

Common Core 3.0

Field Advisor Training
Version 3.4– 2017



Table of Contents

Table of Contents.....	2
Acknowledgements.....	3
Introduction	4
Tips for Training this Curriculum	8
Agenda.....	10
Learning Objectives	11
Lesson Plan	12
Materials Checklist.....	28
Common Core 3.0 Field Activity Roles and Expectations	32
Appendix A: CC3.0 Content Overview Guide.....	38
Appendix B-D:.....	49
Appendix E: Comprehensive Field Activities Guide	56

Acknowledgements

California's Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), STEC has a wide membership that includes Regional Training Academy (RTA) representatives, county representatives, university-based Title IV-E Project Coordinators, the Inter-University Consortium in Los Angeles (IUC), the Administrative Office of the Courts (AOC) and other key stakeholders.

A subcommittee of STEC, the Content Development Oversight Group (CDOG), provided oversight and approval for the curriculum development process. A panel of experts also provided valuable feedback specific to this particular topic of the Common Core. As with many large curriculum projects in public child welfare, significant portions of the Common Core were adapted from existing curricula.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:

http://calswec.berkeley.edu/CalSWEC/Citation_Guidelines.doc



FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <http://calswec.berkeley.edu>

Introduction

Please read carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

GENERAL INFORMATION

The Common Core Curricula model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to trainees.

The Trainer's Guide includes guidance to assist the trainer in presenting the standardized information. *Critical Thinking in Assessment* requires a standardized delivery to support the embedded skill evaluations contained in this curricula, while the other five curricula in the Common Core series preserve some flexibility in the delivery of the content.

For an overview of the training, it is recommended that trainers first review the Background and Context, Agenda and Suggested Lesson Plan. After this overview, trainers can proceed to review the Trainer's Tips and Activities section in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the suggested training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:
http://calswec.berkeley.edu/CaISWEC/CCCCA_Citation_Guidelines.doc

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CaISWEC website are the most current versions available. For questions regarding the curricula, contact Tenia Davis teniad@berkeley.edu, or call CaISWEC at 510-642-9272.

COMPONENTS OF THE TRAINER’S AND TRAINEE’S GUIDES

Competencies and Learning Objectives

The Competencies and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Competencies and Learning Objectives for the curriculum are listed in a separate tab in both the Trainer’s and Trainee’s Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum.

Competencies are defined as broad indicators of essential and best practices. Typically, several *Learning Objectives* support the development of each *Competency*. The *Learning Objectives* are more specific than the *Competencies* and usually provide measurable indicators of learning.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Agenda

The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to trainees in that the trainer’s agenda indicates duration; duration is not indicated on the agenda for trainees.

Suggested Lesson Plan (Trainer’s Guide only)

The suggested Lesson Plan in the Trainer’s Guide is a mapping of the structure and flow of the training. It presents each topic in the order recommended and indicates the duration of training time for each topic. The suggested Lesson Plan is offered as an aid for organizing the training.

The suggested Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains three column headings: Topic/Time, Learning Objectives, and Methodology. The Topic/Time column is divided into training Segments. The Learning Objectives column reflects the specific objectives that are covered in each Segment. The Methodology column indicates suggested training activities that may accompany each Segment. As applicable, each activity is numbered sequentially within a Segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc. The numbering schema of Day, Segment, Activity mirrors the labeling of materials in the Training Tips and Activities tab.

Evaluation Protocols

It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and

consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

Training Tips, Activities, & Transfer of Learning (TOL) Exercises (Trainer’s Guide only)

The Training Tips section is the main component of the Trainer’s Guide. It contains guidance and tips for the trainer to present the content and to conduct each *Training Activity*. *Training Activities* are labeled and numbered to match the titles, numbering, and lettering in the suggested Lesson Plan. *Training Activities* contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Trainers may prefer to insert corresponding pages of the Training Content at the end of each segment, as directed by placeholder pages that are provided. The style of the page numbering of the Training Tips and Activities tab is purposely altered to distinguish these pages easily from the insert pages of the Training Content. The Training Tips and Activities also reference accompanying PowerPoint slides and provide thumbnails of the slides, generally at the end of each *Training Activity*.

Occasionally, a *Trainer’s Supplement* is provided that includes additional information or materials that the trainer needs. The *Trainer’s Supplement* follows the *Training Activity* to which it applies.

Training Content (Trainee’s Guide only; can be inserted into the Trainer’s Guide)

The *Training Content* in the Trainee’s Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the suggested Lesson Plan.

Supplemental Handouts

Supplemental Handouts are clearly titled and appear in both the Trainer’s and Trainee’s Guides. Supplemental Handouts refer to additional handouts not included in the Training Content tab of the Trainee’s Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

References and Bibliography

The Trainer’s Guide and Trainee’s Guide each contain the same References and Bibliography. The References and Bibliography tab indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography tab is divided into three sections:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer’s Guide only)

In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Tips and Activities section of the Trainer’s Guide.

Posters (Trainer’s Guide only)

Some curricula feature materials in the Trainer’s Guide that can be used as posters or wall art. Additionally, several of the handouts from the curriculum *Framework for Child Welfare Practice in California* can also be adapted for use as posters.

Tips for Training this Curriculum

This classroom module is preceded by an e-learning module that introduces key knowledge components used in the class. It is strongly recommended that trainees complete the e-learning module prior to attending the classroom module.

Some content in this curriculum was developed by NCCD and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

- Solution-focused practice¹
- Signs of Safety²
- Structured Decision making³
- Child and family engagement⁴
- Risk and safety assessment research
- Group Supervision and Interactional Supervision⁵
- Appreciative Inquiry⁶

MATERIALS

The SDM Policy and Procedures Manual, vignettes, sample tools and answer keys used in this curriculum are produced by the Children’s Research Center. Please contact Peggy Cordero (pcordero@nccdglobal.org) at the Children’s Research Center for access to these materials. Because

¹ Berg, I.K. and De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy*. NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice*. NY: Longman.

² Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children*, 19(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

³ Children’s Research Center. (2008). *Structured Decision Making: An evidence-based practice approach to human services*. Madison: Author.

⁴ Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) *Contemporary risk assessment in safeguarding children*. Lyme Regis: Russell House Publishing.

⁵ Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

⁶ Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

CRC makes regular updates to the materials, please ensure you are using the most recent materials when you present this curriculum.

The CC3.0 informational documents utilized in this training may be accessed at <http://calswec.berkeley.edu/common-core-30>. Due to the evolving nature of CC3.0, it is best practice to consult the CalSWEC website to get the most up-to-date version of materials.

COUNTY VARIATIONS IN PRACTICE

While all counties using the Structured Decision Making Tools follow the standardized assessment format and use the same SDM tools and definitions, there are some variations in county practice regarding some aspects of implementation, policy and use of supporting materials. Prior to presenting this training module, review the county policies and practices for standardized assessment and confer with county administration regarding specific county practices.

Each county will select who will fill the field advisor(s). Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers.

TRAINING ACTIVITIES

Because this training is activity rather than lecture based, trainers should have extensive knowledge of CC3.0 content, training modalities, adult learning theory, and coaching. Trainers should be prepared to address a wide variety of trainee questions in the moment relying on CC3.0 informational materials and professional experience. Regional Training Academies may have additional resources for preparing trainers to present this curriculum.

Agenda

Welcome and Gauging the Trainees

Introduction to the Training

E-learning Review

Exploring the Role of the Field Advisor

Practice

Wrap-Up

Learning Objectives

Knowledge

- K1.** The trainee will be able to describe how the field activities relate to online and classroom learning content.
- K2.** The trainee will be able to describe the role and responsibilities of the field advisor in CC3.0
- K3.** The trainee will be able to identify the role of the field advisor in the transfer of learning for new social workers.

Skill

- S1.** Using the field guide and a case scenario, the trainee will:
 - A. Identify the role of the field advisor and activities to be completed by the field advisor
 - B. Identify common activities performed by the social worker that will meet the requirements for the field activity.
 - C. Demonstrate using the field guide to plan for, observe, and provide feedback for a field activity.
 - D. Demonstrate using the data collection survey for specific field activities.
- S2.** Given a case scenario, the trainee will be able to identify and address how life experiences, personal values, and biases impact the ability to facilitate professional growth and development of new social workers.

Values

- V1.** The trainee will value the role of the field advisor as a critical element in the training of new social workers.
- V2.** The trainee will value the collaborative process of the field activities.
- V3.** The trainee will value the role of the field advisor as one of a change agent within the organization – supporting new workers, identifying barriers, and developing solutions.

Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1 15 min 9:00 – 9:15 am Welcome and First Activity	Welcome and Gauging The Trainees As trainees are coming in have them complete three questions that are posted around the room on flip charts. Summarize the responses. <i>PowerPoint slide: 1-3</i>
Segment 2 45 min 9:15 – 10:00 am Overview of the Day, Learning Objectives and Group Agreements	Introduction to the Training Introduce goals of the training and explain logistics, as well as review the agenda. Provide context for the training day, develop group agreements, and review the learning objectives for the course. <i>PowerPoint slides: 4-7</i>
10:00-10:15 am Break	
Segment 3 1 hour 45 min 10:15 -12:00 pm E-learning review, Exploring the Field Guide, Exploring the Role of the Field Advisor, Making the Connection: Coaching and Field Advising	E-learning Review & Exploring the Role of the Field Advisor In table groups, have the trainees write down all of the things they remember from the e-learning. Give them only five minutes. Have each table group report out what they listed. Explain what the Comprehensive Field Guide is and direct trainees on where to locate it on the CalSWEC website. Provide an overview of coaching and discuss the importance of having field advisors. <i>PowerPoint slide: 8-17</i> <i>Learning Objective: K1, K2, K3, S1A, V1,V3</i>
12:00 – 1:00 pm LUNCH	
Segment 4 2 hours 30 mins 1:00 -3:30pm	Practice Activities to stimulate thinking about what to do during Field Activities.

Segment	Methodology and Learning Objectives
Practice using the Field Guide to complete the field activities.	<i>PowerPoint slides: 18-23</i> <i>Learning Objectives: K3, S1A, S1B, S1C, V1, V2, V3</i>
Fit in a Break 15 Mins	

Segment 5 30 min 3:30 – 4:00 pm	Wrap-Up Personal reflection, discussion and identification of next steps
Transfer of Learning	<i>PowerPoint slides: 24-26</i> <i>Learning Objectives: K3, V1, V3</i>

SEGMENT 1: Welcome and Gauging the Trainees

Estimated Segment Time:	15 minutes
Estimated Activity Time:	10 minutes
Trainee Content:	Agenda (page 3)
Materials:	Chart pad, markers, and tape
Slides:	1-3

Description of Activity:

The trainer will conduct an introductory activity including a review of the agenda.

Before the activity

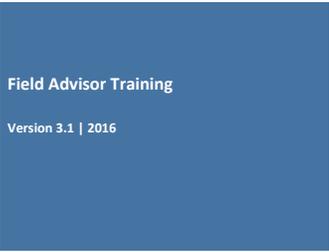
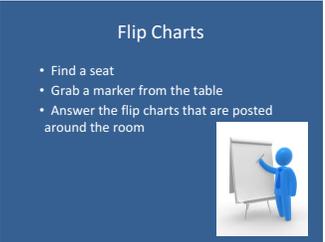
□ Gauging the Trainee Preparation

- Prepare three chart pads in advance and post them around the room. On the charts write the following questions:
 - “Have you started doing field activities?” Under the question make a line down the middle of paper and write “Yes” on the top of one column and “No” on the top of the other column.
 - “On a scale of 1-10 how comfortable are you being a field advisor?” Draw a horizontal line and on the left hand side write a number 1 and “Not at all” and on the right hand side write a number 10 and “I couldn’t be more comfortable”.
 - “What is your biggest worry about being a Field Advisor?”

During the activity

- Welcome the participants to the training and introduce yourself.



<p>❑ If this is the first training for a cohort, you may wish to spend some time on logistics related to the training site (parking, bathrooms, etc.).</p>	
<p>❑ Ask trainees to come in, find a seat and answer the questions.</p> <ul style="list-style-type: none"> ○ This is a good way to gauge the experience level of trainees and to acknowledge some of the anxiety they may be feeling right away. ○ As a trainer, you are going to want to take note of what is needed the most by trainees and decide how to focus on it during the training. <p>❑ Once everyone has had a chance to respond, summarize the results for the class.</p>	
<p>Transition to the next segment</p>	

- ❑ Move on to the next segment,

SEGMENT 2: Introduction to the Training

Estimated Segment Time: 45 minutes

Estimated Activity Time: 30 minutes

Trainee Content: Learning Objectives (p.4)
CC3.0 Review by Training Block (p. 5)
CPM Practice Behaviors (p. 6-7)
Skill-based Coaching Model for Field Advisors (p.8-10)

Materials: Field Activity Guide (Appendix B) (**copies needed for all trainees**), Chart paper, markers

Slides: 4-7

Description of Activity:

The trainer will facilitate a discussion with the group to assess their knowledge level regarding the content and structure of CC3.0 and how CC3.0 relates to other practices in California. The trainer will provide refresh information about the California Child Welfare Practice Model and CC3.0 content and delivery.

Before the activity

- Review the California Child Welfare Core Practice Behaviors and Leadership Behaviors
- Become familiar with the 1-2-4-All concept, which is utilized in the Learning Objective Review Activity.
 - <http://www.liberatingstructures.com/1-1-2-4-all/>
 - <http://www.liberatingstructures.com/getting-started/>

During the activity

- Provide an overview of the agenda for the day.

Overview of the Day

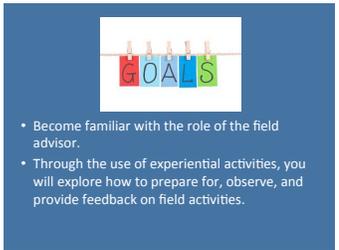
- Welcome and Review of the Agenda
- Learning Objectives
- Child Welfare Practice in California
- Exploring the Role of the Field Advisor
- Practice: Using the Assessment Block Field Guide
- Data collection
- Wrap-up



- ❑ Direct the trainees to page 4 in the trainee guide.
- ❑ Ask the trainees to review the learning objectives individually. As the trainees are reviewing the learning objectives, ask them to pick TWO learning objectives that they have down pat. Also, ask the trainees to underline TWO learning objectives that they need to learn the most about.
- ❑ Instruct the trainees to markup the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished.
- ❑ Walk around the room and watch for when about 80% of the class seems to have made their choices.
- ❑ Prompt the class to turn to a partner and share with each other their choices. Walk around the room to monitor progress.
- ❑ Allow 60 seconds and prompt the trainees to switch so both people get to share. In another 60 seconds, ask the trainees to stop this discussion and give you their attention.
- ❑ Ask everyone to stand up. Then tell them that each pair needs to find another pair from another table. In groups of 4, ask the trainees to discuss what commonalities and differences there are amongst their group. Ask each team to identify what is emerging as the most important Learning Objective to cover during the training. Walk around the room and listen for participation and allow 4 minutes for this process.
- ❑ Regain the trainees' attention. Ask each group of 4 to introduce themselves to the rest of the group and then report out what emerged as the top priority for the day from their group, with the trainer charting the responses. Allow 5-10 minutes for this process. After the activity, check with the group to clarify information and check if there are any questions. This activity will identify the top priorities for the training day.



- ❑ Explain the goals for the training.



- ❑ Develop group agreements with the trainees if group agreements have not previously been developed. The trainer should help to set a productive tone through the development of group agreements (sharing the floor, being on time, etc.).
- ❑ Offer the following group agreements⁷ as needed (this will depend on whether or not this group has already worked to establish group agreements). This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.
 - **Collaboration** - We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame, or shame. We are here because we share a common concern for the safety and well-being of children.
 - **Ask lots of questions** - Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Participants have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.
 - **Enjoy have fun** - Explain that when people are relaxed we are able to be present and learn more. When our brains are relaxed and ready we can join up and get more out of the day.
 - **What the Heck attitude** - As professionals we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing. To learn something new we have to go through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to say "What the Heck!" and try new things even if they feel uncomfortable.
 - **Make Mistakes** - As professionals we don't like to make mistakes, and when we make mistakes we feel discouraged and beat ourselves up. But if we are going to learn new things, we have to make mistakes. Mistakes are informative; they tell us which path to go down and they point the way.
 - **Respect for Confidentiality and Privacy** - This is just a reminder that information about families or other trainees shared in the training room should not be shared outside of the training
- ❑ Highlight that creation of group agreements is a parallel process. This is a process that should be used during coaching time with a new social worker, as well as a process that social workers should use when working with families.

Context and Group Agreements

Is there anything that may pull our attention away from our focus today?

How do we want to work together?



Transition to the next segment

Move on to the next segment,

SEGMENT 3: *Elearning Review & Exploring the Role of the Field Advisor*

Estimated Segment Time: 1 hour 45 minutes

Estimated Activity Time: 45 minutes

Trainee Content: Learning Objectives (p.4)
CC3.0 Review by Training Block (p. 5)
CPM Practice Behaviors (p. 6-7)
Skill-based Coaching Model for Field Advisors (p.8-10)
Data Collection (p. 11-12)

Materials: Field Activity Guide (Appendix B) (**copies needed for all trainees**), Chart paper, markers

Slides: 8-17

Description of Activity:

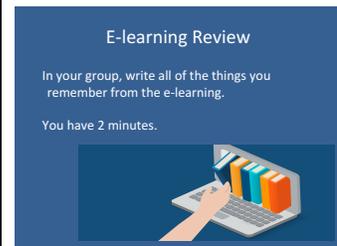
The trainer will review the learning objectives, .

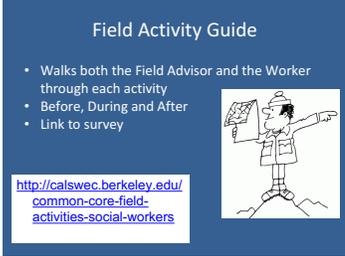
Before the activity

- Review content from the elearning.
- Place flip chart easels on opposite sides of the room (if you are going to have them stand to do the elearning review activity). If standing, they would form 2 or more lines, depending on number of trainees in the room.
- If have internet access, pull up the CalSWEC website where the Comprehensive Field Guide is located.
- Familiarize yourself with the Field Advisor page on the CalSWEC website. In particular note that there is two ways to view the field activities. One is in the comprehensive field guide and the other is to view each activity individually. The surveys are also on this page of the website.
<http://calswec.berkeley.edu/common-core-field-activities-social-workers>
- Review the Comprehensive Field Guide

During the activity

- Ask trainees to think about the E-learning they took as a prerequisite for this training.
- Ask the trainees to work as a table group to brainstorm everything they remember from the e-learning. Have one person scribe on a piece of paper or flip chart paper. Allow 5 minutes for the brainstorming.
 - Alternative option: Have the trainees split into two groups and line up in front of a flip chart easel. Give the



<p>person in front a marker. As a team, they take turns writing down something they remember from the elearning and then pass the marker to the next person in line.</p> <ul style="list-style-type: none"> ❑ After each table group has completed their brainstorming, have them count their responses. Ask the table with the most answers to report out on what they identified. After the group reports out, invite the other groups to add any information that were not included in the first group’s report out. You can reward the group with the most answers, but it is optional. <ul style="list-style-type: none"> ○ Alternative option: At the end of the time, have each group count their answers. Ask the group with the most answers to report out first. After the group reports out, invite the other groups to add any information that were not included in the first group’s report out. You can reward the group with the most answers, but it is optional. ❑ Highlight that new workers have to complete e-learnings for knowledge acquisition just the same as they did. It is important that they experience what workers experience. ❑ Transition to the next slide, which introduces the Field Guide. 	
<ul style="list-style-type: none"> ❑ Explain to the trainees that there is a guide that walks them through each field activity and their responsibilities for before, during and after each activity. ❑ Ask the trainees to review page 3 in the Assessment Block Field Activities: Field Guide for Social Workers , which provides an introduction to CC3.0 and the field guide. ❑ After the trainees have read page 3, check in to see if there are any questions. Answer any questions that the trainees have. ❑ Have the trainees turn to page 3 of the Field Guide and read through the purpose. ❑ Once the majority of trainees have completed reading, move on to the next slide . 	
<ul style="list-style-type: none"> ❑ Review the slide ❑ Inform trainees that this tool may be designed for new workers but this is a tool that can be used whenever you have a worker that is struggling. ❑ Discuss that after the field activities are completed there is a survey that CalSWEC would like all Field Advisors to complete. Note that the survey is only available for the assessment block at this time but it is important to understand the effectiveness of this training. 	

<ul style="list-style-type: none"> ❑ Explain that participation is voluntary but their input is needed to gauge the effectiveness of field activities and this training. ❑ Tell participants they can find the survey by going to the link provided that takes them to the CalSWEC website and it is in their packet (p.11). 	
<ul style="list-style-type: none"> ❑ Let trainees know that the remainder of the day will be spent exploring the field activities in more detail with opportunities for them to “try on” some skills related to the role of the field advisor. ❑ Review the Skill-Based Coaching Model for Field Advisors. Refer trainees to pages 14-15 in the trainee guide. <ul style="list-style-type: none"> ○ Joint Planning ○ Observation/Demonstration ○ Analysis and Self-Reflection ○ Facilitated Feedback ○ Next Steps ❑ All trainees are required to take a coaching training to accompany this training. Ask how many of them have already completed the training. ❑ Explain that no matter what version of Coaching training they attended they should have similar steps. ❑ Identify each step and reinforce cyclical steps of 2 – 5 as skill development is increased ❑ Transition to the next slide and explain that a piece of joint planning occurred today. 	 <p>The diagram illustrates the Skill-Based Coaching Model for Field Advisors as a cyclical process. It features five main steps arranged in a circle: Joint Planning (top, red), Observation/Demonstration (right, green), Analysis and Self-Reflection (bottom-right, purple), Facilitated Feedback (bottom-left, blue), and Next Steps (left, orange). In the center of the cycle, the text reads 'Field Advisor & Social Worker' and 'Field Activity Skill Development'. Arrows indicate a clockwise flow between the steps.</p>
<ul style="list-style-type: none"> ❑ As with any good relationship or even when building a house, a strong foundation is critical for an effective working relationship. In the vein of coaching, this is no different. ❑ Explain that all of the items on the slide should be covered in joint planning. These can also be done in a typical supervisor/supervisee relationship. ❑ Ask trainees why it is important to review the learning objectives together. <ul style="list-style-type: none"> ○ It is important because it assists with the transfer of learning. Both parties will be aware of what is expected for them to learn and after the activity is complete they can be evaluated if that is what they actually learned. ❑ Facilitate a group discussion about the boundaries of a Field Advisor. Ask the group what they feel the boundaries are for them as a field advisor if they are not their supervisor. Then ask what they feel the boundaries are if they are the new worker’s supervisor. 	 <p>The slide titled 'Joint Planning' lists the following points for a Field Advisor:</p> <ul style="list-style-type: none"> • Field Advisor: <ul style="list-style-type: none"> – Set foundation for effective working relationship – Create learning environment – Establish rapport – Discuss field advisor role and boundaries – Create agreements for providing feedback and establishing goals for learning – Review field activity learning objectives

<ul style="list-style-type: none"> ❑ Review the slide 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;">Observation and Demonstration</p> <ul style="list-style-type: none"> • Field Advisor <ul style="list-style-type: none"> – Gathers information through: <ul style="list-style-type: none"> • Observation • Modeling • Demonstration • Face-to-face interaction • Review of written documentation related to field activity </div>
<ul style="list-style-type: none"> ❑ Review the slide. ❑ Ask for examples of purposeful and powerful questions ❑ Trainer Note: This could help to identify additional resources that the field advisors may need. Please note any trends or training needs as part of this exercise and pass the information on to the RTA and CalSWEC. 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;">Analysis and Self-Reflection</p> <ul style="list-style-type: none"> • Field Advisor <ul style="list-style-type: none"> – Engage in self-reflection by asking purposeful and powerful questions – Engage in co-creating behavioral changes that explore the social worker's perceptions about what can be done to master the skill and field activity </div>
<ul style="list-style-type: none"> ❑ Review the slide. 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;">Facilitated Reflection and Feedback</p> <ul style="list-style-type: none"> • Field advisor and social worker engage in reflective dialogue to create a positive environment that facilitates continued learning and skill development </div>
<ul style="list-style-type: none"> ❑ Review the slide. ❑ Remind the trainees that they can use the 3 questions if they get stuck. This is a good framework for discussions with new social workers that is simple and can be utilized in most situations. Feel free to adapt the 3 questions as necessary. <ul style="list-style-type: none"> ○ What are we worried about? ○ What's working well? ○ What needs to happen next? 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;">Next Steps / Field Activity Feedback</p> <ul style="list-style-type: none"> • Field advisor and social worker plan next steps related to deepening the learning and social work practice. • Field advisor and social worker discuss what worked during the field activity and what could be done differently for future field activities. • Field advisor and social worker complete survey for select field activities (data collection) </div>
<ul style="list-style-type: none"> ❑ Facilitate a large group discussion with the questions listed on the slide. ❑ Instructor might want to highlight the connection between online, classroom, and field content. Some things to highlight are: <ul style="list-style-type: none"> ○ Adult Learning <ul style="list-style-type: none"> ▪ Spaced learning – shown to be a more effective way for people to learn, practice, and transfer what they have learned ▪ Blended learning (multiple modalities) ▪ Coaching ▪ Skill-based, interactive, in-person training ▪ Skill practice ○ Transfer of Learning 	<div style="background-color: #2c5e8c; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;">Let's Talk</p> <ul style="list-style-type: none"> •Why are field activities important? •What does a safe learning environment look like? •How does a good field advisor behave? <div style="text-align: center; margin: 10px 0;">  <p style="font-size: 8px; margin: 0;">Adapted from Follow-up Coaching Guide by PCWTA</p> </div> </div>

<ul style="list-style-type: none">❑ CC3.0 seeks to enhance the transfer of learning for new social workers by incorporating coaching and feedback opportunities related to practice application and aligning the training that new social workers receive with the values of the organization and state child system.❑ Ask trainees to describe the meaning of “transfer of Learning”. Remind trainees about reviewing this information in the field advisor eLearning.<ul style="list-style-type: none">○ Transfer of learning is the degree to which the trainees apply the knowledge, skills, and attitudes learned in training when they return to the job and the degree to which the new learning is maintained over time (Baldwine and Ford, 1988).❑ Chart responses as needed.	
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Transition to the next segment

- ❑ Take lunch break
- ❑ Move on to the next segment, Practice.

SEGMENT 4: Practice

Estimated Segment Time:	2 hours 30 minutes
Estimated Activity Time:	2 hours
Trainee Content:	Field Activity Practice (p. 13)
Slides:	18-23
Materials:	Comprehensive Field Guide, Chart paper, sticky notes, and markers

Description of Activity:

The trainer will give trainees an opportunity to explore one field activity for the first three blocks and one for case planning.

Before the activity

- ❑ Create two flip chart papers and post them on the walls. Label one flip chart as CalSWEC and the other as County. If there are multiple counties represented in the room, create charts for each or section off the one flip chart paper.
- ❑ Arrange for someone from the RTA or yourself to provide any suggestions/comments about things labeled CalSWEC to provide that information back to them.

During the activity

<ul style="list-style-type: none"> ❑ Explain that the rest of the day will be spent looking at and discussing some of the field activities to provide them with the opportunity to think about how to prepare for them. . 	
<ul style="list-style-type: none"> ❑ Review the slide. ❑ Ask for a trainee from each county (or an RTA representative) to volunteer to provide the feedback back to the county. 	

<p>❑ In pairs, ask the trainees to discuss the following questions:</p> <ul style="list-style-type: none"> ○ How can bias impact families in the child welfare system? What are some possible outcomes? ○ How have you seen bias show up in practice? What (if anything) did you do when you encountered the bias? ○ What are some of your “hot button issues” that could possibly impact your work with a social worker as a field advisor? ○ How will you guard against bias in your role as field advisor? <p>❑ Allow 10-15 minutes for the discussion in pairs. Check in with the group to see if there is anyone who would like to share what they talked about with the large group. Remind the trainees that as field advisors they have a responsibility to promote fair and equitable treatment of children, youth, parents, families, and caregivers. They must have a commitment to seeing each person as a member of the same human family.</p>	<p style="text-align: center;">Fairness & Equity Activity</p> <ul style="list-style-type: none"> • How have you seen bias show up in practice? What (if anything) did you do when you encountered the bias? • What are some of your “hot button” issues that could possibly impact your work with a social worker as a field advisor? • How will you guard against bias in your role as field advisor? 
<p>❑ Review the slide.</p>	<p style="text-align: center;">Engagement Block Interviewing Activity</p> <ol style="list-style-type: none"> 1. Read through the activity. 2. Write any questions you have on a sticky note and place on designated flip chart 3. List some tips you have for interviewing children, youth and adults 4. Share with your table 5. Pick the top tip for each age group 6. Share with the large group 
<p>❑ Review the slide.</p>	<p style="text-align: center;">Assessment Block: Completing Assessment Tools</p> <ol style="list-style-type: none"> 1. Read through the activity. 2. Write any questions you have on a sticky note and place on designated flip chart 3. In your small groups discuss when to use the different tools and how to best complete the tools for this activity (i.e., paper vs. computer) 
<p>❑ Review the slide.</p>	<p style="text-align: center;">Case Planning</p> <ol style="list-style-type: none"> 1. Read through the Initial Case Plan, Case Plan Update and the Transition Case Plan Update 2. Write any questions you have on a sticky note and place on designated flip chart 3. What's difference between the three? 4. Why is important to do all three? 

Transition to the next segment, Wrap Up

- ❑ Move on to the next segment, Journal and Wrap-Up.

SEGMENT 5: Wrap-Up

Estimated Segment Time: 2 hours and 30 minutes

Estimated Activity Time: 10 minutes

Materials: Evaluation / survey

Slides: 33-35

Description of Activity:

The trainer will take any remaining questions, guide them through an activity and conclude the training .

During the activity

<ul style="list-style-type: none"> ❑ Ask trainees to turn to page 19 in the trainee guide. Ask them to use their journal paper to identify one thing they are willing to try with a new social worker or something that they will do to prepare themselves for completing field activities with a new social worker. 	<div data-bbox="1128 724 1453 976"> <p style="text-align: center;">Journal</p> <p>Learning statement / journal about one thing you are willing to try with a trainee or something they will do to prepare yourself for completing field activities with a new social worker.</p>  </div>
<ul style="list-style-type: none"> ❑ Transition the training to the final slide to wrap-up and elicit questions. Ask them what they learned and summarize the contents of the training. Ask them about next steps for the information received today. ❑ Optional: Complete a +/▲ for the training with the trainees. 	<div data-bbox="1128 1008 1453 1260"> <p style="text-align: center;">Wrap-Up</p> <p style="text-align: center;">What did you learn? Any questions? Next Steps?</p>  </div>
<ul style="list-style-type: none"> ❑ Instruct the trainees to complete the participant satisfaction survey and thank them for attending the training. 	<div data-bbox="1128 1291 1453 1543"> <p style="text-align: center;">Thank you!</p> <p style="text-align: center;">Please complete the training/trainer evaluations.</p>  </div>

End of the Training

Materials Checklist

Materials:

- Chart paper, preferably with self-adhesive
- Markers
- Tape
- Post it Notes (sticky)

Handouts

Document Name
CPM Practice Behaviors
CPM Leadership Behaviors
CC3.0 Review by Practice Block
CC3.0 Field Activities Roles & Expectations
Skill-Based Coaching Model for Field Advisors
Field Activity Survey Worksheet
Journal
References
Comprehensive Field Guide (Appendix B)

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS



- 1. Be open, honest, clear, and respectful in your communication.***
- 2. Be accountable.***
- 3. Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.***
- 4. Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.***
- 5. Identify and engage family members and others who are important to the child, youth, young adult, and family.***
- 6. Support and facilitate the family's capacity to advocate for themselves.***
- 7. From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning.***
- 8. Work with the family to build a supportive team.***
- 9. Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.***
- 10. Work with the team to address the evolving needs of the child, youth, young adult, and family.***
- 11. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.***
- 12. Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.***
- 13. Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.***

Behaviors for Leadership and All Agency Staff

- 1. *Be open, honest, clear and respectful in your communications***
- 2. *Be Accountable***
- 3. *Create a learning environment***
- 4. *Engage staff in implementation and system improvement***
- 5. *Show that you care***
- 6. *Recognize staff strengths and successes***
- 7. *Seek feedback***
- 8. *Promote advocacy***
- 9. *Advocate for resources***
- 10. *Build partnerships***
- 11. *Work with partners***
- 12. *Model teaming***
- 13. *Listen and provide feedback***
- 14. *Hold each other accountable***
- 15. *Monitor organizational effectiveness***
- 16. *Monitor practice effectiveness***

CC3.0 Review by Practice Block

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 11 e-learning modules, 9 classroom modules, and 2 field activities in this block.

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, and 2 field activities in this block.

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block.

Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Monitoring and Adapting Content

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families' needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

There are 2 e-learning modules, 2 classroom modules, and 1 field activity in this block.

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, and 1 field activity in this block.



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Common Core 3.0 Field Activity Roles and Expectations⁸

Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process. Counties will work with their affiliated training organizations to identify CC3.0 field advisors to support new social workers in the field activities.

Supervisors are well situated to fill this role. Counties may identify other individuals as CC3.0 field advisors depending on local needs. For example, in some counties, staff who serve as IV-E field instructors may also take on the role of CC3.0 field advisor. In other counties, the CC3.0 field advisor role may be filled by an external agency to support field activities. For the purposes of this document, the CC3.0 field advisor will be referred to as **supervisor or other designee**. Regardless of title or role within the agency, each CC3.0 field advisor will receive training specific to the role of the CC3.0 field advisor in supporting new social workers. In the event that the field advisor is not the new social worker's supervisor, a process will be put in place to provide feedback regarding the completion of field activities to the new social worker's supervisor. Best practices to facilitate the feedback process will be outlined in the Field Guide.

CC3.0 Field Advisor Role and Expectations

The supervisor or other designee provides field support to the new social worker before, during, and after identified field activities. The person in this role will:

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

The supervisor or other designee is encouraged to utilize existing conference or meeting times with the new social worker to discuss learning objectives, field activities, and provide feedback regarding observations or practice. Review of field activities during regular supervision or training support reinforces social work best practice and provides an opportunity for new social workers to ask questions, process information, and apply what is learned to new situations.

New Social Worker Role and Expectations

It is expected that the new social worker will participate fully in the field activities. As outlined in the NASW Code of Ethics, "Social workers continually strive to increase their professional knowledge and skills and to apply them in practice." With this in mind, the new social worker should be open to feedback regarding observations or practice. The new social worker will receive field activity support and any additional training needed to increase family safety and family well-being. The CC3.0 field advisor will work with the new social worker to help him/her meet the learning objectives identified as part of the field activities.

⁸ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012



Skill-Based Coaching Model for Field Advisors

Joint Planning (Before the Practice Opportunity)

Sets the foundation for an effective working relationship to create and promote a learning environment; open up the conversation and identify what skills to develop and deepen as identified in the CC3.0 Field Guide for Social Workers and Field Advisors. This will include a review of the learning objectives and description of the activity with the social worker. Provide an opportunity for questions or clarification about the activity.

Observation and Demonstration (During the Practice Opportunity)

Gather information through observation, modeling and demonstration, or field activity review. For CC3.0 Field Activities, the field advisor may not observe direct practice (dependent upon the scope of the activity), but may review an activity with the new social worker. The social will complete all items identified in the “During the practice opportunity” section of the activity in the field guide.

NOTE: The majority of activities have primary responsibilities for the social worker. There are some activities that may require observation or participation by the field advisor. *The completion of the activity is the responsibility of the social worker.*

Analysis and Self-Reflection (After the Practice Opportunity)

Engage in self-reflection discussion by asking purposeful and powerful questions to explore beliefs, abilities and implications that impact the learning experience of the social worker during practice.

Facilitate Reflection and Feedback (After the Practice Opportunity)

Engage in reflective dialogue to create positive learning environment to encourage commitment for continued learning and skill development. Using the field guide, provide feedback to the social worker about the completed activity. Follow prompts in the field guide to facilitate a discussion about what worked well and areas that could be “upgraded” or enhanced. While the field advisor may provide some feedback about the activity, the purpose of the feedback is to help social workers self-reflect on their practice and identify next steps for professional growth and development.

Next Steps / Field Activity Feedback (After the Practice Opportunity)

Planning of next steps to deepening the learning and social work practice as well as processing the field activity itself as to what worked and what can be done differently to enhance the learning process. Next steps may also include data collection for select CC3.0 Field Activities. For select activities, field advisors and social workers will complete a survey about the field activity. The information collected will be de-identified and shared with CalSWEC. The information collected will inform curriculum needs and help to evaluate the effectiveness of training.

Adapted from:

Northern California Training Academy Center for Human Services, UC Davis Extension (2013). *The Coaching Toolkit for Child Welfare Practice*

Field Activity Survey Worksheet

Assessment Block Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams	
Field Advisor	Trainee
1. Which option did the social worker use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. <input type="checkbox"/> OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.	1. Which option did you use to complete the activity?: <input type="checkbox"/> ACTIVE CASE: The social worker selected an active case that required a team meeting to discuss safety and/or safety planning. <input type="checkbox"/> OBSERVATION: The social worker observed a team meeting for which safety and/or safety planning was needed.
Complete items 2 - 7 ONLY if an active case was used for the activity.	Complete items 2 - 7 ONLY if an active case was used for the activity.
2. Did the social worker work with the family and their circle of support / safety network to plan the meeting? <input type="checkbox"/> YES <input type="checkbox"/> NO	2. Did you work with the family and their circle of support / safety network to plan the meeting? <input type="checkbox"/> YES <input type="checkbox"/> NO
3. Did the social worker discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? <input type="checkbox"/> YES <input type="checkbox"/> NO	3. Did you discuss the safety and risk assessment with the family and their circle of support / safety network during the meeting? <input type="checkbox"/> YES <input type="checkbox"/> NO
4. Did the social worker provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? <input type="checkbox"/> YES <input type="checkbox"/> NO	4. Did you provide opportunities for the family and youth to actively share their voice, offer solutions, and participate in the safety planning? <input type="checkbox"/> YES <input type="checkbox"/> NO
5. Was a safety plan developed? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, please identify a reason for not developing a safety plan.	5. Was a safety plan developed? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, please identify a reason for not developing a safety plan.
6. Did the parents have specific actions identified on the safety plan that they will take? <input type="checkbox"/> YES <input type="checkbox"/> NO	6. Did the parents have specific actions identified on the safety plan that they will take? <input type="checkbox"/> YES <input type="checkbox"/> NO
7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? <input type="checkbox"/> YES <input type="checkbox"/> NO	7. Did members of the circle of support/safety network have specific actions identified on the safety plan that they will take? <input type="checkbox"/> YES <input type="checkbox"/> NO

References:

Hoang, D. (2012, December 12). *Examining Racial Stereotypes*. Retrieved from <http://imnotwhoyouthinkiamstereotypes.weebly.com/>

Maddox, K. B. (2006, April). Rethinking Racial Stereotyping, Prejudice, and Discrimination. *American Psychological Association*. Retrieved from <http://www.apa.org/science/about/psa/2006/04/maddox.aspx>

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California Child Welfare Core Practice Model (n.d.) Retrieved from <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>

The California Child Welfare Core Practice Model is a project of the County Welfare Directors Association with support from the California Department of Social Services, the Child and Family Policy Institute of California, CalSWEC, and the Regional Training Academies.

TDM Toolkit (n.d.) Retrieved from <http://calswec.berkeley.edu/toolkits/team-decision-making-tdm-toolkit>

The Team Decision Making Toolkit is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The TDM Steering Committee oversaw the development of the toolkit. The TDM Steering Committee is comprised of representatives from CDSS, the Resource Center for Family Focused Practice, the California Co-Investment Partnership, CalSWEC, the Center for Social Services Research, the Regional Training Academies, California county representatives. The Statewide Training and Education Committee (STEC) also provided feedback. The work of the Annie E. Casey Foundation to develop the TDM model was instrumental making TDM practice in California possible.

The components of the toolkit were developed by individuals working on TDM implementation in the state of California. The toolkit components reflect significant experience with implementing and sustaining TDM practice. California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families. The toolkit is maintained with public funds and is intended for public use.

Appendix A: CC3.0 Content Overview Guide⁹



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Common Core 3.0 Content Overview

This Content Overview provides information about the content for each practice area, including timeframes and a brief paragraph and/or bullet list about each online module, classroom training, and field training activity. This document includes a survey link for feedback on the Content Overview. The Content Overview is intended for child welfare agency staff, stakeholders and other partners (e.g., social work supervisors, probation partners, courts, youth, parents, caregivers, service providers) who wish to provide feedback on the content but do not need to review specific learning objectives for each class.

Impetus for the Revision

The decision to undertake a large scale revision of Common Core arose from an effort to ensure that Core provides new social workers with key information in a format that streamlines knowledge acquisition and facilitates skill building. Although evaluation of the current version of Common Core shows that trainees gain knowledge, we received feedback from trainees and supervisors trainees struggled to transfer training to practice because the curriculum offered few opportunities for trainees to carry classroom activities into a field setting and receive the feedback necessary for skill development.

In addition, since the initial development of Core, training has evolved to include more technology and more innovative ways to support transfer and skill development. The field has also evolved, as we are moving toward (but have not yet settled on) a practice model that applies statewide. As we complete the revision process concurrently with the evolution of the practice model, Core will be better situated to support the transition to a statewide model.

In order to address these concerns, Common Core 3.0 will:

1. Align training and curriculum to foster critical practice skills
2. Be consistent with the emerging statewide practice model
3. Emphasize evidence-based and promising practices
4. Train streamlined content organized by practice areas
5. Expand in-service training through field-based coaching to bridge knowledge and skills
6. Maximize use of available technology and diverse training modalities based on county resources and appropriateness of course content
7. Identify methods to support development of existing staff

⁹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012

Common Core 3.0 Concept and Content

Concept

The concept for Common Core 3.0 involves three key components:

1. Practice Areas - we divided training content into 6 practice area blocks (Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition). These practice blocks mirror the Katie A. Core Practice Model, are congruent with the CAPP Practice Model, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.
2. Sequence - in order to improve trainee retention of training material we identified a training process that introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement. For Common Core 3.0 this means that within each practice block we have identified 100 level content (knowledge and skills new social workers need as soon as possible after hire), Field Activities (to be completed after the 100 level content), and 200 level content to be completed after the field activities. In addition, in some content areas there is specific sequencing for online modules and classroom training as the online modules are prerequisites for the classroom experience.
3. Modality - in an effort to maximize the limited training time available, we identified knowledge based content that can be provided via online training. This will allow for classroom time to focus on interactional skill building activities between trainees and trainers and among trainees. In addition, we identified specific skills for further development through field activities and field based training and coaching with field advisors.

For more information about the Common Core 3.0 concept, please follow the link below to an online presentation: [Common Core 3.0 Concept](#).

Content

Within each practice area in the tables below, content is identified by modality (online, classroom, and field). Please note that timelines for elearning modules are estimates and some participants may complete them more quickly while others may require more time.

Foundation Block

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 12 e-learning modules, 9 classroom modules, and 2 field activities in this block.

Block 1 – Foundation		
100 Level Elearning	Federal and State Laws	60 minutes
	<ul style="list-style-type: none"> • Safety, permanency, and well-being • Children and Family Service Review • ASFA, CAPTA, WIC, ICWA, Social Security Act, MEPA, Fostering Connections 	
	Legal Procedures	60 minutes
	<ul style="list-style-type: none"> • Case presentation and testimony basics • Legal overview of dependency cases 	
	Time and Stress Management	60 minutes
	<ul style="list-style-type: none"> • Strategies for managing time • Exploration of secondary traumatic stress and stress reduction techniques 	
	Social Worker Safety	60 minutes
	<ul style="list-style-type: none"> • Assessing social worker safety in the field • Avoiding and mitigating danger 	
	Child Welfare Services Outcomes	60 minutes
	<ul style="list-style-type: none"> • Using data in practice • Intro to CFSR and outcomes 	
ICWA Introduction	45 or 60 minutes	
<ul style="list-style-type: none"> • Tribal sovereignty • Basic provisions of the law 		
Documentation Practice and Report Writing	120 minutes	
<ul style="list-style-type: none"> • Tips and practice writing case notes, case plans, and court reports. 		
Key Issues in Child Welfare: Mental Health	60 minutes	
<ul style="list-style-type: none"> • Factors influencing the mental health functioning of family members • Recognize there is a range of functioning/living with mental illness • Commonly occurring mental disorders that impact families in a child welfare setting 		
Key Issues in Child Welfare: Substance Abuse	60 minutes	
<ul style="list-style-type: none"> • Levels of treatment and case planning • Indicators of substance abuse and relapse 		

	<ul style="list-style-type: none"> Dynamics of substance abuse and impact on families in a child welfare setting 	
	Key Issues in Child Welfare: Intimate Partner Violence	60 minutes
	<ul style="list-style-type: none"> Definitions of Intimate Partner Violence Intervention Strategies Impact of Intimate Partner Violence on children in a child welfare setting 	
	Introduction to Child Development	60 minutes
	<ul style="list-style-type: none"> Ages and stages milestones Red flags Connection to CWS and need to engage with the family 	
	Introduction to Trauma Informed Practice	60 minutes
	<ul style="list-style-type: none"> Key terms related to childhood traumatic stress Traumatic responses at developmental stages and chronological ages Healing support and recovery of youth experienced trauma 	
100 Level Classroom	Orientation to Child Welfare Practice and Common Core 3.0	½ day
	<ul style="list-style-type: none"> Introduction to SW practice in CA NASW Code of Ethics Social Workers role and responsibility in advocacy Overview of the core practice blocks, modalities, and sequence 	
	Values and Ethics in Practice	½ day
	<ul style="list-style-type: none"> Practice related vignettes with ethical dilemmas Awareness of personal values and their possible influence on casework 	
	Teaming, Collaboration, and Transparency	1 day
	<ul style="list-style-type: none"> Collaboration basics (who to collaborate with, their role, your role and why this collaboration is important, interdisciplinary collaboration [mental health], sharing roles [adoption social worker, etc.] tension points) 	
	Trauma-informed Practice	1 day
	<ul style="list-style-type: none"> Introduction to trauma-informed practice (including secondary traumatic stress / stress management) 	
	Fairness and Equity	½ day
<ul style="list-style-type: none"> Intro to cultural humility, disproportionality and disparity 		
ICWA and Working with Native American Families and Tribes	1 day	
<ul style="list-style-type: none"> History and culture Overview of the ICWA law and requirements (Spirit of the Law) 		
Intro to CWS/CMS	½ day	
<ul style="list-style-type: none"> Basic CWS/CMS training including terms, commands, navigation, notebooks, reports 		
Key Issues in Child Welfare: Social Worker as Practitioner	2 days	

	<ul style="list-style-type: none"> • Stages of change and strategies for engaging and motivating family members experiencing intimate partner violence, substance abuse and/or mental illness • The role of the child welfare practitioner • Practice case plan interventions used by child welfare workers to engage children, youth and families. 	
	Legal Procedures and Responsibilities	1 day
	<ul style="list-style-type: none"> • Court related observation and practice 	
Field	ICWA and Working with Native American Tribes	1 hour
	<ul style="list-style-type: none"> • Identify local tribes and best practices for connecting with Tribal representatives 	
	Cultural Responsiveness	1 hour
	<ul style="list-style-type: none"> • Reflection on bias and cultural humility 	
200 Level	Classroom - Knowledge and Skill Reinforcement	1 day
	<ul style="list-style-type: none"> • Trauma Informed Practice • Key Issues in Child Welfare Practice: IPV, MH, SA 	
	eLearning - ICWA review and expert witness	60 Minutes
	<ul style="list-style-type: none"> • Review of legal procedures related to ICWA • Expert witness requirements 	

Engagement Block

The Engagement Block content focuses on engagement and interviewing. This includes topics such as use of authority, strength-based interviewing, and learning how to talk to families about concurrent planning.

There are 3 e-learning modules, 1 classroom module, and 2 field activities in this block.

Block 2 – Engagement	
100 Level Elearning	Respect, Courtesy and Skillful use of Authority 60 minutes <ul style="list-style-type: none"> • Appropriate use of authority and respect • Voluntary and involuntary clients • “Customer” service
	Interviewing 90 minutes <ul style="list-style-type: none"> • Phases of the interview • Types of questions • Strength-based interviewing strategies
	Concurrent Planning Introduction 90 minutes <ul style="list-style-type: none"> • Basic definition • Family Finding (CWS/CMS Integration Point) includes family finding and connectedness
100 Level Classroom	Engagement and interviewing 1 day <ul style="list-style-type: none"> • Communication and framing your message • Strategies to employ “in the moment critical thinking” about what facts are needed, what doesn’t add up, how to get at the key information
Field	Interviewing 2 hours <ul style="list-style-type: none"> • Observe investigative interview
	Exploring Family, Extended Family, Community and Tribal Connections and Relationships 2 hours
200 Level	Classroom - Knowledge and Skill Reinforcement 2 days <ul style="list-style-type: none"> • Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing [6 hours] • Interviewing Children [5 hours]

Assessment Block

The Assessment Block content focuses on critical thinking, standardized assessment, and child maltreatment identification. This includes identification of a critical thinking process; information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules, 4 classroom modules, and 2 field activities in this block.

Block 3 – Assessment		
100 Level Elearning	Overview of Assessment Procedures 120 minutes	<ul style="list-style-type: none"> • The difference between safety and risk • Protective capacity (including operationalizing protective capacity in teams) • SDM policies and procedures
	Child Maltreatment Identification 90 minutes	<ul style="list-style-type: none"> • Types of maltreatment • Recognizing neglect
100 Level Classroom	Critical Thinking and Assessment ½ day	<ul style="list-style-type: none"> • Information analysis and synthesis • Fact checking • Supervisor consultation
	SDM Skills Lab 1.5 day	<ul style="list-style-type: none"> • SDM tools throughout the life of the case • Practice completing assessment tools
	Assessing for Key Child Welfare Issues ½ day	<ul style="list-style-type: none"> • Special issues in assessment (red flags for Intimate Partner Violence, Mental Health, Substance Abuse) • Assessing for well-being factors (health, education supports, mental health) • Understanding the purpose of using mental health screening tools
	Child Maltreatment Identification Skills Lab 1 day	<ul style="list-style-type: none"> • Skills practice identifying neglect, physical abuse, sexual abuse, neglect using a framework
Field	Collaborative Assessment, Planning and Support: Safety and Risk in Teams 2 hours	<ul style="list-style-type: none"> • Observe safety and risk case presentation in a team setting • Practice completing a safety plan with a team
	Completing SDM Assessment Tools 2 hours	<ul style="list-style-type: none"> • Practice completing safety and risk assessment tools

200 Level	Classroom - Knowledge and skill reinforcement	1 day
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Case Planning and Service Delivery Block

The Service Planning Block content focuses on working with families to develop behavior based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules, 2 classroom modules, and 1 field activities in this block.

Block 4 – Case Planning and Service Delivery		
100 Level Elearning	Case planning basics 90 minutes	<ul style="list-style-type: none"> • Focus on case planning as a path to permanency • DIV 31 Requirements • Identifying safety linked behaviors to use in case plan development • Intro to SMART objectives
	Purposeful visitation and family time 90 minutes	<ul style="list-style-type: none"> • Importance of documenting visit activities and link to case plan objectives • Using visits to support case plan monitoring
100 Level Classroom	Behavioral Objectives ½ day	<ul style="list-style-type: none"> • Writing behavior based objectives (CWS/CMS Integration point) • Behavioral case planning based on assessment of identified family strengths and needs
	Case Planning in a Team Setting ½ day	<ul style="list-style-type: none"> • Case planning and concurrent planning in a team setting including culturally specific, coordinated, family-driven teaming processes • Use of community services including Linkages, formal and informal supports • Relationship building between birth and foster families
Field	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning [part I]	
200 Level	Classroom - Case Planning and Concurrent Planning skills lab	1 day

Monitoring and Adapting Content

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families' needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

There are 2 e-learning modules, 2 classroom modules, and 1 field activities in this block.

Block 5 – Monitoring and Adapting		
100 Level Elearning	Monitoring and adapting	60 minutes
	<ul style="list-style-type: none"> • Review MSLC, reasonable efforts, stages of change, relapse and recovery • Reporting requirements 	
100 Level Elearning	Placement	60 minutes
	<ul style="list-style-type: none"> • Placement protocols • Reducing trauma at placement 	
100 Level Classroom	Managing the plan	½ day
	<ul style="list-style-type: none"> • Bias (personal standards vs. community standards, MSLC) • Collaboratively evaluating (including the family's self-evaluation) the effectiveness of the plan, assessing circumstances and resources and reworking the plan as needed • Achieving Safety Goals 	
100 Level Classroom	Placement safety, stability, and well-being	½ day
	<ul style="list-style-type: none"> • Working with caregivers to enhance well-being and placement stability • Working with youth and birth parents to support well-being and placement stability 	
Field	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning [part II]	
200 Level	Classroom - Managing Change	1 day

Transition Content

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and After 18. This includes development of a trauma-focused transition practice.

There are 2 e-learning modules, 1 classroom module, and 1 field activities in this block.

Block 6 – Transition		
100 Level Elearning	Case Closure and After Care Plans for all Transitioning Cases <ul style="list-style-type: none">• Assessing risk of future maltreatment and presence or absence of protective capacities• Aftercare and Circles of support	60 minutes
	After 18 <ul style="list-style-type: none">• Understanding eligibility and Extended Foster Care basics• Engaging and working with young adults (rights, role changes, self-determination)	60 minutes
100 Level Classroom	Transition practice <ul style="list-style-type: none">• Planning transition with families• Minimizing trauma in placement changes and• Transitioning to permanency• Case management during transitions• Managing transition within teams	1 day
Field	Collaborative Assessment, Planning and Support: Engaging Family Members in Safety and Case Planning [part III]	
200 Level	Classroom - Knowledge and Skill Reinforcement	1 day

Appendix B-D:¹⁰

- B. Collaborative Assessment, Planning, and Support: Safety and Risk in Teams OBSERVATION WORKSHEET
- C. California Core Practice Model Practice Behaviors
- D. Field Activity Survey Links

¹⁰ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012

Appendix B

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams OBSERVATION WORKSHEET

Prior to observing the team meeting, check with the social worker to make sure that the family has given permission for you to attend the meeting. The notes you take on this worksheet are about the meeting process and should not contain any identifying information about the family or the social worker.	
Question	Trainee Notes
Did the meeting include a discussion about what the family, the safety network, and the agency see as working well (strengths) for the family? If yes, describe how this was done?	
Did the meeting include a discussion about what the family, the safety network, and the agency are worried about (concerns)? If yes, describe how this was done?	
Describe how safety and risk information was talked about in the meeting?	
Describe how the family's circle of support/safety network was explored?	
Describe what it looked like when the youth, parent, family, and others in the meeting appeared to be engaged in the process?	
Was a safety plan developed or revisited during the meeting? If yes, describe how the safety plan keeps the child/youth safe. Remember: "services do not equal safety"!	
If you had to identify a "rock star" moment in the meeting, what would it be? What did the person do to make it a "rock star" moment? <small>(A "rock star" moment is something that went really well. In this case, we would like you to identify something that someone in the meeting did which demonstrated best practice.)</small>	
If you had to identify an opportunity for an "upgrade" during the meeting, what would it be? What are some of your thoughts about what could have been done differently?	
Overall, do you think the meeting goal was met? Why or why not?	

CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL PRACTICE BEHAVIORS



1. Be open, honest, clear, and respectful in your communication.

- a. Use language and body language that demonstrate an accepting and affirming approach to understanding the family.
- b. Ask people how they prefer to be addressed, and address individuals by the name or title and pronouns they request in person and in writing.
- c. Show deference to Tribal leadership and their titles in written and verbal communication.
- d. Be open and honest about the safety threats and circumstances that brought the family to the attention of the agency, what information can be shared among team members, and what information will be included in court reports.
- e. Be transparent about the role of the court and the child welfare agency.
- f. Ask family members what method of communication they prefer, use age-appropriate language that everyone can understand, and confirm with family members that your communication meets their language and literacy needs.

2. Be accountable.

- a. Model accountability and trust by doing what you say you're going to do, be responsive (including returning calls, texts, and emails within 24 business hours), be on time (including submitting reports on time and being on time for appointments), and follow ICWA and other federal and state laws.
- b. Be aware of and take responsibility for your own biases, missteps, and mistakes.

II. ENGAGEMENT BEHAVIORS

3. Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.

- a. Listen attentively and use language and concepts that the family has used.
- b. Use a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss.
- c. Reflect what you heard so the child, youth, young adult, and family can see that you understood.

4. Demonstrate an interest in connecting with the child, youth, young adult, and family, and help them identify and meet their goals.

- a. Express the belief that all families have the capacity to safely care for children and youth.

- b. Use positive motivation, encouragement, and recognition of strengths to connect with youth and express the belief that they have the capacity to become successful adults.
- c. Reach out to children and families in ways that are welcoming, appropriate, and comfortable for them, and make a special effort to engage fathers and paternal relatives to build connections and engage them as family members and team members.
- d. Affirm the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult, and family.
- e. Show your interest in learning about the family and their culture, community, and tribes.
- f. Ask global questions followed by more descriptive questions that encourage exchange.
- g. Honor the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified.

5. *Identify and engage family members and others who are important to the child, youth, young adult, and family.*

- a. Ask questions about relationships and significant others early and often.
- b. Search for all family members, including fathers, mothers, and paternal and maternal relatives through inquiry, early and ongoing Internet search, and review of records.
- c. Work quickly to establish paternity and facilitate the child or youth's connection with paternal relationships.
- d. Contact family, cultural, community, and tribal connections as placement options, team members, and sources of support.

6. *Support and facilitate the family's capacity to advocate for themselves.*

- a. Coordinate with the family's formal and informal advocates to help the family find solutions and provide on-going support.
- b. Promote self-advocacy by providing opportunities for children, youth, young adults, and families to actively share perspectives and goals.
- c. Incorporate the family's strengths, resources, cultural perspectives, and solutions in all casework.

III. ASSESSMENT BEHAVIORS

7. *From the beginning and throughout all work with the child, youth, young adult, family, and their team, engage in initial and on-going safety and risk assessment and permanency planning:*

- a. Explain the assessment process to the child, youth, young adult, and family so they know what to expect, and check in early and often to be sure they understand.
- b. Explore the child, youth, young adult, and family's expressed and underlying needs by engaging them in communicating their experiences and identifying their strengths, needs, and safety concerns.
- c. Talk to children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency, and incorporate their perspective.
- d. Use tools and approaches that amplify the voices of children and youth.
- e. Ask the family what is working well and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency.
- f. Apply information to the assessment process using the family's cultural lens.

IV. TEAMING BEHAVIORS

8. Work with the family to build a supportive team.

- a. With the family's permission, contact family, cultural, community, and Tribal connections, and ask them to serve as team members as early as possible.
- b. Ask initially and throughout the family's involvement if they would like a support person or peer advocate on their team.
- c. Explore with the family how culture might affect the development of the team and the teaming process.
- d. Facilitate early and frequent sharing of information and coordination among parents, caregivers and agency partners.
- e. Facilitate development of a mutually supportive relationship between the parents and caregivers.

9. Facilitate the team process and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.

- a. Make sure team members have the information they need.
- b. Facilitate critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making.
- c. Help the team recognize that differences will occur and assist them to work through conflicts.
- d. Develop a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
- e. Ensure that all team members understand that legal, regulatory, and policy constraints may limit shared decision making options available to address the family members' needs, including placement options, reunification, and service options.
- f. Build connections to identified services and supports by designating a team member to follow-up with that referral.

10. Work with the team to address the evolving needs of the child, youth, young adult, and family.

- a. Facilitate dialogue about how supports and visitation plans are working.
- b. Explore with team members what roles they can play over time to strengthen child safety and support the family.
- c. Help the team adapt to changing team member roles.

11. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.

V. SERVICE PLANNING AND DELIVERY BEHAVIORS

12. Work with the family and their team to build a plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.

- a. Describe how family strengths, safety threats, and priority needs will be addressed in the plan.
- b. Describe strengths in functional terms that can support the family members in completing their plan.
- c. Share information about agency programs, providers, resources, and supports.

- d. Encourage and support the participation of children, youth, young adults, family, Tribe, and team in identifying culturally sensitive services, supports, visitation activities, and traditions that address family members' unique underlying needs even if this means accepting practices that may be unfamiliar to the social worker.
- e. Ask the family members if they need help meeting basic needs for food, shelter, and medication so they can focus on addressing the problems underlying their involvement with the child welfare agency.
- f. Advocate for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan.
- g. Assure the family receives needed information, preparation, guidance, and support.
- h. Adapt services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team.

VI. TRANSITION BEHAVIORS

13. Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.

- a. Reduce the role of child welfare and professional services over time and facilitate an increased role for the family's network and natural supports to help the family build an ongoing support system.
- b. Coordinate with the family's formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved.

Appendix D

Survey	Link
Social Worker Assessment Block Field Activity #1: Completing Assessment Tools	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_6VSbzgEwgnRX3HT
Field Advisor Assessment Block Field Activity: Completing Assessment Tools	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_9zSKTUBzw8fhjNP
Social Worker Assessment Block Field Activity: Collaborative Assessment, Planning, and Support – Safety and Risk in Teams	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_0IAkYgAxbKLD7Jb
Field Advisor Assessment Block Field Activity: Collaborative Assessment, Planning, and Support – Safety and Risk in Teams	https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_bji2k0FzmP8eZHT

Appendix E: Comprehensive Field Activities Guide¹¹

¹¹ Roles and Expectation adapted from Northern California Training Academy's Coaching Toolkit for Child Welfare Practice, 2012