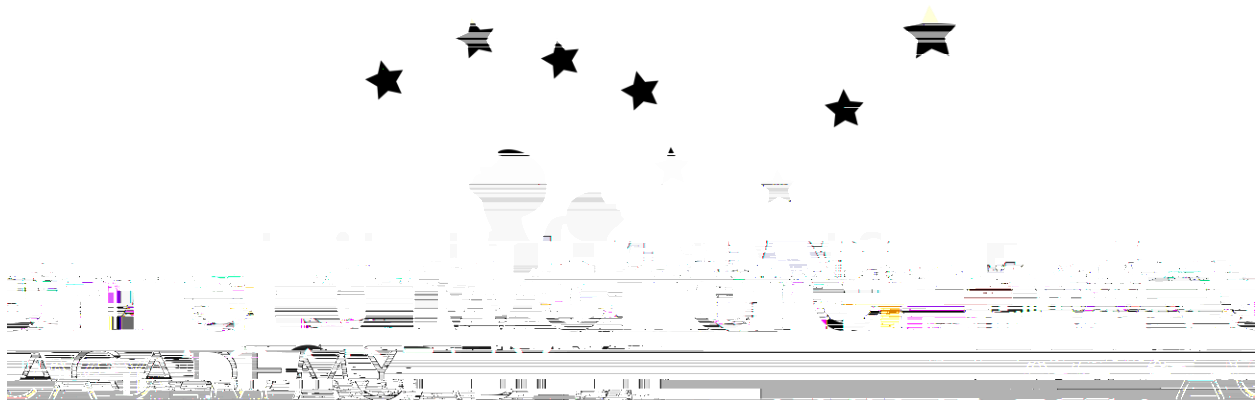
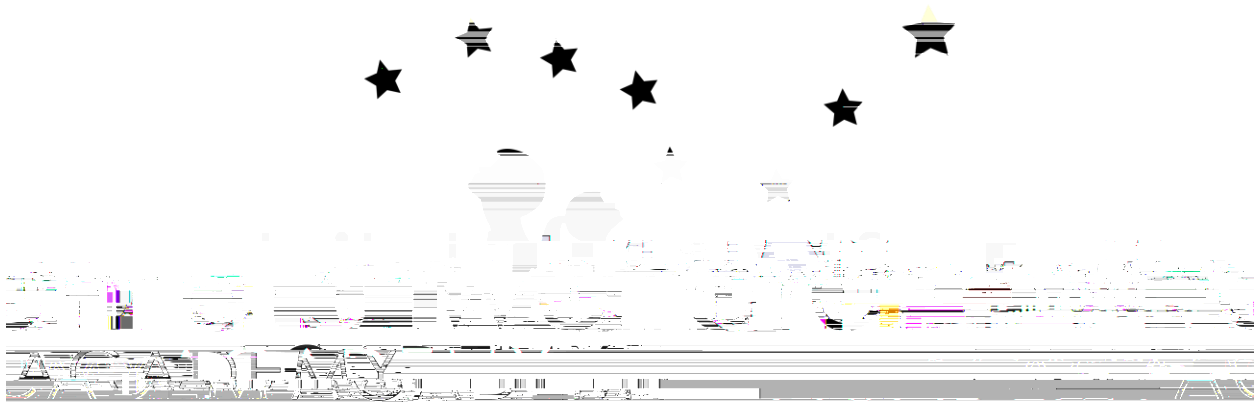


Standards, Knowledge & Insight Leading to Success (SKILS) Training Annotated Agenda SKILS 161R Online

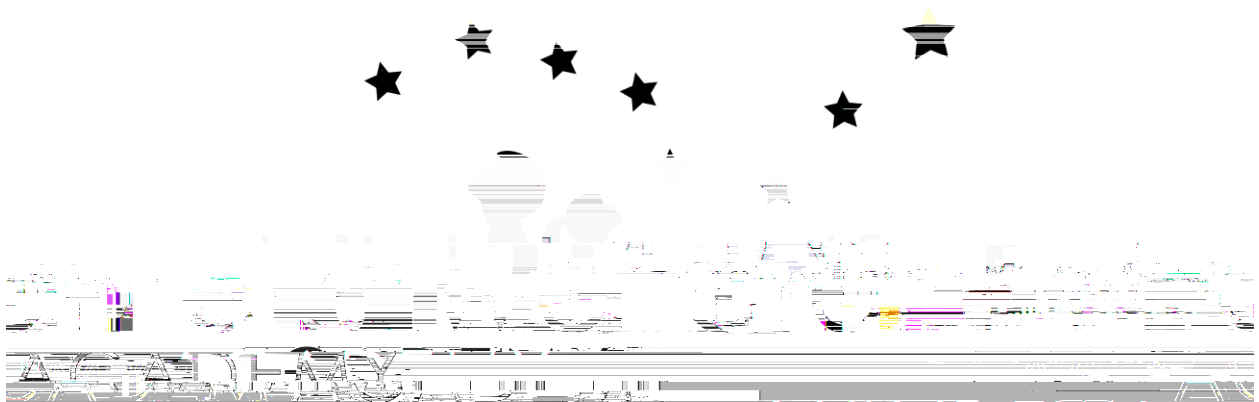
SKILS (Standards, Knowledge & Insight Leading to Success) is a mandated core training that all new hires must complete. SKILS 161R Online consists of 3 virtual online courses to include: 161R (2 weeks + transfer of learning), followed by Intercession A (Asynchronous), 162R (2 weeks), followed by Intercession B (Asynchronous) and 163R (1 week). SKILS 161R Online begins with PreSKILS and includes a compilation of activities and online learning modules to prepare the new PSS for the first session of SKILS 161R Online.

As outlined by the OCS Staff Development Plan (SDP), new PSS staff complete PreSKILS asynchronous learning modules on the online Learning Management System CWASTARS followed by virtual training



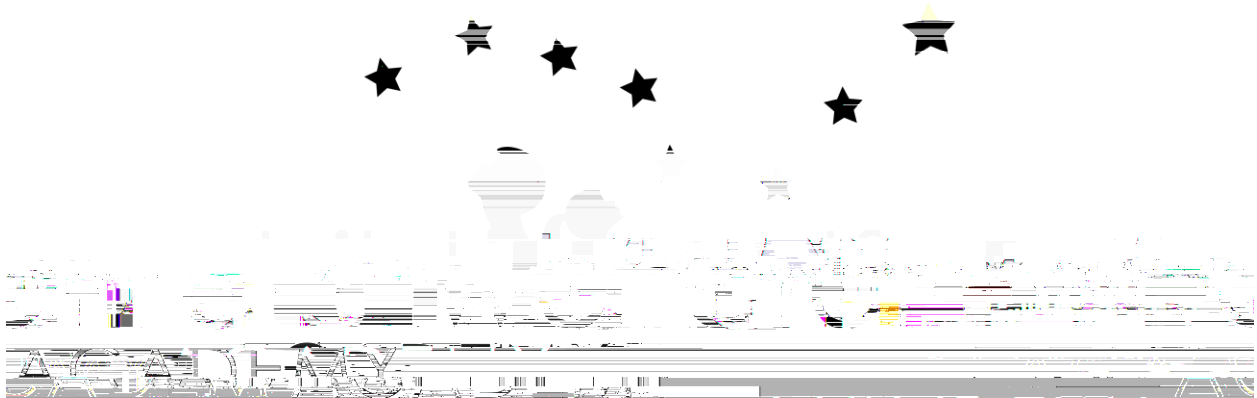


SKILLS



Three Decisions in I&A

Trainers discuss the three decisions made during an I&A to include; is the child safe or unsafe; are the allegations of maltreatment substantiated or unsubstantiated; and what is the future risk of abuse and neglect. Trainers emphasize the importance of sufficient information collection to adequately make these three decisions.



Case Example

Participants review documentation and a timeline of the case example demonstrating information collection from other adult caregivers and collaterals in the case to prepare for I&A decision making.

Farrow Case Docs

Participants read Farrow Case Plan Documents for the following day.

WEEK 1, DAY 4:

Objectives:

- Organize and interpret information collected
- x • Make Decision #1: Maltreatment, MAP
- Make Decision #2 Safety, Impending Danger Analysis

Virtual In-Class

Six Question Review

Participants utilize all case documentation and interviews conducted in the case example and complete an activity to establish all information collected related to the six questions. Participants practice categorizing information and receive feedback from Trainers.

Child Maltreatment Substantiation

Utilizing the MAP tool in the laminated Field Guide, participants assess child maltreatment for the case example. Participants identify whether maltreatment is substantiated or not for each caregiver for each child involved in the case. Trainers facilitate critical thinking via small and large group discussion until consensus is met.

Identifying Safety Threats & Impending Danger Assessment

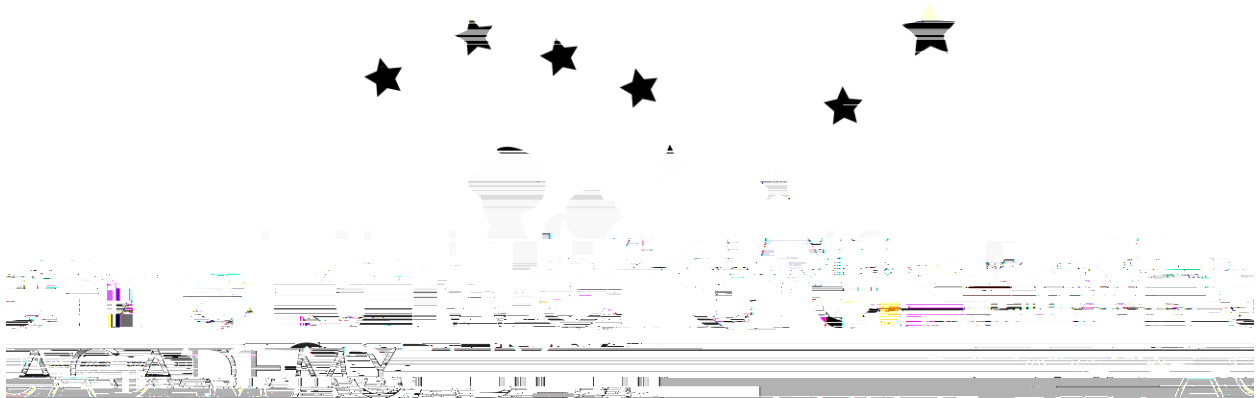
Participants review the 10 Safety Threats and Threshold Criteria. Trainers facilitate an activity for participants in small groups to assess which Safety Threats cross the threshold for each caregiver in the case example and must articulate their decision for each of the five Threshold Criteria. Trainers provide feedback until a consensus is met.

Asynchronous Work

also explore how to introduce their role to a family as they transition out of I&A or have a case transferred to them.

Protective Factors

Participants explore how understanding caregiver protective factors, active safety threats, the behavior change process, being an effective case manager and establishing permanency goals support positive outcomes for families and children. Participants are provided the Protective Factors brochure and practice asking a caregiver about their enhanced and diminished protective factors.



Virtual In-Class

Stages of Change/OARS Application

Trainers review the five stages of change. Participants practice in a role-playing activity called Reflection River in which they practice Motivational Interviewing skills using OARS. Trainers act in the role of a parent or caregiver and the participant practices affirming, reflecting or asking more open-ended questions to address their concern or complaint. Trainers and peers offer feedback.

Case Planning: Articulating Safety Threats and Behavior Based Goals

Participants debrief asynchronous Modules regarding the Case Plan and writing Case Plan goals. They review the function. Trainers facilitate an activity to practice articulating the unsafe behavior related to their safety (how it impacts child safety), and then practice building behavior-based goals following the presented formula (parent/caregiver + desired behavior change + outcome). Trainers provide ongoing opportunities for critical thinking, application, and reflection for goal writing. Participants review best practice interviewing strategies with adults and are placed in small groups to prepare for a *practice* case planning interview with a parent in the case example.

Simulated Case Planning Interview

Participants are paired with an actor (either the father or mother in the case example) and a Trainer to conduct a 25-minute *practice* Case Plan interview. Participants practice interviewing strategies, exploring Protective Factors, and developing goals with parents for the desired behavior change. They are provided individualized feedback by both the actor and Trainer in a ten minute debrief.

Asynchronous Work



practice using the tool in the case example. Participants learn how to help parents become trauma informed for themselves and when parenting their children. Participants practice identifying and documenting in ORCA trauma informed service providers in a Child Case Plan. Participants further needs.

Quality Case Worker Visits

Trainers discuss the stages of a quality caseworker visit, before, during and after. Participants learn strategies to continue to support and evaluate progress of the family through the life of the case. Interview strategies that support PSS staff to assess safety, permanency, and well-being during monthly home visits are discussed using the *Caseworker Visit Guide* in the laminated Field Guide. Participants brainstorm questions they would ask the children, caregivers, and resource parents in small groups and then present their responses to the large group. Issues of incarceration, absent caregivers, relative caregivers, and rural versus urban areas are explored.

Asynchronous Work

Permanency Options

Participants watch a video describing each permanency goal in detail and explore the considerations and timelines associated with each. An emphasis on reunification as the primary and most preferred goal is provided.

Case Plan Evaluation

Participants review the *Case Plan Evaluation* form, along with the *Case Plan Goal Progress* tool in their laminated Field Guides. Participants was a video describing the function of each part of the form and how safety is assessed.

Trial Home Visits & Safety Planning

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

Farrow Case Docs

Participants read Farrow Case Plan Documents for the following day.

WEEK 2, DAY 5:

Objectives:

- Create a case plan evaluation using critical thinking skills
- Evaluate key safety considerations for trial home visits
- Assess progress towards permanency and discuss FS Case Closure

Virtual In-Class

Case Example: Goal Progress and Case Plan Evaluation

Participants debrief their asynchronous Modules on how to assess goal progress and Case Plan Evaluations. Trainers provide updated information from providers and facilitate a small group activity in which participants practice assessing goal progress for a caregiver in the case example. A further discussion takes place regarding Safety Assessments. Participants apply their knowledge to completing the Safe11.04 Tf(e)-3(Sa)3(f)1 0 0 1 2.024 14.9 Tm0 G(V)4(i)-3(r)4(tu)-5(a 3 612 2ne)11(tin)3(g)4()JT#TQ0.0000092 0 612

Trial Home Visits, Safety Planning & Reunification

Participants work together to build a proposed plan to support the family in their case example for a Trial Home Visit (THV) including assessment of current family needs. A THV Safety Plan is provided for review and discussed. Participants engage in a reflection activity regarding reunification and the unique needs of families in Alaska and how to best support Active Efforts with Alaska Native families.

Asynchronous Work

Family Service Reflection

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