

CHILD WELFARE TRAINING CONSORTIUM

Child Protective Investigator's Field Activity Guide

2012



CWtC

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Introduction

The Child Protective Investigator's Field Guide is a component of the **Integrated Child Welfare Pre-Service training**. The activities are broken down into Phase I and Phase II. Phase I activities may be completed prior to the written test. Phase II activities may be completed after the written test, while working your protected case loads.

The Integrated Child Welfare Pre-Service training consists of the following components:

- Classroom training
- On-Line courses
- Field Activities
- FSFN courses

Field training is your introduction to child protection work in the field. During these sessions you will apply many of the concepts learned during the classroom training to the actual job. The field experience is a chance for you to:

- observe, question, and practice doing the work
- implement program specific tasks within the job environment.
- implement "best practice" tasks and decisions that support Florida Statute and ASFA requirements.
- practice job tasks while learning the specific protocol of the unit/agency of employment.
- increase your knowledge of CFSR/QPS/Peer Review Tools
- use actual procedures/paperwork related to actual cases.
- observe quality samples of program specific work products

All of the field activities are designed to bridge the knowledge, skills and tasks taught in the classroom with the situational

application in the field. The activities will require you to shadow, interview, document, and review a wide variety of job related tasks. All of the activities can stand alone and each activity is designed for job skill application and Performance Based Assessment preparation.

The classroom and on-line training experience helps introduce you to the basic competencies of child protection and your job responsibilities. Using various supervised, agency-specific field activities is intended to help illustrate and augment the specific content in addition to providing you with a forum in which you can observe, question and practice on-the-job application of these concepts.

Field activities include opportunities for you to shadow or be mentored by experienced staff and may take place in the agency unit or in the field, provided that you are accompanied by and under the direct and constant supervision of a Child Protection Professional at all times. These activities allow you to shadow/observe all major functions of your specific job responsibilities and practice all tasks related to their shadowing experiences utilizing actual case files.

While you are attending the classroom training and completing the Phase I field activities you are not permitted to:

- carry a caseload,
- be assigned responsibility for any cases,
- conduct any unaccompanied or unsupervised home visits,
- perform any unsupervised home studies or interviews of children or adults,
- be ultimately responsible for any assessment of risk, or
- otherwise have primary responsibility for any investigation, child, family or case

These requirements remain in effect until you have successfully completed the pre-service training, including having passed the written test.

In order to meet your need for a variety of opportunities in the practical application of concepts learned in pre-service training, you may be assigned as a “secondary” worker (Investigator, Case Manager or Licensing Counselor) in FSFN. However, this is limited to no more than four (4) active cases during your pre-service training, and is for the sole purpose of performing and practicing newly-learned skills while accompanied and supervised by a Child Protection Professional.

While you may be assigned as “secondary” worker, you do not in any way bear ultimate responsibility for any aspect of the case. Every piece of casework you complete must be reviewed and approved by either the primary worker on the case, the supervisor of the primary worker on the case or other Child Protection Professional, prior to the piece of casework being included and saved in the active case file or FSFN case record.

Your Role in Completing the Field Activities

Prior to each OJT shadowing experience, you must use the QPS cites in the self-instructional materials to locate and study the statute, code, and best practice to the tasks that will be performed by the Child Protection Professional being shadowed.

You will document shadowing and practice activities in the Field Guide and must collect and utilize agency forms in relation to the specific on the job training experience.

- date and summarize shadowing experiences
- write questions to ask during daily debriefing sessions
- retain and use written feedback to implement continuous improvement

Plan your activities and follow your plan. It will take time and effort on your part to complete these activities successfully. Be proactive in getting feedback, asking questions, and completing the work. It is important for you to follow these guidelines as you

shadow:

- The supervisor/Child Protection Professional is in charge of all interactions. Do only what you are specifically asked to do while you are in the field.
- Always be respectful and courteous of the families with which you come in contact. Many people may have lifestyles, cultures, and beliefs different than your own. Remember that your job is to ensure child safety, well-being and permanence.
- Feel free to ask the supervisor/Child Protection Professional questions, but do it at appropriate times. Never interrupt an interaction with a family, child, or other person.
- Do not judge or second guess the decisions made or work done by the individual you are shadowing. You will be taught a lot of skills and knowledge in the classroom, but there are many ways Child Protection Professionals personalize their approach while still working within the bounds of law.
- Use this time seriously and efficiently. Much of your success depends on what you put into your field experience.
- While you are in the field, you are on the job; this means you must meet all personnel standards of your agency.

The supervisor/Child Protection Professional will meet with you or talk with you on a regular basis throughout the training, and will periodically evaluate your work in order to provide feedback and assistance. You should contact the supervisor/Child Protection Professional when you need help.

How to Use this Guide

The **Phase I** activities in the **Field Guide** provide activities that will help orient you to your job, create readiness to learn by acquainting you with the nature and scope of the job, the mission, values, and philosophy of the agency, the community with which the agency must interact, and the families the agency serves. It also provides an overview of the roles and responsibilities associated with your job and links you to federal and state requirements, quality tasks, and curriculum materials related to job

tasks.

The **Phase II** activities of the **Field Guide** are to be used on your training caseloads. These activities provide the opportunity for you to use the information gained in the classroom training to complete the actual region/circuit/agency tools, paperwork and processes that guide effective practice, while under the guidance of a Child Protection Professional.

The activities may be completed out of order and the completion of some of the tasks (i.e. documentation) are repeated for the simple reason that practice makes for perfection.

Phase I

Activity	Completed	
Phase I	CPI	Trainer/Supervisor
Agency Protocols and Procedures		
Intake Receipt		
Pre-Commencement Activities		
Commencement		
Diligent Search		
Interviewing		
Special Condition Referrals		
Sexual Abuse Cases		
Domestic Violence		
Institutional Abuse Investigations		
Child Protection Team		
Case Transfer/Service Intervention		
Out-of-Town Inquiries		
Child Health Check-Up		
Child Behavioral Health Assessment		

Agency Protocol and Procedures

Obtain and review policies and procedures that are considered essential for all staff. This includes, but is not limited to:

Agency system of care

Human resources

Personnel standards/working hours/on call/dress code

Agency training schedule

Working hours

Safety/contacting law enforcement

Confidentiality of records/records storage

Professionalism/ethical conduct

Facility accessibility

Loss prevention

Emergency procedures

Accessing office equipment

Computer access/confidentiality

Car seat usage/safety

Other policies

Agency Protocols and Procedures

The completion of this activity will provide you with information on:

- The overall functioning of the agency.
- Any written unit or agency policy regarding worker safety.
- Information on how to contact human resources; services provided.
- The agency policies on working hours, dress code, on call requirements.
- The specific agency training schedule and expectations.
- Specific actions to take to assure your safety and necessary actions to take when your safety is jeopardized.
- Explain the unit policy on contacting law enforcement to accompany you on a home visit.
- Where case files are stored; how to access the case files; restrictions to removing case files from the office.
- Professional expectations; ethical conduct; how to report; what happens if you are investigated
- Accessing the building; after hour procedures; locking office
- How to report lost/stolen equipment
- Emergency procedures; preparation for hurricanes, flood, etc.
- Assignment of office equipment; responsibilities; usage limitations/requirements
- Computer confidentiality
- How to effectively use car seats
- Use of agency vehicles; practices to follow when transporting children
- Copy/information of Agency Human Resources Guide.

Intake Receipt

Identify the specific intake assignment process used by your agency.

Case Review: Pre-Commencement Activities

When receiving cases, it is important to understand what information is needed for assessment prior to contacting a family.

QPS #1

Intake Receipt

- The completion of this activity is to help you understand:
- How intakes are received in your agency.
- What is the process for intakes received after hours/on weekends?
- How intakes are assigned to your unit.
- How intakes are assigned to you.
- How intakes are transferred within your agency.
- FSFN assignment/notifications of intake/investigation assignments.
- How you are notified of new intake assignments.
- How you are notified of additional/supplemental intakes on your existing caseload.

Case Review Pre-Commencement Activities

- Identify the sources and types of information obtained and reviewed before going to work with a family.
- What is contained in the investigative file when you receive the assignment?
- Describe the process for obtaining criminal histories.
- If there is a specific person in the unit assigned to conduct records checks, explain how to properly request these services.
- How is prior abuse information obtained?
- Explain the significance of information obtained from priors and/or background checks.
- Describe the confidentiality issues surrounding criminal background checks.
- What are the requirements for contacting the reporter?
- What is the protocol for notifying LE and/or the State Attorney's Office?

Commencement

Initial contact with a child and/or family who are the subjects of any investigation must be completed within specific timeframes and involve mandated actions on your part.

Relationships with your families begin with the first contact and are directly dependent on your ability to develop a collaborative relationship.

QPS# 2, 3, 4, 5, 6

Commencement

- When shadowing a Child Protection Professional, pay specific attention to the following casework activities.
- An explanation of the purpose of each visit and expected outcomes.
- How did the Child Protective Investigator obtain a copy of the Rights Bulletin?
- Techniques used to establish rapport with the family.
- The family's reaction to the agency's intervention into their life.
- Information given to the family regarding the purpose of the visit and processes used by the agency to assure the child's safety.
- Tools/techniques used to assess the level of safety for the child(ren).
- Feelings expressed by the child and the Child Protective Investigator's reaction to the child.
- Feelings expressed by the family member(s) and the Child Protective Investigator's reaction to the family.
- Techniques used to engage the family's participation and cooperation.
- Decisions made by the CPI and family member(s) regarding next steps.
- Correlation between the case information reviewed prior to contact and the outcome of the visit.
- Evidence that the purpose and outcome of the visit was achieved.
- How did the CPI close with the family after initial interviews?
- How was the commencement documented? Within what time frame?
- If the child was not located at commencement, what actions were taken?

Diligent Search

You must make all efforts to locate parents/prospective parents and relatives immediately upon becoming aware of their identity. All efforts must be documented, reported to the court until the person is located or the court excuses further search.

Diligent Search

- Document the agency procedures used to assess the following resources for locating a missing parent/relative.
 - Department of Motor Vehicles
 - Voter registration
 - Department of Corrections
 - Utility company
 - Post office
 - Housing authority
 - Hospitals
 - Armed services
 - Taxing agencies (Department of Revenue or Internal Revenue Service)
 - Telephone company
 - Social Security
- Review a diligent search that is currently being completed. List all resources that were checked when trying to locate the missing person.
- Locate a case requiring the completion of a diligent search.
- Using the case materials provided, begin the diligent search process.
- Document all your actions in conducting the diligent search and review with your supervisor/mentor before including your work as part of the case file.
- If your agency has a unit/designee who conducts diligent searches, identify the individual, means of contact and any/all procedures that are used in the process.

Interviewing

An interview addressing all maltreatments must be completed with the alleged child victim(s), and “other” children named in the intake and/or residing in the home.

Interviews addressing all maltreatments must be completed with the mother, father, other caregiver and alleged caretaker responsible (alleged perpetrator, if other than the mother or father), and other adult household members.

QPS#4, 5

Interviewing

Shadow a Child Protection Professional and observe a/an:

- Adult Interview
- Young Child Interview
- School Age Child Interview
- Adolescent Interview
- Disabled Individual
- Family Groups
- CPT Interview involving sex abuse allegations
- Document how each maltreatment was addressed?
- Was the child interviewed alone?
- How were the interviews documented? Within what time frame?
- Document any techniques that varied depending on who was being interviewed.

Special Condition Referrals

These referrals are requests that are brought to the attention of the agency that require a response by the investigation staff. These requests do not constitute willful maltreatment, but may result in additional allegations of maltreatment and/or the need to shelter a child upon response.

If the CPI conducting the assessment of a special conditions referral discovers information that constitutes reasonable cause to suspect that a child has been abused, abandoned, or neglected, a call must be made to the Hotline.

Special Condition Referrals

Identify Special Condition Referrals and the differences between these referrals and investigations.

Does the assignment of Special Condition Referrals differ from the assignment of Investigations?

Review case files containing these Special Conditions Referrals:

- Caregiver Unavailable
- Child on Child Sexual Abuse
- Foster Care Referrals
- Parent Needs Assistance

Answer these questions

- Are CPI's responsible for responding to these referrals in your region? If not, which have different responders and how do the responders receive the referrals?
- Do any of the response timeframes differ from investigations?
- Do any of the referrals have mandated notifications?
- What type of information must be documented in FSFN?
- What are the documentation timeframes associated with these referrals?

Review examples of the Child on Child and Request for Assistance Assessments.

- What are the differences in content with the In-Home Child Safety Assessment?
- Complete each of these assessments on an active case.
- Review your documentation with a Child Protection Professional.
- Once approved, input this documentation in FSFN under the guidance of a Child Protection Professional.

Sexual Abuse Cases

For each report received, there are minimum required actions, including subject and collateral contacts; law enforcement and state's attorney notifications; criminal and prior history checks; assessment of child safety and risk; determination of need for protective action; service referral; determination of findings; dispositional options; placement responsibilities; and automated system documentation requirements.

The purpose of the requirement for review of local and state criminal histories and all prior reports and services is to assist in the determination of child safety and permanency decisions.

Sexual Abuse Cases

Shadow a Child Protection Professional and observe a/an:

- Adult Interview
 - What questions were asked of the non-offending parents?
 - What questions were asked of the alleged perpetrator?
- Child Interview
 - How was rapport built?
 - What questions were asked of the victim?
 - What questions were asked of the other children?
- CPT Interview involving sex abuse allegations (or other agency used in your region/circuit)
 - What is the referral process to CPT?
 - What techniques/questions were used in the forensic interview process?
 - What techniques/questions were used in the specialized or parent interview.
 - Was a medical exam conducted? If so, what is the criterion for conducting a medical exam?
- What was the role of Law Enforcement and the State Attorney?
- Identify the local resources related to victims of sexual abuse and their families.

Domestic Violence

For each report received, there are minimum required actions, including subject and collateral contacts; law enforcement and state's attorney notifications; criminal and prior history checks; assessment of child safety and risk; determination of need for protective action; service referral; determination of findings; dispositional options; placement responsibilities; and automated system documentation requirements.

The purpose of the requirement for review of local and state criminal histories and all prior reports and services is to assist in the determination of child safety and permanency decisions.

Domestic Violence

Shadow a Child Protection Professional and observe a/an:

- Adult Interview
 - What questions were asked of the non-offending parents?
 - What questions were asked of the alleged perpetrator?
- Child Interview
 - How was rapport built?
 - What questions were asked of the victim?
 - What questions were asked of the other children?
- Collateral interviews
 - Family, Friends, Neighbors
 - Domestic Violence Shelter employees
 - Law enforcement
- What was the role of Law Enforcement?
- How were the interviews different from interviews regarding other maltreatments?
- Identify domestic violence related resources for the victim, alleged batterer and child.

Obtain and review a copy of a Chapter 741.30 Injunction

- Describe your region/circuit protocol for obtaining this injunction?
- Describe your role in obtaining this injunction.

Institutional Abuse Investigations

These investigations involve situations of known or suspected child maltreatment in which the person allegedly perpetrating the child maltreatment is an employee of a private school, public or private day care center, residential home, institution, facility, or agency or any other person at such institution responsible for the child's care.

These investigations have certain requirements that differ from those investigations involving allegations of in-home maltreatment, including notification and assessment requirements.

Institutional Abuse Investigations

- Shadow a Child Protection Professional and observe and document:
- How were the oral notifications to LE, the SAO, licensing agency and contract manager completed?
- Did the CPI contact the superintendent upon initial contact?
- If the facility is exempt from licensing, how was the owner/operator and Florida Association of Christian Child Caring Agencies (FACCCA) notified?
- How was the written report forwarded to the SAO?
- What is the process for receiving the SAO report regarding their findings and recommendations?
- What was the process for notifying the parents of the alleged victims?
- Document any additional agency requirements for Institutional Investigations that differ from In-Home Investigations.

Child Protection Team

A referral to CPT is mandatory in specific cases and must be completed timely and documented in the case file. Any written documentation received from CPT must be included in the case file and the consideration of the CPT assessment information must be evident in all child safety decisions. When CPT findings or recommendations related to child safety are not followed, the reason must be documented in the case file.

QPS #13, 14, 15, 16

Child Protection Team

Required CPT Referrals

- Document the referral process for CPT services?
- Is the referral process different on nights/weekends?

CPT Exception Form

- Under what circumstances can CPT medicals be waived?
- How are CPT exceptions documented?
- What are the specific forms used?
- How is it documented in FSFN?
- Who are the required signatures?

Document Your Discussion with CPT

- What specific information must be provided/documented when a case is referred to CPT?

Child Safety Decisions Must Consider CPT Findings and Recommendations

- How is recommendations/assessment information from CPT documented in the case file?
- Is there evidence that CPT assessment information is used in assessing all child safety decisions?
- If CPT assessment findings/recommendations were not followed, are the reasons documented?

Service Intervention/Case Transfer

Case transfer is the process of engaging the services of another child welfare service provider for a child/family currently receiving services from a different agency, or transferring a case to a child welfare services provider after an investigation has determined the need for ongoing services.

These cases are transferred via a meeting between child welfare stakeholders establishing the protective, treatment, and ameliorative services necessary to safeguard and ensure the child's safety, permanency and well-being.

QPS #19, 20, 21, 22, 23

Service Intervention/Case Transfer

If available, locate a Community Resource Directory used by your agency.

- If your agency does not have a Community Resource Directory, develop a list of local/community services/and contracted provider information. For each provider, document:
 - Agency name
 - Address, telephone number, fax number, website address
 - Contact person
 - Specific services provided
 - Referral process (forms, etc.)

Case Transfer Staffings

- Attend and observe a Case Transfer staffing
 - What paperwork was prepared and present?
 - How were the service needs of the family determined and agreed upon?
 - What is the process for completing a staffing packet?
 - Who was present?
 - How were the results of the recording documented?
- Identify a case that requires services/case transfer and complete the paperwork required for staffing.
- Document the decisions made in the staffing.
- Document the case transfer/service intervention in FSFN under the guidance of a Child Protection Professional.

Out-of-Town Inquiries

A onetime, non-recurring request for assistance that originates from intrastate, interstate or authorized international sources. Request for assistance may include but are not limited to activities that are part of investigations, intra-state home studies and criminal, delinquency and abuse/neglect history checks relating to relative and non-relative out-of-county placements.

Child Health Check Up

Florida law requires every child removed and maintained in out-of-home placement to have a Child Health Check-Up by a recognized healthcare provider to determine the child's current condition and healthcare needs.

The Child Health Check-Up is required for every child placed in a licensed home or with a relative/non-relative caregiver within 72 hours of removal.

QPS #34

Out-of-Town Inquiries

Review a case that involved an Out-of-Town Inquiry.

- What are the response timeframes for OTIs?
- What are some of the reasons OTIs are requested?
- What forms, if any, are used when completing OTIs?
- How are OTIs received/assigned in your region/circuit/agency?
- What are the timeframes associated with OTIs?
- How are OTIs documented in FSFN?

Child Health Check Up

- Identify the process for referring/completing the Child Health Check Up in your agency/region/circuit.
- Who is responsible for making the referral?
- Who is responsible for transporting the child?
- What healthcare provider completed the Child Health Check Up?
- How are the Child Health Check Ups documented?
- What forms are necessary for a child to receive a Child Health Check Up?
- Who is responsible for following up on any medical issues that are revealed by the Child Health Check Up?
- Review a Child Health Check Up completed on a child.
- Identify the documentation requirements associated in FSFN and a hard copy file if applicable.

Child Behavioral Health Assessments

The CBHA is an in-depth and detailed assessment of the child's emotional, social, behavioral, and developmental functioning within the family home, school, and community as well as the clinical setting, that is funded through Medicaid and is performed by a licensed clinician.

Child Behavioral Health Assessments

- Review the CBHA Referral and Authorization form in FSFN.
- Discuss with a Child Protection Professional the requirements for referring a child for a CBHA
- List the agency process for referring a child for a CBHA, including names, titles, phone numbers, etc. of all contacts.
- Identify the licensed clinician that conducts the CBHA and document their contact information.
- Identify the SPOA (single Point of Access) in your area and document their contact information.

Phase II

Activity	Completed	
Phase II	CPI	Trainer/Supervisor
Assessment		
Home Studies		
Safety Planning		
Judicial Process		
Interstate Compact for the Placement of Children		
Photographing and Fingerprinting		
Securing Placements		
Missing Children		
Institutional Abuse Investigations		
Child Resource Record		
Psychotropic Medication		
False Reports		
Case Closures		
Child Death Cases		

Assessment

The safety assessment process must be completed with sufficient thoroughness to identify risks and develop safety plan if needed. Immediate and long term risk analysis must be completed for each child, including the documentation of safety actions.

Updated safety assessments must be completed in accordance with law and with thoroughness to identify risks and accurately reflect information obtained during the investigation.

Assessment

Initial Child Safety Assessment

- Access the Initial Child Safety Assessment contained in FSFN.
- Review the factors that are included in the assessment.
- Observe your supervisor/mentor or Certified Child Protection Professional gathering information for the first formal assessment of the family).
- Draft the actual assessment document based on your observation of the interaction.
- Review your documentation with your supervisor/mentor.
- Once the hard copy is approved document the Initial Child Safety Assessment in FSFN.

Updated Child Safety Assessment

- Read a completed assessment from a case file and discuss what you read with your supervisor/mentor.
- Observe how your supervisor/mentor (or other Certified Child Protection Professional) physically updates the assessment documentation in the case file and how that does or does not affect on-going work with the family.
- Using a photocopy of the original assessment tool, complete an update based on what you observed.
- Compare and contrast your update and your supervisor/mentor's (or other counselor's) update of the same assessment tool.
- Review your documentation with your supervisor/mentor.
- Once the hard copy is approved, document that Updated Safety Assessment in FSFN.

Home Studies

FSFN provides the functionality to create a comprehensive, unified and consistent home study. The Unified Home Study is a comprehensive and accurate family study that complies with Florida Statute and Florida Administrative Code and is critical to ensuring safety, permanency and well-being for children.

QPS #32

Home Studies

The Unified Home Study

- Obtain a copy of the Unified Home Study contained in FSFN.
- Review the required information.
- Review the Unified Home Study requirements per FSFN.
- Read completed samples of home studies and be prepared to discuss what you read with your supervisor/mentor.
- Observe your supervisor/mentor or a Certified Child Protection Professional in the field as he or she collects information for a home study.
- Complete a draft of the Unified Home study based on your observation in the home.
- Review the draft of the home study with your supervisor/mentor or the Child Protection Professional you observed.
- Once approved, document the Unified Home Study in FSFN.

Safety Planning

Safety plans are specific courses of action that are determined necessary to control threats of serious harm or supplement a family's protective capacities when a family's protective capacities are not sufficient to manage immediate or serious harm threats. Safety plans must describe safety concerns that would pose immediate or serious harm or threats of harm and describe the specific actions to be taken.

Safety plans must be re-assessed, updated and resubmitted for review and approval immediately upon determining a family's protective capacities are not sufficient to manage immediate or serious harm threats and that it is necessary to control threats of serious harm or supplement a family's protective capacities.

QPS #29

Safety Planning

Safety Plan

- Access the Safety Plan contained in FSFN.
- Review the factors that are included in the Safety Plan.
- Observe a Child Protection Professional gathering information for the Safety Plan for a family.
- Draft the Safety Plan based on your observation of the interaction.
- Review your documentation with the Child Protection Professional. Once the hard copy is approved document the Safety Plan in FSFN under the guidance of a Child Protection Professional.

Out-of-Home Plan

- Access the Out-of-Home Plan contained in FSFN.
- Review the factors that are included in the Out-of-Home Plan.
- Draft the Out-of-Home Plan based on your observation of the interaction.
- Review your documentation with a Child Protection Professional. Once the hard copy is approved document the Out-of-Home Plan in FSFN under the guidance of the Child Protection Professional.

Visitation Plan

- Access the Visitation Plan contained in FSFN.
- Review the factors that are included in the Visitation Plan.
- Draft the Visitation Plan based on your observation of the interaction.
- Review your documentation with a Child Protection Professional. Once the hard copy is approved, document the Visitation Plan in FSFN under the guidance of the Child Protection Professional.

Judicial Process

QPS#12

Judicial Process

- Observe as many hearings as possible. Complete all activities associated with a hearing on one of your cases under the guidance of a Child Protection Professional.

Shelter Hearing/Shelter Review

- Obtain copies of:
 - Region/Circuit Shelter petition
 - UCCJEA
 - Diligent Search
- What other documents are required at the Shelter Hearing?
- How is information provided to CLS?
- Where are Shelter Hearings held?
- When are Shelter Hearings held?
- Are their specific judges assigned?
- Does this change on weekends/holidays?
- Who is responsible for notifying the parties of the hearing?

Arraignment/Adjudicatory Hearings

- Obtain copies of:
 - Region/Circuit Dependency Petition
 - Diligent Search
- What other documents are required at the Arraignment/Adjudicatory Hearings?
- What meetings with CLS are required prior to these hearings?
- How is information provided to CLS?
- Where are Arraignment Hearings held?
- Are their specific judges assigned?

Disposition Hearing

- Identify the documents that are required by your agency.
- If your region/circuit uses Magistrates, document any differences between the Magistrate and Judge.
- Obtain a copy of a Chapter 39.504 Injunction and identify the process for requesting/obtaining this injunction.

Interstate Compact for the Placement of Children

Children who are placed out of the state require the involvement of the Interstate Compact for the Placement of Children. In addition, you must be aware of the protocols/procedures when other states place children within the state of Florida.

Photographing and Fingerprinting

Children who are receiving services and/or are in out-of-home care must be photographed and fingerprinted to assist in the identification of a child who is declared missing. The photographs must be updated and maintained in the statewide photo database.

Interstate Compact for the Placement of Children

Review a case that involves the Interstate Compact for the Placement of Children.

- What are the forms used in the ICPC process?
- Who is your ICPC Administrator?
- How do you contact your ICPC Administrator?
- What information is included in the ICPC packet?
- How is ICPC documented in FSFN?
- What are the time frames for ICPC?
- How do the timeframes differ when ICPC is expedited?

Photographing and Fingerprinting

Review cases to determine the maintenance of children's photographs and fingerprints.

- With the assistance of a Child Protection Professional access the photographs in the statewide photo data base.
- Review the procedure for inputting the information into the statewide data base.
- Review the state standards for the maintenance of the photographs and fingerprints.
- Observe a Child Protection Professional obtaining pictures and fingerprints on a case.
- Draft case notes based on your observation of the interaction.
- Review your documentation with the Child Protection Professional.
- Once the hard copy is approved, document the case notes in FSFN under the guidance of the Child Protection Professional.
- Discuss with a Child Protection Professional the use of the Remote Data Capture tool to photograph children in the field.
- With the assistance of a Child Protection Professional include the pictures in the statewide data base.

Securing Placements

You must ensure that a child's emotional, physical, medical, developmental, and educational needs are not disrupted by an out-of-home-placement. The goal is to reduce a child's anxiety, to ensure his or her safety and well-being, and to "normalize" the placement experience to the fullest extent possible.

The person making the placement must advise the caregiver of the reasons/ circumstances leading to the placement and any on-going behaviors/needs of the child that should be closely monitored.

Prior to leaving the placement setting, the person making the placement must ensure: the child is comfortable the new caregiver; all the child's questions are answered with age-appropriate responses, and all of the child's known health facts are shared with the caregiver.

QPS #31

Securing Placements

Obtain copies of placement request forms, a shelter packet, and any other region/circuit paperwork that must be completed when child is removed and sheltered.

- What is the process for locating a shelter placement?
- What forms were completed, who was contacted, and what were the timeframes?
- What information about the child is shared with the individual providing shelter for the child?
- Is there a different procedure for placement requests that occur after business hours and/or on weekends?
- How is placement information recorded?

If possible, identify a case where a removal is scheduled to take place and arrange to observe the removal process. Record demonstration of the:

- Evidence that removal is in the best interest of the child and what reasonable efforts were provided.
- Techniques used to prepare and assist the child for removal.
- Techniques to prepare the family members for removal.
- Explanation of the removal process and visitation rights to the affected individuals
- Techniques used to assist the child in transitioning to the placement.
- Efforts to locate relative/non-relative caregivers.
- Techniques used to match the child with the appropriate out-of-home care provider.

Missing Children

Missing child means a person under the age of 18 years, whose location has not been determined and who has been or will be reported as missing to a law enforcement agency. There is uniform policy for ensuring that prompt and comprehensive actions are taken when children are missing for any reason. Certain steps must be taken to prevent runaway, locate missing children, prevent further incidents and provide needed services.

Missing Children

Locate the Missing Children Guide that was created by DCF Central Office Child Location Staff in collaboration with DCF local Child Location Staff, Community-Based Care (CBC) providers and the Florida Department of Law Enforcement (FDLE).

- Determine:
 - The purpose of this guide
 - The steps to take if a child's whereabouts on your caseload is unknown (runaway, abducted or absconded)
 - Access The Florida Safe families Network – Missing Child Report (MCR) on the data base
 - Examine all documentation steps in FSFN
- Observe a Child Protection Professional as they complete tasks for a child who is missing on a case.
- Obtain hard copies of all documents in FSFN and complete the documents including case notes
- Review your completed information with the case manager/supervisor.
- Once approved, with the guidance of the Child Protection Professional input all information in the FSFN database.

Child Resource Record

A standardized record developed and maintained for every child entering out-of-home care that contains copies of the basic legal, demographic, educational, medical and psychological information pertaining to the child, as well as any documents necessary for a child to receive medical treatment and educational services. The CRR is housed where the child is placed and accompanies the child to every health encounter and must be updated as events occur. All information contained in the CRR must also be recorded in FSFN.

Child Resource Record

Review the contents of an agency specific CRR.

- Describe your role as CPI in completing the CRR upon child removal. Which of the required information are you responsible for obtaining/completing?
- When is the decision made as to who is responsible for specific documentation?
- Where do you obtain the necessary forms for the CRR?

Psychotropic Medications

Behavioral health services must be provided to children in out-of-home care without delay once the need for such services is identified. Cases involving children who are prescribed psychotropic medications at the time of removal or at any time during their service intervention have specific mandates, requirements and protocols/procedures that must be followed.

QPS# 36

Case Closure

In order to submit an investigation for supervisory review and approval for closure, you must complete a comprehensive review of all the sections of the investigation, tab by tab, as well as the Safety Assessment and the case notes, to insure that all of the investigative information and/or evidence present supports the findings of maltreatment, child safety decision, and disposition decision. The following is a brief

Psychotropic Medications

- Review the required policy and procedures of psychotropic medications with a Child Protection Professional.
- Identify your role as CPI when removing children who are prescribed psychotropic medications.
- Review the required screens for documentation of psychotropic medication in FSFN.
- Observe a Child Protection Professional conduct a court hearing informing the courts of the child's need for psychotropic medication.
- Using a photocopy of the FSFN blank case note, complete a case note based on what you observed during the court hearing and the outcome.
- Compare and contrast your case note to the case note completed by the Child Protection Professional.
- Once the hard copy of your case note is approved, document it in FSFN under the guidance of a Child Protection Professional.
- Under the guidance of a Child Protection Professional, complete the required screens in FSFN regarding psychotropic medication.

Case Closure

Complete a case closure on one of your training cases under the guidance of a Child Protection Professional. Assure that the following are completed:

Review data entered into the SA and the Investigative Summary (IS) narrative to ensure:

- Interviews and contacts made with all victims, children, and subjects or the reasons why one or more were not completed is documented in the SA and case file.
- All diligent efforts to locate the family and/or subjects are documented in the SA/IS.
- Every allegation in the investigation is addressed in the IS and has findings.
- All demographic data has been added to the Participants Tab and updated to reflect information revealed during the investigation.

review of some of the necessary actions/decisions.

QPS #28

Ensure that each finding is supported by documented evidence that was gathered during the investigation.

- Each maltreatment must have documented evidence to either refute or support the findings.
- This evidence must be supported by the investigation and consistent with the requirements of the Child Maltreatment Index.

Review the SA and IS to ensure that safety factors are appropriately addressed in the disposition decision and overall child safety assessment.

- All known safety threats and protective capacities of the family such as prior intakes and investigations, services provided or offered, criminal history results, domestic violence incidents, and the ages and developmental levels of child are documented and reflect the decision-making process.
- If safety threats are identified in the assessment, there is documentation of the services offered.
- If services are refused by the family, a legal staffing to consider filing a dependency petition must be documented and relative collateral contact must be completed.
- CSA is submitted within 45 days of receipt of intake by hotline.

Complete the FSFN fields that indicate you have completed your investigation and have sent the investigation to your supervisor for closure.

Summary checklist:

- All contacts made and evidence collected supports the findings in the SA and IS.
- Findings are consistent with the requirements of the Child Maltreatment Index.
- Disposition decision is consistent with the investigative results and child safety.

False Reports

False reports are reports of child maltreatment to the Abuse Hotline maliciously made for the purpose of harassing, embarrassing, or harming another person; personal financial gain for the reporting person; acquiring custody of a child; or personal benefit for the reporting person in any other private dispute involving a child. These reports can be processed for administrative fines, and civil and criminal penalties.

Child Death Cases

Cases that involve child deaths require specific notifications and case practice elements by the Abuse Hotline, the CPI and the Case Manager. Child death cases can involve children who are not involved with the agency and also those that are participants in active in-home and out-of-home care.

False Reports

Referrals to LE

- What is the process for referring a “False Report” to Law Enforcement?
- Who else must be notified when you believe that “False Reports” are being made?
- What are your responsibilities in reporting a “False Report”?
- What documentation must be submitted?
- How are “False Reports” documented in FSFN?

Child Death Cases

- Review the sections of Chapter 39 Florida Statutes and the Florida Administrative Codes that pertain to Child Deaths
- Discuss the procedures and protocol in your agency with a Child Protection Professional
 - Region Child Fatality Prevention Specialist (CFPS)
 - Notifications
 - Timeframes
 - Difference between a limited and comprehensive review
- Determine the agency specific process that occurs when a child under the agency’s care dies.
- Determine FSFN screens and documentation that must be completed.