

# ONE TIME FUNDING COURSE DETAILS

FY 22/23 & 23/24



Course Title	Course Length	ICPM Category	Course Description	Course Learning Objectives
<b>Using SOP for Resiliency Building in Child Welfare Staff</b>	Half Day, 3 hours	Foundation	Being in the helping field typically means for many of us that we help others first and self-last. Yet it is unrealistic to think that you can work in the child welfare profession and not be impacted by the work. There are two givens in child welfare work: high stress AND trauma-exposure. To minimize negative impact we need to get in front of it by lifting up the benefits of our work, staying connected to our purpose, taking stock of our current lifestyle habits/coping/wellness, and putting things in place to sustain our wellbeing. participants the space and time to reflect on this very important topic AND to create a plan for sustainability/resiliency. However, today is just a step in their journey. Being well in the work/profession takes an intentional commitment that doesn't start/end today but is a profession/life- long process of exploration, learning, and practice.	<p><b>KNOWLEDGE:</b></p> <p><b>K1.</b> Understand key concepts associated with the risks and benefits of child welfare work, to include compassion fatigue, secondary trauma, vicarious trauma, compassion satisfaction, vicarious resilience, and post-traumatic growth.</p> <p><b>K2.</b> Understand the impact of chronic stress, how it shows up, and adaptive/maladaptive coping.</p> <p><b>SKILLS:</b></p> <p><b>S1.</b> Using the mapping tool, critically assess level of individual wellness (wells/worries).</p> <p><b>S2.</b> Create a behaviorally-based self-care plan to address risk/worry areas in order to build safety, well-being &amp; sustainability.</p> <p><b>VALUES:</b></p> <p><b>V1.</b> Child welfare work is hard and requires intentional attention to self to build sustainability and resiliency.</p> <p><b>V2.</b> STS/VT &amp; compassion fatigue in the workforce can impact organizational functioning and outcomes for families.</p>
<b>The Heart of Social Work</b>	Full Day, 6 hours	Teaming	This advanced-level course provides a framework and structured approach for listening to our heart, mind and gut as a human being and integrating that information into our role as a Child Welfare Worker to provide unbiased and fair decision making for the children and families we serve. This curriculum works best with staff who have knowledge and experience with Child Welfare practice including assessing safety and risk, decision making, case planning and consultation. The class will support Social Workers in listening to their heart, mind and gut and ensuring that message is assessed to determine whether further information is needed or if perhaps they are impacting our assessment. Overidentification with a client, or feelings of anger and frustration with a parent who has acted in a way that resulted in abuse or neglect to a child can impact our decision making and assessment. This course will assist social workers in looking at themselves as well as	<p><b>KNOWLEDGE:</b></p> <p><b>K1.</b> The trainee will gain knowledge of how to engage in compassionate child welfare practice while listening to their own internal cues to guide next steps.</p> <p><b>K2.</b> The trainee will understand how cultural humility aligns with compassionate child welfare practice, builds relationships and trust for better outcomes.</p> <p><b>K3.</b> The trainee will learn how current practices of SOP, SDM and CANS and Case Planning work together to support decision making.</p> <p><b>SKILLS:</b></p> <p><b>S1.</b> Working through a vignette and small/large group activities, trainees will demonstrate the ability to use their heart, mind and gut along with evidence-based practices of SOP, SDM and CANS and Case Planning to support families.</p> <p><b>S2.</b> The trainee will demonstrate the ability to articulate</p>

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			<p>assessing the impact their heart, mind and gut are having on their recommendations for each case.</p>	<p>their concerns for the family, case and themselves to best meet the needs of all involved.</p> <p><b>VALUES:</b></p> <p><b>V1.</b> The trainee will demonstrate the value of self-reflection and awareness of their own thought process in managing Child Welfare Cases.</p> <p><b>V2.</b> The trainee will value the voice of the child and family in all aspects of investigation and case management.</p> <p><b>V3.</b> The trainee will value the role of evidence-based practice in achieving the best possible outcomes for children and families.</p> <p><b>V4.</b> The trainee will value the need for informed, skilled, and culturally competent engagement at all stages of Child Welfare practice.</p> <p><b>V5.</b> The trainee will value continued awareness of how one's own values may influence one's decision-making process in public child welfare.</p>
<p><b>Engaging Families Experiencing Domestic Violence</b></p>	<p>Full Day, 6 hours</p>	<p>Engagement</p>	<p>Welcome to Engaging Families Experiencing Domestic Violence! This curriculum seeks to bring learners along on a journey to explore ways to sufficiently work with families experiencing domestic violence so that they are part of their own journey towards child safety. This curriculum seeks to present to the learner, a framework that promotes teaming with the survivor parent/caregiver, while also simultaneously engaging the parent/caregiver that chooses to use unsafe behaviors in the context of the family.</p>	<p><b>SKILLS</b></p> <p><b>S1.</b> Learn to partner in ways that best fit the individual families' needs by exploring the connections between their experiences with domestic violence and other forms of oppression.</p> <p><b>S2.</b> Learn to work with the family in ways that prioritize survivor safety (adults and children).</p> <p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Learn to work in ways that build a partnership with survivors by shifting power to the family.</p> <p><b>K2.</b> Recognize and problematize common biases in working with families experiencing domestic violence.</p> <p><b>VALUES</b></p> <p><b>V1.</b> Learn to value approaches in working the family that hold the perpetrators accountable for their own behavior as it relates to child safety.</p>

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<b>Working with Substance Use Disorders in Child Welfare</b>	Full Day, 6 hours	Assessment	Substance use permeates our society and can have devastating consequences for families. Some drugs, such as fentanyl, have surged in popular use and pose a major health threat. As Child Welfare workers, you see the effects that Substance Use Disorders (SUDS) play in children, youth, and adults. For some, this curriculum may be an introduction to SUDS, and for others, a refresher on the current impact of drug and alcohol use on the families we serve. We will cover the prevalence of drug use in our society, the impact on families involved with Child Welfare, the different classifications of drugs and their effects, how to assess for drug use in adults and children, the concept of addiction and its treatment, the stigma and myths surrounding drug use, and how to effectively address SUDS in case planning.	<p><b>KNOWLEDGE:</b></p> <p><b>K1.</b> Understand the impact of Substance Use Disorders (SUDS) on the occurrence of child abuse and neglect.</p> <p><b>K2.</b> Understand the concept of addiction as an illness.</p> <p><b>K3.</b> Understand and be able to identify the presence of co-occurring disorders.</p> <p><b>K4.</b> Learn the different drug classifications and understand the physical impact of using these drugs, with special emphasis on Fentanyl!</p> <p><b>K5.</b> Understand the potential impact that caregiver substance use has on families.</p> <p><b>K6.</b> Participants will learn the impact that substance use has on children and adolescents.</p> <p><b>SKILLS:</b></p> <p><b>S1.</b> Identify the physical and behavioral signs of substance use.</p> <p><b>S2.</b> Learn and practice the UNCOPE method of screening families for substance use.</p> <p><b>S3.</b> Practice identifying signs of substance misuse during home visits.</p> <p><b>VALUES:</b></p> <p><b>V1.</b> Understand the concept of addiction as an illness.</p> <p><b>V2.</b> Learn how to manage their own biases concerning people with SUDS.</p> <p><b>V3.</b> Understand the consequences of the Will Power Myth.</p> <p><b>V4.</b> Identify the use of stigmatizing language regarding SUDS and learn alternative ways of interacting with others on this topic.</p>

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<b>Advanced Physical Abuse and Neglect for Child Welfare Workers</b>	Full Day, 6 hours	Assessment	<p>This curriculum will replace the old advanced physical abuse course that CWDS used to offer through a contract trainer. We do not own the curriculum and the trainer has since passed away, so there is a need for new development.</p> <p>Here are the listed topics for the previous course:</p> <p>Concepts common to the evaluation of all injuries  Steps/stages in the medical evaluation process  Identification and Evaluation of cutaneous injuries, fractures, burns, abdominal, thoracic and head injuries.</p>	LOs are currently being developed.
<b>Best Practices for Court Family Maintenance</b>	Full Day, 6 hours	Assessment	<p>Safely maintaining children in their parent's home and within their community is a key priority for child welfare services. Using a realistic case vignette, this engaging training provides an opportunity for Child Welfare Social Workers to practice and enhance their skills in family engagement, assessments for safety (harm) and risk (danger) using SDM, teaming, and transition planning during court-supervised Family Maintenance cases.</p>	<p><b>KNOWLEDGE</b>  <b>K1:</b> The trainee will identify how to use Structured Decision Making (SDM) Safety and Family Risk Reassessments to guide decision making in court-supervised Family Maintenance cases.  <b>K2:</b> The trainee will recall the criteria for court-supervised Family Maintenance cases, both in context of child welfare law and as guided by SDM.</p> <p><b>SKILLS</b>  <b>S1:</b> The trainee will practice use of SOP skills and SDM definitions that can be applied during monthly home visits.  <b>S2:</b> The trainee will develop strategies that incorporate a family's formal and informal support networks (cultural, community, and tribal connections) to actively participate in maintaining child safety, planning, and decision making, including within Child and Family Team Meetings.</p> <p><b>VALUES</b>  <b>V1:</b> The trainee will endorse the belief that all families have the capacity to safely care for their children (CPM).  <b>V2:</b> The trainee will uphold the reality that separation from one's family of origin is a significantly traumatic event for children of all ages.</p>

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<p><b>Best Practices for Emergency Response</b></p>	<p>2 days, 12 hours</p>	<p>Teaming</p>	<p>This one-day advanced-level course is designed to empower Emergency Response social workers and supervisors with the knowledge and skills to effectively apply Safety Organized Practice (SOP) tools and principles in conjunction with Structured Decision Making (SDM) to their critical work in investigations, safety planning, and identifying and executing the appropriate level of intervention with families. Building upon a foundation of SOP, this course equips participants with the expertise to navigate complex situations, assess safety threats, develop collaborative and comprehensive safety plans, and engage a family's network of supports in the safety planning or out of home placement process.</p> <p>SOP Foundational Institute (or equivalent SOP foundational training) is a required prerequisite to ensure participants have a fundamental understanding of SOP principles and concepts to build from.</p>	<p>After completing this training, participants will be able to:</p> <p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Analyze how the Integrated Core Practice Model (ICPM), Structured Decision Making (SDM), and Safety Organized Practice (SOP) align to create a best practice framework that supports all roles and responsibilities of the Emergency Response Social Worker.</p> <p><b>K2.</b> Examine strategies an Emergency Response Social Worker can use to help the investigation itself serve as an intervention that can help prevent further harm and trauma to children and families.</p> <p><b>K3.</b> Evaluate a family's referral history with attention to potential biases to mitigate potential bias in the investigation and to plan for effective engagement strategies.</p> <p><b>SKILLS</b></p> <p><b>S1.</b> Demonstrate advanced engagement skills, including culturally responsive and trauma informed practices and effective communication techniques that embody true collaborative partnership with families, Tribes, community members and other partners.</p> <p><b>S2.</b> Apply collaborative engagement strategies that support conducting a rigorous and balanced assessment.</p> <p><b>S3.</b> Utilize the SDM Safety Assessment with confidence and accuracy to guide the decision-making process regarding the existence of safety threats and the necessity of safety plans.</p> <p><b>S4.</b> Utilize the SDM Risk Assessment with confidence and accuracy to guide the decision-making process to support in identifying the appropriate level of intervention.</p> <p><b>S5.</b> Formulate best practice approaches to safety planning given a scenario, including use of Child and Family Team (CFT) meetings, network inclusion, child engagement tools, behaviorally specific objectives, and scaling activities.</p> <p><b>VALUES</b></p> <p><b>V1.</b> Endorse the use of SOP, SDM, and ICPM as a</p>

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				<p>trauma-informed and culturally responsive strategy to engage and collaborate with children, families and Tribes to support assessment and decision-making, even when the outcome may involve the removal of a child.</p> <p><b>V2.</b> Uphold kin-first culture as a prevention strategy and to reduce trauma and increase the likelihood of positive outcomes when removal is necessary.</p>
<p><b>Best Practices for Voluntary Family Maintenance</b></p>	<p>Full Day, 6 hours</p>	<p>Engagement</p>	<p>This engaging and interactive full-day course provides an overview of best practice skills and techniques that can be applied to working with families participating in Voluntary Family Maintenance.</p> <p>After attending this training, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish how key practice areas (including safety networks, safety planning and case planning) differ between Voluntary Family Maintenance and court ordered service participation.</li> <li>• Understand how building relationships with families can translate to meaningful collaborative safety plans, case plans and after care plans.</li> <li>• Apply engagement strategies to having an initial conversation with a family about Voluntary Family Maintenance Services.</li> <li>• Apply solution focus questions as a strategy to increase motivation in voluntary service participation.</li> <li>• Apply skills that support the collaborative creation of safety plans, case plans, and after care plans. Endorse the use of best practice approaches in Voluntary Family Maintenance cases to increase safety, permanency, and well-being of children and families.</li> <li>• Value the family as the expert in their own lives and how they can reach safety for their family.</li> </ul>	<p><b>SKILLS:</b></p> <p><b>S1.</b> Apply skills that support the collaborative creation of safety plans, case plans, and after care plans.</p> <p><b>S2.</b> Build upon strategies that support active involvement of the safety support network.</p> <p><b>S3.</b> Apply solution focus questions as a strategy to increase motivation in voluntary service participation.</p> <p><b>KNOWLEDGE:</b></p> <p><b>K1.</b> Distinguish how key practice areas, such as use of safety networks, safety planning, and case planning, differ between Voluntary Family Maintenance and court ordered service participation.</p> <p><b>K2.</b> Explain how building relationships with families helps promote the creation of meaningful collaborative safety plans, case plans and after care plans.</p> <p><b>K3.</b> Examine collaboration strategies within the agency that support the successful transition of Voluntary Family Maintenance cases.</p> <p><b>K4.</b> Examine strategies for having initial conversations with families about voluntary service participation that set clear expectations.</p> <p><b>VALUES:</b></p> <p><b>V1.</b> Endorse the use of best practice approaches in Voluntary Family Maintenance cases to increase safety, permanency, and well-being of children and families.</p> <p><b>V2.</b> Value the family as the expert in their own lives and how they can reach safety for the family.</p>

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<b>Civil Liability: Protecting a Family's Fundamental Rights</b>	Full Day, 6 hours	Assessment	<p>This interactive training is designed to assist social workers, supervisors, and management staff to protect parents' and children's constitutional rights during an investigation, removal, and once the child is in care. Participants will explore issues of civil liability if these fundamental rights are violated, and practice ensuring that information contained in a declaration for protective custody warrant is accurate and complete.</p> <p>After attending this training, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the historical progression of civil liability and how it influences their work with families</li> <li>• Define consent and exigency</li> <li>• Determine when a warrant is necessary to protect a parent or child's fundamental due process rights</li> <li>• Understand the process for seeking a warrant and the required contents of a supporting declaration for protective custody</li> <li>• Identify the similarities and differences for when law enforcement or the social worker can remove a child from the home without a warrant</li> <li>• Appreciate the critical balance between the need to protect children from abuse and neglect and the parent and child's constitutional protections in support of familial association and against unwarranted search and seizure</li> </ul>	<p><b>KNOWLEDGE:</b></p> <p><b>K1:</b> The trainee will develop an understanding of the historical progression of civil liability and how it influences their work with families.</p> <p><b>K2:</b> The trainee will learn what a warrant is and be able to name at least four instances for when a warrant is required to intervene with the family.</p> <p><b>K3:</b> The trainee will be able to identify the clearly established constitutional protections afforded parents and children during child welfare investigations.</p> <p><b>SKILLS:</b></p> <p><b>S1:</b> The trainee will be able to identify the similarities and differences for when law enforcement or the social worker can remove a child from the home without a warrant.</p> <p><b>S2:</b> The trainee will define the terms "consent" and "exigency" and be able to articulate how a given scenario may present exigent circumstances or require a warrant.</p> <p><b>S3:</b> The trainee will practice ensuring that information contained in a declaration for protective custody warrant is accurate, complete and identifies the source of each piece of information.</p> <p><b>VALUES:</b></p> <p><b>V1:</b> The trainee will respect their position of authority as a governmental actor and will seek to protect parents' and children's fundamental rights.</p> <p><b>V2:</b> The trainee will value the need to protect children from abuse and neglect while balancing the parent and child's right to familial association and to be free from unwarranted search and seizure.</p> <p><b>V3:</b> The trainee will value being strengths based, trauma-responsive, child-centered, and culturally responsive while investigating child abuse and neglect.</p>

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<p><b>Best Practices for Intake/Hotline Workers</b></p>	<p>Full Day, 6 hours</p>	<p>Assessment</p>	<p>This one-day overview is designed to improve Child Welfare/CW social worker knowledge, skill and understanding of the screening of calls/referrals to the CW hotline and the process to determine if the referrals meet child abuse/neglect criteria, prompting both a response and the timing of that response. It will describe how Intake Social Workers utilize SOP and Enhanced Screening to support information-gathering, analysis and decision-making as well as helps to ensure that the Structured Decision Making (SDM®) hotline tool is completed accurately to improve consistency of CWS agency decision-making</p>	<p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Participants will understand how the values and strategies of Integrated Core Practice Model (ICPM), Safety Organized Practice (SOP) and Structured Decision Making (SDM) support and compliment the RED Team process.</p> <p><b>K2.</b> Participants will learn about early identification of natural networks that often surround families and how networks can and often do stay involved long after professional intervention ends.</p> <p><b>K3.</b> Participants will understand the importance of SDM Hotline Tools, Decision Trees and ER Intake Screener Narratives in support of RED Team critical thinking and decision-making.</p> <p><b>K4.</b> Participants will review the use of solution-focused questions and strategies that engage and enhance interviews with reporting parties and collaterals.</p> <p><b>K5.</b> Participants will be able to articulate the purpose of the RED Team as a group consultation framework supporting information-gathering, analysis and decision-making regarding the appropriate response to CWS referrals.</p> <p><b>SKILLS</b></p> <p><b>S1.</b> Participants will develop skills in enhanced screening and solution focused questions to acquire information to better determine whether “to screen-in or out” the referral.</p> <p><b>S2.</b> Participants will learn skills to acquire information for better determining the response time</p> <p><b>S3.</b> Using a vignette, participants will be able to organize the screener narrative information with provisional harm statement detail, complicating factors, strengths, history and conclude with rationale supported by SDM that meets criteria for CW intervention and recommends timely response.</p> <p><b>VALUES</b></p> <p><b>V1.</b> Participants will learn how to apply the values and strategies of Safety Organized Practice (SOP) to the screening process of receiving referrals for Child</p>



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				<p>Welfare Services (CWS)</p> <p><b>V2.</b> Participants will value intra-agency teaming in support of critical thinking, consensus building and development of solutions that are individualized to the family, their culture and community.</p> <p><b>V3.</b> Participants will understand shared values of ICPM, SOP and RED Team and the overlay of each practice's core components, principles and standards of practice expected from those who serve children, youth, and families needed for Immediate or Ten-Day.</p>
<p><b>CACI (Child Welfare Central Index) Overview</b></p>	<p>Full Day, 6 hours</p>	<p>Assessment</p>	<p>This training provides child welfare workers, supervisors, managers and CACI hearing coordinators with the foundational legal history, principles and issues related to the Gomez v. Saenz settlement. In addition, the training explores how the Gomez v. Saenz settlement relates to child welfare investigations and dispositions.</p> <p>After attending this training, successful participants will be able to:</p> <ul style="list-style-type: none"> <li>• Provide background information and history on the Gomez v. Saenz settlement</li> <li>• Cite Division 31 regulations</li> <li>• Identify investigations, referral and disposition thresholds</li> <li>• Understand statutory definitions of abuse/neglect for the Child Abuse Central Index (CACI)</li> <li>• Fulfill noticing requirements for CACI hearings and procedural/hearing timeframes</li> <li>• Further, the course will explore professional conduct during the hearing, as well as ways to prepare for the hearing process.</li> </ul>	<p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Participants will understand the purpose and functioning of the Child Abuse Central Index.</p> <p><b>K2.</b> The participant will understand the Penal Code thresholds of referral dispositions, including application of “unfounded,” “inconclusive” and “substantiated” findings.</p> <p><b>K3.</b> The participant will become familiar with the grievance information sheet and grievance hearing request form.</p> <p><b>K4.</b> The participant will understand the steps in competently preparing for and participating in an administrative hearing related to Gomez v. Saenz Settlement.</p> <p><b>K5.</b> The participant will understand the importance of focusing their testimony and evidence they present on the specific issues being contested at the hearing.</p> <p><b>K6.</b> The participant will understand the principles of effective testimony within an administrative hearing.</p> <p><b>SKILLS</b></p> <p><b>S1.</b> The participant will be able to appropriately apply the Penal Code definitions of abuse and neglect upon the completion of the investigation of a referral.</p> <p><b>S2.</b> The participant will be able to appropriately distinguish between referral conclusions and provide a written rationale for their findings in accordance with statutory definitions of child abuse and neglect.</p> <p><b>S3.</b> Given a case example, the participant will be able to</p>

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				<p>identify key steps that must be taken during a referral investigation in order to properly inform clients and document actions in accordance with state statute and the Gomez v. Saenz Settlement.</p> <p><b>S4.</b> Given a case example, the participant will be able to competently prepare for and testify in an administrative hearing related to their referral dispositions.</p> <p><b>VALUES</b></p> <p><b>V1.</b> The participant will understand and respect the key constitutional and due process rights of all clients involved in a child welfare investigation.</p> <p><b>V2.</b> The participant will appreciate the implications of making decisions regarding disposition of referrals on clients.</p> <p><b>V3.</b> The participant will understand the importance of professional demeanor in participating in a hearing.</p>
<p><b>Emergency Response Fundamentals</b></p>	<p><b>2 Days,</b> 12 hours</p>	<p>Assessment</p>	<p>This two-day training will offer participants an overview of the fundamental roles, responsibilities, and practice areas of the Emergency Response Social Worker. This includes exploring legal requirements and the critical roles the Emergency Response Social Worker plays in both supporting prevention efforts and assessing and facilitating child safety, as well as how to do so through the use of effective family and Tribal collaboration and engagement. The primary goal is for participants to understand both the roles of the Emergency Response Social Worker and the steps to conducting a rigorous and balanced investigation and assessment.</p>	<p>After completing this training, participants will be able to:</p> <p><b>SKILLS</b></p> <p><b>S1.</b> Identify steps to take and information to consider to prepare to respond to an allegation, given a referral vignette.</p> <p><b>S2.</b> Construct a solution focused, culturally responsive, and trauma informed engagement strategy with a family, including questions to ask, given a referral vignette.</p> <p><b>S3.</b> Complete an SDM Safety and Risk Assessment by accurately applying SDM definitions, given a referral vignette.</p> <p><b>S4.</b> Identify steps to take to develop a collaborative safety plan, given a referral vignette.</p> <p><b>S5.</b> Examine opportunities to provide reasonable efforts to prevent removal, given a referral vignette.</p> <p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Describe the fundamental roles and responsibilities of the Emergency Response Social Worker.</p> <p><b>K2.</b> Outline the steps to prepare for responding to an investigation, including what information and factors to consider.</p> <p><b>K3.</b> Identify and categorize information that is critical to</p>

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				<p>seek and gather to conduct a rigorous and balanced assessment that supports decision making, including the tools and resources used to guide what information is needed.</p> <p><b>K4.</b> Explain the importance of engaging and partnering with families in a collaborative, culturally responsive, and trauma informed manner in every step of an investigation, including assessment, decision making, safety planning and removal of a child.</p> <p><b>K5.</b> Describe how the SDM Safety Assessment guides the decision-making process regarding the existence of safety threats and the necessity of safety plans.</p> <p><b>K6.</b> Describe how the SDM Risk Assessment guides the decision-making process to support in identifying the appropriate level of intervention.</p> <p><b>K7.</b> Recall legal requirements that fall under the responsibility of the Emergency Response Social Worker, including: response times, documentation, contacts, noticing requirements, documentation, compliance with the Indian Child Welfare Act in terms of inquiry and Tribal engagement, permission to interview children, and reasonable/active efforts to prevent removal.</p> <p><b>K8.</b> Analyze factors to consider when assessing common child safety concerns.</p> <p><b>K9.</b> Examine appropriate use of safety planning, including collaboration with families and their networks, duration, review, and connection to the SDM Safety Assessment.</p> <p><b>VALUES</b></p> <p><b>V1.</b> Endorse engaging with families through meaningful collaboration and partnership in every step of an Emergency Response investigation to support child safety, permanency, and well-being.</p> <p><b>V2.</b> Uphold kin-first culture as a prevention strategy and to reduce trauma and increase the likelihood of positive outcomes when removal is necessary.</p>

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<p><b>Trauma-Informed Practices for Emergency Response</b></p>	<p>Full Day, 6 hours</p>	<p>Engagement</p>	<p>Emergency Response social workers have a significant ability and responsibility to minimize trauma to children and families wherever possible during the child welfare services investigation process. This one-day course provides an overview of trauma-informed practices that can be implemented in daily practice during each stage of the emergency response process, including initial reporting, interviewing, assessment, safety planning, in-home family support and/or removal.</p> <p>After completing this training, participants will be able to:</p> <p>Define and describe trauma and its effects on children</p> <ul style="list-style-type: none"> <li>● Identify at least three trauma-informed strategies that can be utilized with children and families during the emergency response phase</li> <li>● Identify three ways in which this work integrates with existing practices, including the use of Three Houses Tool for interviewing children</li> <li>● Identify at least three strategies that can be utilized to identify, build, support and engage the family’s safety network</li> </ul> <p>The training will be highly experiential in nature and will include activities to apply the identified strategies to a specific case scenario.</p>	<p><b>KNOWLEDGE</b></p> <p><b>K1.</b> Participants will be able to identify at least three types of trauma and its effects on children.</p> <p><b>K2.</b> Participants will be able to describe at least three trauma-informed strategies that they can utilize in their work with children and families during the child welfare emergency response phase.</p> <p><b>K3.</b> Participants will be able to define at least three signs/symptoms of secondary traumatic stress.</p> <p><b>SKILLS</b></p> <p><b>S1.</b> Participants will be able to demonstrate how they can apply trauma-informed strategies with children and families in their current role in child welfare.</p> <p><b>VALUES</b></p> <p><b>V1.</b> Participants will value their important role and responsibility to consciously minimize trauma to children and families wherever possible.</p>