

Child Welfare Pre-Service Training

To The Trainer

Instruction Themes and Strategies

Trainer Guide

July 2012



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TO THE TRAINER

Purpose

The purpose of this document is to assist you with delivery of the standardized **Child Welfare Pre-Service Training** curriculum by introducing the overarching themes, organization, and strategies for instructional delivery used throughout the pre-service training.

The framework for instructional delivery includes emphasis on the Federal outcomes for the child, Family Centered Practice, Florida Quality of Practice Standards for Child Welfare, state and federal requirements, and quality documentation in Florida's automated "case file", Florida Safe Families Network (FSFN).

Instructional Themes

Federal Outcomes for Children

Federal law requires that states focus on seven outcomes for the child's safety, permanency and well-being. Florida incorporates these outcomes into law under Chapter 39, Florida Statutes.

- S1: Children are, first and foremost, protected from abuse and neglect.
- S2: Children are safely maintained in their homes whenever possible and appropriate.
- P1: Children have permanency and stability in their living situations.
- P2: The continuity of family relationships and connections is preserved for children.
- WB1: Families have enhanced capacity to provide for their children's needs.
- WB2: Children receive appropriate services to meet their educational needs.
- WB3: Children receive adequate services to meet their physical and mental health need

The Child and Family Services Review (CFSR)

The purpose of the CFSR is to ensure state compliance with Federal child welfare outcomes. The CFSR plays an important role in improving services and outcomes for abused and neglected children, children in out-of-home care, and children awaiting adoptive families.

The focus on outcomes promotes increased safety for children who are maltreated, assists with quicker movement to permanency, and enhances the well-being of families.

The **Child Welfare Pre-service Training** focuses on all of the outcomes for children. All job tasks must be directed towards the safety and well-being of children and the importance of a permanent, stable home for each child.

First and foremost, children must be protected from maltreatment. All workers are required to receive child protection training and demonstrate their ability to protect Florida's children.

Workers must be able to gather and analyze information, and respond in accordance with Chapter 39, Florida Statutes, to assess if a child needs to be removed from the home. Every worker must know how to take protective action if a child is not safe.

Case Managers must also work with the child, parents, and caregiver to accomplish the permanency goal which best meets the needs of the child. Meeting the child's educational, physical, and mental health needs must always be a major focus.

Quality of Practice Standards for Child Welfare

Quality Assurance Tools are being used by agencies to evaluate the quality of work. These review tools use Florida's "Quality of Practice Standards" as a basis for evaluation.

Quality of Practice Standards (QPS) Job Aids

The **Child Welfare Pre-Service Training** incorporates the Quality of Practice Standards into program specific job aids which are distributed during the **Orientation** course. These standards are referenced in the trainer and participant guides as **QPS#__**.

The **QPS Job Aid** is used during classroom training activities to:

- provide opportunities to evaluate case work during job practice activities.
- compare case work decisions to quality practice standards.
- connect statutory and administrative codes to job requirements/standards.

When a QPS topic is referenced, refer learners to the specific requirements and guidelines on the QPS Job Aid to emphasize the requirements and quality tasks necessary to meet the standard.

FSFN

FSFN is the official system of record for Florida and the official "case file."

All instruction must link the fact that the job responsibilities/requirements that are taught in the classroom must be documented in the FSFN case file.

It is expected that you are able to effectively navigate FSFN in order to be able to train this curriculum.

To assist you in linking the classroom concepts with documentation in the FSFN case file, you will log into the FSFN training region during classroom training and display screens and tools to the class while discussing various topics. This will allow learners to gain familiarity with the functionality of FSFN.

DCF policy states that cases in the live/production region are **not** to be used for classroom training.

The FSFN icon appears at various points as a prompt for you to access the training region of FSFN and to alert you that FSFN tools have been incorporated into the classroom training.

Family-Centered Practice Model

Florida has embraced a Family-Centered Model of Practice to be implemented throughout all child welfare case management.

The Child Welfare Pre-Service Training incorporates family-centered practice principles and values.

During classroom instruction and activities you must remind learners of job tasks that reflect a family-centered approach. The trainer guides include discussions and reminders to assist you with this process.

You will introduce Florida's Family-Centered Practice model and its core practice functions to learners during the **Orientation** and **Family Preservation and Family-Centered Practice** Courses. However, the following is a synopsis of the model:

Basis of Family - Centered Practice

The basis of Florida's Family-Centered Practice Model includes:

- Child safety as a primary concern
- Preserving the family and family relationships
- Emphasis on family strengths and needs
- Building the family's support team
- Family-centered assessment and planning with input from the family and team
- Recognizing/addressing the importance of the family's culture and ethnicity
- Establishing current and ongoing community resources and supports (family and community)
- Implementing formal and informal services
- Continuous monitoring and modifying the family's services to match current needs

Guiding Principles

- Child safety must always be promoted while actively assisting the preservation of families and family connections.
- The first and greatest investment of public resources must be made in the care and treatment of children in their own homes and communities.
- Every child deserves to live in a family that provides basic safety, nurturing and a commitment to permanent caretaking.
- The cultural and ethnic roots of the child/family are a valuable part of its identity. In order to understand and communicate with the child/family, cultural sensitivity must be a primary feature of service delivery.
- Children's need for safe and permanent family caretaking can be met by providing appropriate and adequate resources in a timely and effective manner.
- Our approach to working with children and families must be child-centered and family focused with the needs of the child and family dictating the types and mix of services provided.
- Services to children and families must be individualized based on their unique strengths and needs and must be delivered pursuant to an individualized plan, constructed with the family and their team.
- Services developed through individualized teaming and planning must be delivered with sufficient intensity to address presenting and underlying needs and must be well-coordinated.
- Practice is always local: Our work with children and families must be community based, and the focus of services as well as child welfare system management and decision-making responsibility, must rest at the community level.
- Family - centered approaches facilitate planned, appropriate placement when necessary, based on sound information about the needs of the child.
- Family - centered services offer the best hope of breaking the cycle of hopelessness and helplessness that engulfs many families. Families must be supported and encouraged to access services.

- Intervention into the life of children and families must ideally offer as much service as necessary to achieve intended goals, and no more.
- The rights to privacy and confidentiality must be treated with respect when assisting children and families.

Practice Framework

A practice framework encompasses a range of major aspects and activities of child welfare practice and service delivery. Core practice functions that promote a family-centered approach include:

- **Engaging the family** to build strengths-based, trusting, and working relationships.
- **Assembling a family's team** - members are actively involved with assessment, planning, and service delivery process and provide support to the family before, during, and after agency involvement. (formal and informal supports)
- **Helping families assess their strengths, needs, resources** within a cultural context.
- **Collaboratively developing and implementing case plans** to address the family's needs and strengths. (formal services and assistance with practical needs)
- **Supporting and collaborating with the child, parents, and caregivers** during case management.
- **Monitoring and modifying services** through contacts/communication with the child, family, caregiver, and service providers.
- **Determining readiness for case closure.**

Resources

The **Child Welfare Pre-Service Training** includes 3 resources to help emphasize the instructional themes and to assist with quality documentation:

- quality outcomes for the child,
- quality practice standards, and
- job responsibilities/requirements that guide daily work

Each provides a focus for quality case management and can be used to assess daily tasks, quality work, and compliance with federal and state requirements.

Florida Child and Family Services Review (FL CFSR)

- The FL CFSR checklist is a summary of the 7 Federal outcomes for child welfare and the corresponding performance items for child safety, permanency, and well-being.

Quality of Practice Standards (QPS) Job Aids

- QPS Job Aids are based upon the Department's quality standards for protective investigations and case management.
- Include F.S., F.A.C and CFSR references

Program Specific Checklists

- Each of the 3 checklists includes job tasks and requirements cross-referenced to statute, rule, and the QPS.
 - Protective Investigations
 - Case Management
 - Adoption

Curriculum Organization and Focus

The **Child Welfare Pre-Service Training** is organized to accommodate core information necessary to all program areas. In addition, there are courses that address individualized skills for the specific child protection roles: Investigations, Case Management, and Adoption. All training emphasizes quality case work, family-centered practice and the decisions that affect the 7 outcomes for the child's safety, permanence, and well-being.

Program Specific Overviews

Learners receive a program specific overview of their job during the **Orientation** course: Protective Investigations or Case Management. These overviews provide familiarity with the case flow process and the major requirements for their jobs and must be read prior to **Legal I**.

The overviews also contain the CFSR Outcomes, the program specific QPS Job Aid and checklist to be used throughout the classroom training.

The QPS Job Aids and Checklists are used frequently during classroom activities, so you must make sure that you have a copy for yourself and possibly a classroom copy in the event that a learner needs an extra copy.

Core Courses

Core courses emphasize child protection laws/issues that are necessary to establish a general understanding of the child protection process and are required courses for all job classifications. Core courses are as follows:

- 100 - Orientation
- 101 - Orientation FSFN
- 102 - Child Welfare Standards, Values and Practices
- 103 - Legal I
- 104 - Court Preparation and Participation
- 105 - Legal II
- 106 - Family Preservation and Family-Centered Practice
- 107 - Maltreatment
- 108 - Safety Planning
- 109 - Effects of Abuse/Neglect on child Development
- 110 - Maltreatments FSFN
- 111 - Human Trafficking
- 112 - Assessment
- 113 - Assessment FSFN
- 114 - Staffings
- 115 - Introduction to Interviewing
- 118 - Removal and Placement
- 119 - Removal and Placement FSFN

Protective Investigations (PI)

Protective investigation courses are designed for investigators and emphasize decision-making tasks and documentation of assessment information essential for the child's safety, well-being, and permanency. Courses specific to Protective Investigators include:

- 116 - Investigative Response
- 117 - Investigative Response FSFN

Case Management (CM)

Case Management courses focus on quality case management skills, emphasizing continuous assessment of the child's safety and well-being and also evaluation of the family's progress towards permanency. An overview of the adoption process is also included.

Courses specific to Case Managers include:

- 120 - Case Planning
- 121 - Case Planning FSFN
- 122 - Ongoing Assessment and Permanency
- 123 - Ongoing Assessment and Permanency FSFN
- 124 - Adoption
- 125 - Adoption FSFN

Children's Legal Services (CLS)

CLS attorneys are expected to take all of the core courses. In addition, they must take the PI and Case Management courses to ensure knowledge of the entire dependency process.

Comprehensive training supplies attorneys with legal requirements and processes of the dependency court system and promotes the relationship between their tasks with the tasks of other workers during the case flow process.

Combined Classes

If you are training both PIs and CMs, you can switch IR and Removal and Placement to accommodate the training calendar.



Course Materials

Each course contains a variety of teaching and learning tools that make up the Child Welfare Pre Service Curriculum. The materials for each course are listed below.

Course:	Online Course	TG	PG	TR	TH	OH	Video/CD
100 - Orientation		X	X			X	
101 - Orientation FSFN		X	X			X	
102 - Child Welfare Standards Values and Practices	X						
103 - Legal I		X	X			X	ASFA
104 - Court Preparation and Participation	X						
105 - Legal II		X	X			X	
106 - Family Preservation and Family-Centered Practice		X	X			X	
107 - Maltreatment		X	X			X (2)	Scared Silent, Domestic Violence and Childhood Trauma, 911 Taped Phone Call What is Childhood Trauma
108 - Safety Planning		X	X			X	
109 - Effects of Abuse/Neglect on Child Development	X						
110 - FSFN Maltreatment		X	X			X	

Legend: *TG-Trainer Guide; PG-Participant Guide; TR-Trainer Resource, TH-Trainer Handout; OH-Over Head Power Point Slides.
FSFN-Florida Safe Families Network Course

Course:	Online Course	TG	PG	TR	TH	OH	Video/CD
111 - Human Trafficking	X		X				Florida's Underground World of Human Trafficking (imbedded in course)
112 - Assessment		X	X			X	Kayla McKean
113 - FSFN Assessment		X	X			X	
114 - Staffings	X		X				
115 - Introduction to Interviewing		X	X			X	The Smith Family Interviewing Children in Child Welfare
116 - Investigative Response		X	X			X	
117 - FSFN Investigative Response		X	X			X	
118 - Removal and Placement		X	X			X	Trial Practice, Taking of Logan Marr, Struggle for Identity, Sibling Issues/ Separation Experience
119 - FSFN Removal and Placement		X	X			X	
120 - Case Planning		X	X			X	Concurrent Case Planning
121 - FSFN Case Planning		X	X			X	

Course:	Online Course	TG	PG	TR	TH	OH	Video/CD
122 - Ongoing Assessment and Permanency		X	X			X	Richard Cardinal: Cry from a Diary of a Metis Child, Shannon
123 - FSFN Ongoing Assessment and Permanency		X	X			X	
124 - Adoption		X	X			X	
125 - FSFN Adoption		X	X			X	

Instructional Delivery

Adult Learning

The **Child Welfare Pre-service Training** adheres to adult learning principles. You must apply these principles and your training skills to create a learning environment that maximizes opportunities for all learners. Adult learning models utilize:

- case studies
- group activities
- exploration of multiple perspectives
- decision-making
- evaluation
- trainers as facilitators of learning

To accommodate an adult learning model, David Kolb's instructional model is utilized throughout training. The Kolb Learning Cycle is based on the idea that the more often we reflect on a task, the more often we have the opportunity to modify and refine our efforts and apply them to new situations.

The instructional strategies utilized in training are designed to apply the four stages of learning in Kolb's model:

- 1) **Experiencing** (doing a task): using case studies or real cases;
- 2) **Reflection** (stepping back from the task to review what has been done/experienced): group and class processing of activity or discussion using job aids and fact sheets;
- 3) **Conceptualization** (interpreting the events and understanding the relationships among them) small group & class discussions); and
- 4) **Planning** (taking new understanding and translating it into what actions should be taken in a new situation): decision making during classroom and field activities

Case Studies

Case studies are used throughout training, as they are essential to adult learning models. Case studies are highly interactive, in a setting where the instructor serves as a discussion facilitator and the students move the discussion along, incorporating facts/information (using job aids/fact sheets), and make practice decisions to demonstrate critical job skills.

Target Audience

This curriculum is intended for all agencies involved in Florida's child welfare system.

You must be familiar with agencies participating in your training cycles and adapt your language and training materials to accommodate the needs of the entire class.

You must use inclusive language and reflect the diversity of the class in the posters and visual aids used.

Using posters from different agencies and supplementing the handouts with local materials are ways to incorporate the diverse make-up of a group.

Methods of Instructional Delivery

The **Child Welfare Pre-service Training** incorporates three types of instruction:

- Classroom Instruction
- On-line Self-Instruction
- Florida Safe Families Network (FSFN) Computer Instruction

Classroom Instruction

As a trainer you must be skilled in a variety of instructional delivery strategies:

- Presenter of concrete/personal on-the-job experiences relevant to instructional material
- Lecturer
- Role-player and Interviewer
- Facilitator of discussion and reflection
- Facilitator of activities which utilize case studies for analysis, decision-making, and documentation
- Evaluator with skills to provide both positive and corrective feedback

The Child Welfare Pre-Service Training utilizes group activities designed to accommodate adult learning principles. Members of a group make decisions based upon sharing their ideas and synthesizing information.

Delivery strategies for group activities may be adjusted for small classes with four or less learners. Any alternative delivery strategies must focus on the curriculum content and provide learners with the opportunity to share, reflect and generalize their learning experiences.

If the class consists of less than 4 learners, you can organize and process activities in the following manner:

Case Studies/Scenarios



- Form one group rather than multiple groups.
- Divide activity tasks among learners.
- Allow the group to discuss their individual tasks within the group and receive feedback from other members.
- Process the activity directing each learner to present their portion of the activity.
- Provide feedback as to strengths and areas for improvement, thus, allowing all learners to receive corrective feedback for all tasks of the activity.

Other Activities

- Assign each learner a portion of the activity tasks.
- Facilitate a class discussion as each learner presents his/her portion by:
- Encouraging others to ask questions or
- Allowing others to provide input (when appropriate)
- Provide corrective feedback.

On-line Self-Instruction



On-line self-instructional materials include informational content essential to child welfare practice. However, these courses include content that can be delivered separate from the core and program specific courses due to their relevance to many case management activities.

The following courses are available on-line:

- Child Welfare Standards, Values, and Practice
- Court Preparation and Participation
- Effects of Abuse/Neglect on Child Development
- Human Trafficking
- Staffings

A review/bridge for each of the on-line courses is provided in the beginning of the course that follows it in the curriculum flow. The review must be conducted prior to exposing the learners to new information. The reviews reinforce the information contained in the on-line courses and provide the opportunity to answer any specific questions that the learners may have.

Florida Safe Families Network (FSFN) Courses

FSFN is the state automated child welfare information system and the official system of record and “case file.” It was built to meet federal requirements for a Statewide Automated Child Welfare Information System (SACWIS) and to meet provider needs.

The **Child Welfare Pre-Service Training** provides navigational instruction on how to document all job related activities into the FSFN case file from intake receipt to case closure. The computer courses have been developed based on functionality.

There are computer courses that address functionality for all staff, courses that address investigations functionality and additional courses that address case management functionality.

All computer courses are mandatory and all learners who attend these classes are expected to pass an assessment to demonstrate navigation and documentation skills.

The FSFN navigation is meant to facilitate a “bridge” between case actions and documentation in FSFN. Learners must be referred to the specific tasks and information provided during classroom instruction while learning the navigational actions.

FSFN instruction includes documentation of narratives (case notes) and investigation notes as well as other assessments and legal documents required for court reviews, such as:

- Child Safety Assessments and the Family Assessment
- Safety Plan, Out-of-Home Plan, Visitation Plan
- Case Plan and Judicial Review Social Study/Case Plan Update

During training you must emphasize the importance of FSFN documentation and its relationship to the financial aspects of child protection, i.e. Title IV-E and TANF, Medicaid.

According to DCF **do not** use the production region of FSFN to complete any of the training.

Confidentiality

Florida Safe Families Network (FSFN) Confidentiality Notice:

Florida Safe Families Network (FSFN) is Florida's official system of record and "case file" for all services promoting the child's safety, permanency, and well-being.

FSFN contains confidential and privileged information not to be shared with anyone unless authorized as defined in Chapter 39.202 F.S.

Authorized individuals may only access those records for which there is a work related need to know.

You must assure that all learners have signed a Confidentiality Statement prior to receiving any access to FSFN.

You must advise learners that access to FSFN person or case information must only occur when there is a legitimate business purpose. FSFN must not be used to access any of the following:

- **Persons or cases in the news, or**
- **Persons or cases about which you are "curious", or**
- **Persons or information about your own personal case, or**
- **Persons or cases of family members, or**
- **Persons or cases of friends, neighbors or acquaintances, or**
- **Any other persons or cases for which there is no legitimate business reason for you to access the information.**

Advise learners to use common sense when accessing FSFN; if you have any questions about the appropriate use of FSFN, please contact your supervisor and/or your agency's IT Support personnel.

Recommended Course Times



The recommended course times are suggestions only. These timeframes are effected by trainer style, class size and added content. As you become proficient in training this curriculum, you will be better able to adapt your training calendar to reflect the actual times.

The only requirement is that all objectives and associated material must be covered.

FSFN Training Environment

The FSFN training environment serves as a resource for learners to practice in a realistic application environment not associated with live production data, known as the sandbox.

The sandbox environment contains a limited amount of seed data allowing learners to create, update, and maintain work in the application.

You are provided with a "FSFN Seed Data Booklet" to assist you during the specific FSFN instruction. This booklet includes all of the necessary case information that must be entered into the training environment in order to prepare for the FSFN instruction.

The seed data is utilized to train navigational steps in FSFN from case receipt through adoption. There is case information provided for instructor guided practice and additional case information for learners to use independently to practice the navigational process and to receive additional feedback.

Participant Guide

The Participant Guide provides learners with step-by-step guides to reference as they are instructed through the navigation of the system.

These guides also serve as job aids for learners as they begin carrying cases and documenting case activities in the FSFN case file.

You must walk through each step with the class and not just assign activities. There are trainer notes, computer hints and power point slides between some of the instructional steps to assist you in explaining how the system functions and the navigational steps.

Field Activity Guides

Field training is an introduction to child protection work in the field. During field training sessions learners will apply the concepts learned during the classroom training to the actual job. The field activities are designed to:

- observe, question, and practice doing the work within their agencies system of care
- 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
- increasing 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 require learners 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 learners to the basic competencies of child protection and job responsibilities. Using various supervised, agency-

specific field activities is intended to help illustrate and augment the specific content in addition to providing a forum in which learners can observe, question and practice on-the-job application of these concepts.

Field activities include opportunities for learners to shadow or be mentored by experienced child protection professionals and may take place in the agency unit or in the field, provided that learners are accompanied by and under the direct and constant supervision of a Child Protection Professional at all times.

These activities allow learners to shadow/observe all major functions of their specific job responsibilities and practice all tasks related to their shadowing experiences utilizing actual case files.

There are Field Activity Guides for the following positions:

- Child Protective Investigations
- Case Management
- Licensing
- Adoptions

The guides contain Phase I and Phase II activities. Phase I activities must be completed prior to the learner taking the post test. Phase II activities are to be completed following the post test when the learners have their training caseloads assigned.

Individual trainer roles in assisting the learners with these activities will vary depending on your agency protocols. Supervisors and other Child Protection Professionals may be assigned the lead in assisting learners with the activities, however, you must provide time in the scheduling of the training cycle to accommodate the completion of the Phase I activities and address any questions that arise.

In-Services and Activities

Following the post test, individuals will move into phase II of the certification process. During this process, there are additional courses and activities that are required:

- CM 126 - Independent Living
- FSFN 127 - FSFN Education Records
- FSFN 128 - FSFN File Cabinet
- Core 129 - Placement Tasks
- PI130 - Decision-Making

The required activities are noted as Phase II activities in each of the Field Guides.

Instructional Strategies

Pre-instructional Discussions

The trainer guides direct you to use reflective questions and actual case experiences in child protection during instruction to facilitate the learners' reflective thinking about casework tasks.

These discussions provide both concrete experiences and reflective opportunities prior to presenting content and case management tasks.

Establishing the "Need to Know"

At the beginning of each module/topic you are directed to ask learners several questions related to the specific module/topic.

There are no specific answers to these questions as they are meant to establish the need to know for the learners. These questions are meant to reinforce the objectives and bridge the content to the specific learning objective.

Use of Flip Charts and Audio Visual Aids



Lecture portions of the curricula can be enhanced by your creativity and by using flipcharts, audio-visual, and other learning enhancements.

Attention to differences in learning styles, language, culture, and special needs is your responsibility.



Power point slides have been provided for your use in both classroom and computer instructed courses; however, they are not mandatory.

The slides must not be read verbatim to the class. The slides are meant to enhance learning and to provide key points and concepts for additional discussion.

They are represented throughout the curriculum via **PPT#s** with bullets highlighting key points.

Trainer Curriculum Enhancements

You may accommodate this curriculum to your personal style. Certification requirements outline the curriculum required for each program area.

However, agencies have access to all curriculum and may utilize courses from another program area. Agencies may exceed certification requirements to meet their specific agency goals and directives.

Since DCF requires a standardized pre-service training curriculum, it is your responsibility to follow the curriculum objectives, content, and skills practice activities to ensure statewide conformity.

You may change process questions, add additional activities, or use comparable concrete activities to meet the same or higher level learning objectives. Group activities may be adjusted to meet the needs of smaller classes as discussed on page 20.

There are courses where agency tools are utilized to ensure the training is reality based and program specific.

You must emphasize that all information required by federal and state statute must be included in the document, regardless of the tool used.

It is imperative that you assure that any completed reports/documents used are quality examples of the skills being taught and that confidentiality is not breached.



Trainer notes are located throughout your guides and are highlighted with this icon. These notes are meant to provide additional information and/or directives.

Transitions

You will need to build in appropriate transitions between sections of the training to show the interrelationship of case management tasks within the case flow process.

To facilitate transitions, you may refer back to the case flow as a point of reference throughout the training by:

- displaying a large banner-sized poster on the wall created from the “Court Hearings and Petitions Flowchart”
- referring to the job aid, “Timeline of Major Events and Documents”
- displaying a wall poster of the Family-Centered Practice Model

Another effective method of implementing transitions is to share concrete examples of experiences in the field or to refer back to a scenario in the training materials.

Module/Course Reviews and On-Line Quizzes

All courses include a review at the end of each module providing questions and answers for you to process with the class.

These reviews are designed to assure that the specific objectives of the course/module were met. In addition it allows for the learner to review the objectives and content that was covered and provides for an additional opportunity to seek clarification.

The reviews may also be used to assist the class with processing information and to emphasize quality job tasks related to course objectives.

Reviews of the on-line courses are contained in the beginning of the courses that follow them in the delivery sequence. These reviews are to ensure that the information contained in the on-line courses is understood by the learner and that any/all questions that they may have are successfully addressed.



There are course/module quizzes contained on the The Center for the Advancement of Child Welfare Practice website to assist the learners in studying for the post test.

These quizzes can be taken as many times as the learners wants. They are designed to provide reviews of the specific information and to assist the learners with the identification of their individual strengths and needs regarding the course/module information.

Post Test Study Guide

A posttest study guide is available to assist the learners in getting comfortable with the posttest content and procedures. The intent of this guide is to familiarize the learners with the test taking process by providing them with sample questions and helpful hints regarding test taking.

Activity Processing Techniques

One of the strengths of the curricula is the inclusion of skills practice activities and individual skills demonstration.

Learners are required to perform all skills practice activities/demonstrations written in the curricula.

Most activities are performed within groups to encourage the sharing of multiple perspectives prior to making decisions on training case scenarios.

You must act as the facilitator of learning during group activities by circulating the room to assist groups.

Each activity has a "Goal" which is to be reviewed with the learners prior to beginning the activity and also after processing the activity to assist with the transfer of learning.

As groups present their decisions and evaluations to the class, you must facilitate participation by other groups or individuals who may share another perspective.

Learners may be resistant during role-play activities, but you must stress that it is necessary that they practice prior to receiving actual cases.

You must actively assess learners' skills during practice activities and provide feedback.

Facilitate Optimal Participation & Attentiveness

To involve the entire class during activity debriefing, select groups to present, asking each to share a response or part of the activity. Continue choosing different groups until all activity responses have been presented.

To facilitate attentiveness during presentations, encourage learners to interact with presenters, ask for clarification, or share additional information discussed within their group.

Summarize or Repeat Important Information

Critical information and decisions are shared while group members collaborate to answer activity questions.

During group presentations, you may need to repeat or summarize/emphasize answers or key points to assure the message is clear.

Provide Corrective Feedback

Adult learning models encourage the use of case studies to discuss multiple perspectives, analyze, make decisions, and evaluate.

Group activities utilizing this model cater to adult learners by allowing them to direct their learning.

You must act as a facilitator by encouraging discussion and participation and by providing corrective feedback during presentations and discussions.

Keeping On Track

Training can be exciting and effective. Unfortunately, there are many opportunities for learners to become distracted and off-task, as they may get bored, frustrated, or misdirected. This is especially true during computer instruction as learning styles and curves may be more evident.

There are techniques that assist in keeping learners on task and engaged with the activity and the lesson's goals.

Present Clear Goals and Expectations

Learners must be engaged. Begin by developing a set of expectations everyone can accept and that are enforceable.

These expectations might include how learners can signal if they get lost, need help or are bored. Set limits to allow learners to develop their own strategies.

Assure that the class is managed. You must be active during training and assure that you are moving around the room to gauge who may or may not be actively involved.

Provide Adequate Structure

There are several tasks you can complete in order to get your training class started in the right way.

The following tasks will help you create an appropriate learning environment. There is no specific order for these tasks and not all of the tasks must be completed.

- Involve the learners quickly - make sure that the learners understand from the beginning that they will be active participants in the learning environment.
- Identify the value and importance of the subject - learners need to understand the significance of the course/subject to their specific jobs in order to invest time and energy in the task of learning the subject matter.
- Set expectations - assure that the learners understand your expectations in addition to providing them with an opportunity to express their expectations.
- Establish rapport - tell the learners a little about yourself and ask them to share some background information.
- Reveal something about yourself - provide the learners with information about yourself in order for them to see you as a human being rather than simply an authority figure or subject matter expert.
- Establish your own credibility - learners need to know about your prior work experience and how it relates to the subject matter that you are teaching.
- Establish the "climate" for the class - establish your climate in the beginning to set the tone for the training.
- Provide administrative information - classroom times, materials, attendance policies, participation expectations, etc.
- Introduce the subject matter - establish the need to know and the importance of the information that is being taught.
- 100% attendance of all courses is required per code in order for the learner to take the post test.

Be Flexible and Ready to Adapt

Learners have different styles of learning, resulting in people liking different things. Some learners prefer lecture, while others prefer activities.

Some learners will naturally move ahead of the class in knowledge and understanding of certain topics. This may result in them asking questions that may be beyond the scope of the objectives established in the training.

You must be prepared to set consistent standards to keep the class on track to assure that all objectives of all of the courses are covered.

Always have a backup plan in the event that the network and/or computers are not functioning.

Pre-Training Activities for Computer Courses

Computer instruction has additional issues that you must be aware of. They are:

Maintaining Class Flow

Learners who are waiting for the class to catch up may become bored and look for something to do in the interim, such as checking their e-mail or browsing on line. This is not a productive use of their time and may cause them to miss information.

If there are learners in the class who work ahead, you must provide other activities for them to complete during the wait. Some examples of activities are:

- Have them review their participant guides.
- Ask them to assist the learners who may be having problems.

You must make sure that you have a backup plan in the event that the training region becomes unavailable for a period of time.

Assign Tech Buddies

Assigning tech buddies may help reduce the amount of questions and off-task behavior. Learners working together can help each other solve problems and trouble-shoot. In addition, learner involvement provides valuable assistance and helps build learners' self-esteem.

Use of Live Cases

"Live" cases are not to be used in the classroom training.

There are specific computer instructed classes to teach learners the navigational steps of the FSFN Case file.

These courses are as follows:

- Orientation
- Maltreatment
- Assessment
- Removal and Placement
- Investigative Response
- Case Planning
- Ongoing Assessment and Permanency
- Adoptions

While these courses focus on the navigation of the FSFN case file and the completion of the tools contained in FSFN, it is important that you recall the specific information that was covered in the classroom and apply the tasks and requirements to the navigation activities.

It is also imperative that you display the associated screens and documentation requirements of FSFN in the classroom training to provide the learner with advanced recognition.

Pre-Training Activities for Computer Instruction

Prior to computer instruction, you must complete the following tasks:

- Open an internet browser and navigate to the FSFN Training Sandbox page.
- Test access to FSFN online support materials such as the Online Courses and How Do I Guides. <http://fsfn.dcf.state.fl.us>
- Test Username and Password for each learner log-in prior to training.
- Passwords expire every 45 days.
- Do not allow learners to change passwords as you need to maintain the accounts.
- Assure seed data is entered. Refer to Seed Data Booklet for further information and instructions.
- Prepare copies of:
 - **Username and password cards**
 - These are returned at the end of class but change as the passwords change.
 - Templates are included in the Trainer Resources.
 - **Training Scenarios**
 - Returned at the end of each class
 - May be distributed in folders, card stock, laminate or any other reusable creative technique
 - **Step by Step Guides**
 - **Confidentiality Statements**
 - **Posters**

Transfer of Learning

Field Training

The **Child Welfare Pre-Service Training** provides the knowledge, skills, and abilities (KSAs) to begin the job.

Case studies provide simulated job skills practice and supply the context with which to apply the law, knowledge, and quality practice skills.

To ensure the transfer of learning for these KSAs, agencies must implement field practice activities using actual cases and assign a trainer/mentor to provide feedback for all field activities.

Field training is essential for the transfer of learning from the classroom to the job and is linked to the quality of the worker's skills.

Without corrective feedback, workers will continue to practice errors and may jeopardize the safety and well-being of children.