety Plan.

Effective Documentation

Trainers facilitate a discussion on strategies to support effective documentation in the field. Participants practice documenting the recorded interviews they observe. Trainers offer feedback specific to being objective, accurate, clear, relevant, descriptive, and concise in the order to be effective in documenting.

WEEK 1, DAY 3:

Objectives:

- Understanding Impending Danger to include Safety Threats and Threshold Criteria
- Case prioritization: Assessing safety with the Dehaley family.
- Develop a safety plan to control Impending Danger
- Contacting relevant collaterals.

Virtual In-Class

Impending Danger, Safety Threats & Threshold Criteria

Trainers review the safety threats by having participants reference each threat in their laminated guides. Each safety threat is discussed with case specific examples. From there, trainers define each of the threshold criteria explaining how it manifests when assessing Impending Danger. Participants engage in a small or large group activity identifying safety threats for case specific examples, discussing whether the threat(s) cross the threshold, and changing variables in the scenario to create a present danger scenario and a screen out.

Case Prioritization: Assessing Safety with the Dehaley Family

Participants are referred to the three cases they screened in on day one and determine what case to prioritize next. Trainers guide the discussion to ultimately select the Dehaley family. Participants then watch Dehaley recorded interviews to start their assessment. Trainers facilitate a discussion to determine if Present Danger exists with the Dehaley family. When they determine there is no Present Danger, discussion is directed to Impending Danger. Participants are referred to case notes in their binder to help inform the Impending Danger assessment. Trainers guide the conversation supporting them identification of safety threats and ultimately determining which ones cross the threshold.

Impending Danger Safety Plan

Trainers review Safety Planning referencing policy 2.2.3.2. Participants created a Safety Plan in small groups for the Dehaley family utilizing their Impending Danger assessment. Trainers provide feedback for each Safety Plan ensuring each group understands what is needed for each section and that each plan is controlling for the Impending Danger.

Contacting Relevant Collaterals

Trainers discuss the importance of identifying appropriate collaterals as part of the information collection process and how it informs the six questions. Participants are encouraged to be creative when identifying collaterals and trainers facilitate a discussion around potential collaterals for the Pate and Dehaley families.

WEEK 1, DAY 4:

Objectives:

- Reassessing when a Safety Plan fails: Dehaley case review
- Diligent Relative Search
- Understanding Risk and the FRAN (Future Risk of Abuse and Neglect)
- Case Prioritization: Assessing Risk with the Thurston family
- Child Maltreatment Substantiation and the MAP (Maltreatment Assessment Protocol)
- Evidence Collection

Virtual In-Class

Reassessing when a Safety Plan fails

Participants are provided an update on the Dehaley family. The update includes concerns regarding the effectiveness of the safety plan and trainers facilitate a discussion regarding whether Impending Danger is still being controlled for with the updates. Participants are then guided through how to respond and plan for next steps.

Diligent Relative Search

Participants review the process of a Diligent Relative Search and its importance at the onset and throughout the life of a case. Participants brainstorm tools and review processes to identifying relatives in a case.

Understanding Risk and the FRAN (Future Risk of Abuse and Neglect)

Trainers review the definition of Risk and compare it to Safety. Risk is described as future focused, while Safety is described as current focused. The FRAN screening tool is introduced and reviewed while participants follow along on their laminated guides. Trainers guide participants to utilize the FRAN in cases where there is no Present or Impending Danger.

Case Prioritization: Assessing Risk with the Thurston Family

Participants are referred to the three cases they screened in on day one and determine what case to prioritize next. Trainers guide the discussion to ultimately select the Thurston family. Participants then watch Thurston recorded interviews to start their assessment. Trainers facilitate a discussion to determine if Present Danger or Impending Danger exists with the Thurston family. When they determine there are no Safety concerns, discussion is directed towards Risk. Participants complete the FRAN on the Thurston family.

Child Maltreatment Substantiation and the MAP

Trainers discuss the definition of Maltreatment and how it differs from Safety and Risk. The MAP tool is introduced, and participants are directed to their laminated guides for reference. Participants identify whether maltreatment is substantiated or not for each allegation in the Thurston family. Trainers facilitate critical thinking via small and large group discussion until consensus is met. A Maltreatment Summary for the Thurston case is provided for reference. Participants are notified they will write their own Maltreatment Summary for either the Pate or Dehaley family during day five.

Evidence Collection

Trainers provide an overview on evidence collection and how it supports the Maltreatment assessment. Participants are provided examples of supporting documentation and evidence that helps inform whether or not to substantiate on a case.

WEEK 1, DAY 5:

Objectives:

- I&A wrap up and review
- I&A Summaries
- Complete I&A Summary on the Pate or Dehaley family.
- I&A Test

Virtual In-Class

The I&A Wrap Up

Trainers facilitate a closing discussion of I&A reviewing concepts covered throughout the week. Participants are provided information regarding Transfer of Learning and what to expect in the upcoming weeks.

I&A Summaries

Trainers review each tab in the ORCA I&A summary to connect what they have learned throughout the week to the required documentation. Trainers provide guidance on how to be succinct while also providing all necessary information needed for their assessment. Trainers also provide an overview of the Initial Referrals for Services (IRS). Participants are provided tools to guide them through completing I&A summaries on their own cases.

Complete I&A Summary on the Pate or Dehaley families

Participants complete their first I&A summary on either the Pate or Dehaley family utilizing ORCA. Trainers provide feedback in writing on the completed summaries.

I&A Test

Participants complete the I&A Test to assess their knowledge and learning over the course of the week. They are required to pass the test with a score of 75% or higher. If they do not pass, a training plan is created with their Protective Services Manager I. This training plan may include retaking I&A week during the next 161R, and/or completing a case review to showcase their understanding of the I&A Practice Model.

SKILS 1 IN-PERSON WEEK 2

WEEK 2, DAYS 1-5:

Transfer of Learning

The Office of Children's Services Mentor Team leads a Transfer of Learning to promote translation of the classroom to the field by PSS staff, using practical application of Practice Model concepts to field work. Week two has an I&A focus. I&A staff are assigned their first I&A and work through the case with an assigned mentor or seasoned PSS. Mentors and seasoned PSS staff provide modeling of parent and child interviewing and observe the I&A PSS complete interviews independently. Feedback is provided to the PSS and their supervisor at the end of the week. FS staff shadow seasoned I&A staff to get exposure to the role and connect what they learned in the classroom.

SKILS 1 ONLINE WEEK 3

WEEK 3, DAY 1:

Objectives:

- Welcome back and Family Services introduction
- Review Essential Services in Family Services
- Reflect upon the purpose of a Family Services Assessment
- Understand safety, permanency, and well-being
- Connect with partnership and engagement strategies
- Stages of Change and Motivational Interviewing (MI)

Virtual In-Class

Welcome to Week 3

Participants are welcomed back. The role of the Family Services PSS is presented and discussed. Trainers review a flowchart overviewing the steps in a Family Services case.

Family Services: Essential Services

Trainers review the Essential Service functions for Family Services in the areas of case planning and caseworker visits. Trainers discuss why these areas are important and how they connect to our Vision of Safe Children, Strong Families.

Family Services Assessment

Trainers facilitate a discussion around the various elements of the Family Services Assessment. This includes exploring the importance of understanding Safety, Risk, and Maltreatment, along with the family's strengths and Protective Factors. In addition, trainers review the importance in evaluating behavioral change, involving the family and the Tribe in developing and implementing Case Plans, and addressing Safety, Permanency, and Well-being.

Safety, Permanency, and Well-Being

Safety, Permanency, and Well-being are defined with a Family Services lens. Trainers review the Safety assessment and introduce how it continues in the Family Services role, provide guidance surrounding Permanency planning and CINA Legal Timelines, and discuss how to assess Well-being. Participants break out into smaller groups and identify tangible ways to assess Safety, Permanency, and Well-being with the Pate and Dehaley families from week one.

Engagement and Partnership Strategies

Trainers provide strategies for engagement and partnership and facilitate a discussion around how to utilize these strategies when working with families. Participants watch a video around the power of engagement and brainstorm all the various partnerships that occur in a Family Services case.

Stages of Change and Motivational Interviewing (MI)

Participants explore the Stages of Change and Motivational Interviewing to prepare them for effective case planning with caregivers. Participants watch a video of a parent sharing her OCS experience. Trainers facilitate a discussion connecting the video to the Stages of Change. Participants also watch a video with examples of social workers utilizing MI strategies with client actors. Trainers guide the participants through questions to reflect on the videos.

WEEK 3, DAY 2:

Objectives:

- Review the difference between Safety Plans and Case Plans
- Protective Factors in Family Services
- Maslow's Hierarchy of Needs and Adverse Childhood Experiences (ACES)
- Case Plan process and components
- S.M.A.R.T goals for Case Planning
- Case Plan practice

Virtual In-Class

The Difference Between a Safety Plan and a Case Plan

Trainers review key differences between a Safety Plan and a Case Plan to help participants understand the distinction prior to learning how to create Case Plans. Trainers reflect on the importance of this distinction and how Safety and services are not the same thing.

Protective Factors in Family Services

Participants are provided a review of the Strengthening Families Protective Factors Framework as an introduction to Case Planning. Trainers discuss how increasing Protective Factors reduces Safety Threats and Risk Factors. Participants assess Protective Factors for the Pate and Dehaley families in small groups.

Maslow's Hierarchy of Needs and Adverse Childhood Experiences (ACES)

Trainers review Maslow's Hierarchy of Needs and the ACES study to provide guidance and understanding of what is occurring beneath the surface with clients involved with the child welfare system. The Dehaley case is used as an example exploring behavior above the surface and causes below the surface.

Case Plan Process and Components

Trainers review the case planning process to include meeting with the parents, explaining the purpose of the case planning process, review "why OCS is involved," review Protective Factors and underlying issues, determining what parent is ready to address, creating Case Plan goals, identifying activities, and reviewing what OCS will do to support parent in their journey. Many of these areas have been discussed, and this discussion provides an outline of how each step is put into practice. From here, trainers have participants pull a Case Plan example from their SKILS 1 binders and review each section.

Case Planning: Behavioral Based S.M.A.R.T Goals

Participants watch a video on creating S.M.A.R.T goals and trainers connect the concepts to Case Planning. Participants review the difference between goals, activities, and "To Do" lists to understand their purpose and function. Trainers review examples of Case Plan goals, what Safety Threat applies to the goal, and how it meets the S.M.A.R.T criteria. Participants are then guided through an activity where they identify a Safety Threat for an established goal and how it meets the S.M.A.R.T criteria. Trainers provide ongoing opportunities for critical thinking, application, and reflection for goal writing.

Case Plan Practice

Participants are guided through two scenarios to continue goal writing practice. They are then separated into small groups to create a Case Plan for either the Pate or Dehaley family. Trainers provide written feedback on the completed Case Plans.

WEEK 3, DAY 3:

Objectives:

- Child Case Plans
- Family Contact Plans
- Quality Caseworker Visits
- New Reports on open cases

Virtual In-Class

Child Case Plans

Trainers review the components of Child Case Plans and what information is needed for each section. Participants are then guided through the Child Trauma Checklist and complete the checklist in small groups on the Pate and Dehaley children. Trainers guide them through creating goals for children and how this differs from a Caregiver Case Plan. Participants practice creating Child Case Plans in small groups utilizing the children in the Pate and Dehaley cases.

Family Contact

Participants discuss the importance of family contact and its connection to Permanency. Participants review a Family Contact Plan and Trainers lead a discussion of how supervision levels are determined for family contact. Participants complete a family contact plan in small groups for the Pate or Dehaley family.

Quality Case Worker Visits

Trainers discuss the stages of a quality caseworker visit, before, during and after. Participants learn strategies to continue to support and evaluate progress of the family through the life of the case. Interview strategies that support PSS staff to assess Safety, Permanency, and Well-being during monthly home visits are discussed using the *Caseworker Visit Guide* in the laminated Field Guide. Participants critique Caseworker Visit notes to gain an understanding of pertinent information needed for documentation.

New Reports on Open Cases

Trainers provide an overview of responsibilities for Family Services staff as they navigate new Protective Services Reports on their open cases. Trainers explain the ongoing Safety assessment that is required even when a report is screened out.

WEEK 3, DAY 4:

Objectives:

- Supporting Resource Families
- Engaging absent and unwilling parents
- Case Plan Evaluations
- Trial Home Visits
- Services Array Presentations

Virtual In-Class

Supporting Resource Families

Trainers discuss the importance of supporting Resource Families and the impact it has on child placement disruptions, providing children quality care, supporting bio-parents, maintaining cultural contacts, and Resource Family retention.

Engaging Absent and Unwilling Parents

Trainers discuss common reasons for absent and unwilling parents and how to address resistance. They review parent rights and discuss monthly duties of the PSS in engaging absent and unwilling parents. Participants are provided tools and tips to locate absent parents.

Case Plan Evaluation

Participants review the *Case Plan Evaluation* form, along with the *Case Plan Goal Progress* tool in their laminated Field Guides. Trainers review the Case Plan Evaluation form, and participants practice evaluating the Pate and Dehaley Case Plans in small groups.

Trial Home Visits & Safety Planning

The policy and process of moving to a trial home visit are reviewed. Participants review the Safety Plan Analysis and discuss how Impending Danger is assessed at this stage in the case. Best practices in supporting families and children through a trial home visit are explored, along with ensuring an adequate Safety Plan throughout the process.

Services Array Presentations

The OCS Services Array Team to include the Compact Referral Unit, ICWA Specialists, the Medical/Mental Health Unit, Staff Safety and Resiliency/Wellness, Independent Living Specialists, Special Needs Hotline, Placement Search and Support Unit, and the Childcare Unit each provide 25-minute presentations overviewing their various programs and how they can support the PSS.

WEEK 3, DAY 5:

Objectives:

- FS wrap up and review
- FS Test
- CINA Legal Basics

Virtual In-Class

FS Wrap Up

Trainers facilitate a closing discussion of FS reviewing concepts covered throughout the week. Participants are provided information regarding Transfer of Learning and what to expect in the upcoming weeks.

FS Test

Participants complete the FS Test to assess their knowledge and learning over the course of the week. They are required to pass the test with a score of 75% or higher. If they do not pass, a training plan is created with their Protective Services Manager I. This training plan may include retaking FS week during the next SKILS 1, and/or completing a case review to showcase their understanding of the FS Practice Model.

CINA Legal Basics

The Assistant Attorney General's (AAG) Office reviews the legal basics of Child in Need of Aid (CINA) cases.

SKILS 1 IN-PERSON WEEK 4

WEEK 4, DAYS 1-5:

Transfer of Learning

The Office of Children's Services Mentor Team leads a Transfer of Learning to promote translation of the classroom to the field by PSS staff, using practical application of Practice Model concepts to field work. Week four has an FS focus. FS staff are assigned their first case(s) and work through them with an assigned mentor or seasoned PSS. Mentors and seasoned PSS staff provide modeling of parent and child interviewing and observe the FS PSS complete interviews independently. Feedback is provided to the PSS and their supervisor at the end of the week. I&A staff shadow seasoned FS staff to get exposure to the role and connect what they learned in the classroom.