MidSOUTH Training Academy

Investigations Unit 8

Trainer Guide

Professional Development for Family Service Workers

MidSOUTH
College of Business, Health, and Human Services
University of Arkansas at Little Rock

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Revision Tracking Sheet (Classroom)

Classroom Unit Reviewed	Unit 8 – DR Removed	Date	11/2024

Revision Key:	Green = content added ~~Strikethrough~~ = content removed
Note: All changes are indicated in **green** font in the trainer guide for easy reference. Strikethroughs will only appear in the revision tracking sheet to indicate specific deleted materials as needed. If a larger section is removed the section will be referenced in the tracking sheet.	

Document	Revision Tracking
General/All	• General language shifts to align with current Safety Organized Practice (SOP) and Structured Decision Making (SDM) • Corrected page numbers • Implemented current style guide. • ~~CHRIS Trainer~~ = Child Welfare Trainer • ~~Protection Plan~~ = Immediate Safety Plan • Added SOP Trainer Feedback • ~~DR Material Removed~~ • Day 2, Section 1 moved to Day 1, Section 3 • Part of Day 2, Section 2 moved to Day 1, Section 4 • Day 2 starts at Elements of Maltreatment • Style Guide edits & updates that were made 9/2024 carried over to this revision. • All forms updated in style guide format
Trainer Guide	Pgs. 19 – 21: • ADDED: Welcome, Introduction, Shared Agreement, Class Guidelines Section Pg 40 • Search AASIS and ~~ANSWER~~ ARIES (DCO); directly contact DCO in your office Pg 47 • ADDED: New Ice Breaker Game with Instructions Pg 77 • What triggers a TDM? As of 12/1/24, a parent's action or inaction that threatens a child's safety (safety threat identified). A possible court action sought (30-day petition) or Judge orders child into care on a 72-hour hold. An adoption/guardianship disruption. NOTE: TDMs held due to a Garrett's Law report will no longer be in effect by the end of 2024 across the state.

Document	Revision Tracking
	Pg 102 • Updated Trainer Note and corrected links: Additional Resources: These two resources can be helpful to staff conducting an investigation. Play the YouTube video and then provide staff with a link to download the Child Protector App. Conclude by telling staff the app is free. ~~https://www.bing.com/videos/search?q=child+protector+app &docid=608049992213282284&mid=C9513947A4 EB41771412C9513947A4EB41771412&view=detail&FORM=VIRE 2https://www.childrensmercy.org/.../apps-for-providers/child-protector-app~~ https://youtu.be/iFt8S58Ewcw?si=fJgb9vqfdwDDuxzg https://www.childrensmercy.org/health-care-providers/refer-or-manage-a-patient/provider-resources/apps-for-providers/child-protector-app/ Pg 114 • Show this YouTube video presented by North Carolina Department of Justice. Show Part 1 (https://youtu.be/kCkVArsby5g?si=lejcvcwzbaSf3qJV) and Part 2 (https://youtu.be/nV6Wjr-qoFI?si=9bBWXg5wJUI-qfjW) . The total length for both videos is under 10 minutes. • Trainer Note: Just FYI, there is Part 3 (https://youtu.be/RasvUcfrUXg?si=USbR_DxADORAV8jc), but it is directed toward supervisors. Some of the participants may have watched the videos during the Out-of-Home concentration. In this case, advise them that today, they are viewing the videos from an investigator's perspective.
Trainer Resources	• PowerPoint was removed from Trainer Resources, which can be found on the MidSOUTH website. • PUB-357, removed from Trainer Resources, can be found on the MidSOUTH website.
Participant Guide	• Agenda changed based on Trainer Guide material. • Agenda added to Participant Manual. • Flowers CFS 411 and Poor Affidavit renamed for clarity
Handouts	• Agenda moved to Participant Manual

Document	Revision Tracking
PowerPoint	• Testimony PowerPoint Updated • Created New Welcome PowerPoint for Day 1 • ~~Removed DR PPT~~ • ~~Removed DR Prezi~~
Investigator Packet	• Policies and procedures updated based on new DCFS Policy Manual 07/2024. • Forms updated in format. • New Investigator On Call Bag Document corrected

TABLE OF CONTENTS

AGENDA

Day 1

I. Section 1 – Investigation Concentration, Welcome & Scope

- **A.** Introduction
- **B.** ACTIVITY: Welcome & Introductions
- **C.** Housekeeping & Class Guidelines
- **D.** ACTIVITY: Shared Agreements
- **E.** Alyssa Lies Video
- **F.** ACTIVITY: Scope of Maltreatment

II. Section 2 – Locating a Referral on your Workload

- **A.** Locating a Referral
- **B.** Division Information Management System Work
- **C.** ACTIVITY: Referral Snapshot

III. Section 3 – Overview of Child Maltreatment Law & Policy Requirements

- **A.** Welcome
- **B.** Investigation Interviews
- **C.** Build the Box – Law & Policy Review
- **D.** Multi-County Investigations

IV. Section 4 – Introduction to Investigation: Investigation Plan

- **A.** Welcome
- **B.** ACTIVITY: Review Questions
- **C.** Investigation Planning
- **D.** Suggested Interview Sequence

Day 2

I. Section 1 – Elements of Maltreatment

- **A.** Welcome & Ice Breaker
- **B.** Elements of Maltreatment
- **C.** Preparing for Interview

II. Section 2 – Investigation Plan: Interviews

- **A.** Review
- **B.** Reporting Out - Trainer Guidelines

C. Reporting Out - The Reporter
D. Other Reporting Out
E. Interview Practice
F. Interview Practice Continued

III. **Section 3 – Documenting Interviews**
A. Getting Logged In
B. Investigations
C. Documenting Collateral Interviews
D. The Victim Interview or Observation
E. Adding Collaterals

Day 3

IV. **Section 1 – Interviewing Revisited – Prep & Practice**
A. Welcome
B. Review Interview Information
C. Preparing to Interview
D. Interview Practice
E. Decision Point

V. **Section 2 – Applying Structured Decision Making**
A. Applying SDM to Flowers
B. Immediate Safety Planning
C. Practice

VI. **Section 3 – Team Decision Making**
A. Welcome
B. TDM Overview
C. Practice Opportunity

VII. **Section 4 – Division Information Management System Documentation**
A. Review Elements of Maltreatment
B. Adding a Client
C. Updating Client Screens
D. OPTIONAL ACTIVITY: Movement Break
E. Interviews
F. Decision Point
G. Doc Tracking
H. DCS Safety Assessment & Immediate Safety Planning
I. Homework Assignment

Day 4

I. **Section 1 – Review and the Division Information Management System**

A. Welcome, Ticket Outs & Review

II. **Section 2 – Ensuring Safety When There is an Uncontrolled Safety Threat**

A. When It All Goes South
B. Immediate Actions
C. Preparation
D. Removal - Taking Protective Custody
E. Affidavit
F. Affidavit Feedback
G. Decision Point

III. **Section 3 – Investigation Determination**

A. Elements of Maltreatment
B. Developing the Text

IV. **Section 4 – Division Information Management System**

A. Documenting
B. Update Doc Tracking
C. A/N Alleg Screen
D. Contacts
E. Safety Assessment Update
F. Findings Screen
G. Case Connect
H. SDM Risk Assessment
I. PA Report
J. Family First Eligibility Screen
K. Conclusion

Day 5

I. **Section 1 – Division Information Management System Wrap Up & Tickets**

A. Ticket Out
B. Organizers & Timelines

II. **Section 2 – Preparing for Court**

A. Tips from an Attorney
B. Sharing Experiences
C. Alternative Presentation

III. Section 3 – Division Information Management System Work

A. Documentation
B. Investigation Approval

BEFORE YOU TRAIN

Hello and welcome to the Child Maltreatment Investigation Concentration!

This training was prepared for DCFS in partial fulfillment of the professional development of new Family Services Workers. The training will provide an opportunity for the participants to apply the information learned during the online and classroom training.

By this point, participants need to have completed online training Unit 1 through online Unit 8, and all Foundation Training classes. This training builds on that foundation to teach new FSWs how to conduct child maltreatment investigations. How to preserve families, starting with the least intrusive/restrictive interventions. Areas addressed include:

1. Implement DCFS policies and gather all available information to make appropriate decisions during investigations.
2. Determine child safety and implement a collaborative plan to ensure the child's safety in the least intrusive manner possible.
3. Evaluate available evidence and determine the validity of each allegation of child maltreatment.
4. Interact in a manner with caregivers that facilitates their involvement in the decisions regarding their children.
5. Determine whether DCFS services are necessary to reduce the risk of maltreatment by providing interventions that facilitate behavioral changes.
6. Document and present evidence effectively in court to ensure child safety, permanency, and well-being.
7. Document clearly, accurately, and concisely all evidence, interviews, and investigative activities.

The classroom setting provides opportunities for participants to apply the information learned online and in Foundations by participating in experiential activities, group activities, and reciprocal dialogue with the instructor that will intentionally engage FSWs to become active learners. Brain science informs this approach. Cognitive neuroscience studies now demonstrate how the human brain takes in, stores, retrieves and uses information. Many of the activities included are based on the books, *Using Brain Science to Make Training Stick, The Ten- Minute Trainer, and Training from the Back of the Room.* The book, *Using Brain Science to Make Training Stick*, uses a shorthand called "The Six Trumps©." We have developed some graphics with words and images to remind trainers to do the activity as written.

APPLICATION: Students are required to design their own work aids as they progress through the training. This module contains a resource for students titled Investigator Packet. To encourage students to continue their own development work, which will increase the likelihood they will remember the materials, it is strongly encouraged that the

Investigator Packet is not given until the end of Day 4. It can then supplement the work students have already done.

Classroom training consists of 6 hours of instruction, a one-hour lunch break, and 5–10-minute break periods at 1-hour intervals or where the instructor feels logical break periods occur depending on the flow of the classroom instruction or activity.

Trainer materials include learner-led activities, physical movement, images, peer-peer discussions, and incorporating activities that tap into the learners' emotions to help enrich the learning experience. They also include a "Ticket Out" procedure whereby participants will be able to ask clarification questions about the information presented in class that they may not fully understand.

The Ticket Out helps the instructor to:

- Check for understanding, that is, find out what material is most or least understood.
- Decide what material you may need to reteach and/or present in a different manner.
- Answer questions that participants may not feel comfortable asking in front of the entire class.
- Know whether you're on track or not with both the information and the learning needs of the participants.

The Ticket Out give the participants an opportunity to:

- Assess their own understanding of what they have learned.
- Ask questions or make comments about the material anonymously in case they are shy about doing it in front of the whole group.
- Become aware of any confusion that they may be feeling.

Land Acknowledgements

TRAINER MATERIALS LIST

Day 1 – Section 1

- Welcome Power Point Slides
- “Alyssa Lies” by Jason Michael Carroll, https://www.youtube.com/watch?v=nLh5vbBLpxI (5 minutes).
- You Roar - Arkansas Mandated Reporter Portal - https://mandatedreporter.arkansas.gov/
- Scope of Maltreatment Answer Key - pg.52 of Trainer Resources

Day 1 – Section 2

- Handout 1 - Referral Acceptance Snapshot

Day 1 – Section 3

- Handout 1 – referral snapshot – one per table for reference
- Gathering Information Practice Guides from CHRIS Net. There are 6 Guides. Make one copy per table.
- Types of Questions (review from Foundation 5). This page is located in the trainer resources. Make one copy per table.
- PUB – 357 from CHRIS Net – one per table.
- Current Safety Threats – Safety Assessment Procedure Manual
- Interview guides (Trainer Resources) – victim, sibling, alleged offender, collateral guides. Make one copy of each per participant
- Build the Box PowerPoint (located on the MidSOUTH website)

Day 1 – Section 4

- PUB 357 - Child Maltreatment Investigation Determination Guide
- Practice Guides in the Table Handouts
- Plan and Elements of Maltreatment PowerPoint (located on MidSOUTH website)

Day 2 – Section 1

- Ice Breaker Video - https://youtu.be/bQebzv8sShE?si=ApoMV-9xTvCmG5tZ
- PUB 357 - Child Maltreatment Investigation Determination Guide
- Practice Guides in the Table Handouts
- Plan and Elements of Maltreatment PowerPoint

Day 3 – Section 1

- Safety Organized Practice Tip Sheet
- Evident Change Deep Dive Module 6 – PowerPoint

Day 3 – Section 2

- Evident Change Deep Dive Module 6 – PowerPoint (slides 7- 23, 25 and 41)
- Handout 2 - Inadequate Immediate Safety Plan

Day 3 – Section 3

- PUB 35 – Team Decision Making (TDM)

Day 3 – Section 4

- Optional Movement Break Video - https://www.youtube.com/watch?v=EV95g7UITeY
- Arkansas CACD/DCFS Data Collection System - https://cpsint.sdmdata.org/arkansas_dcs/

Day 4 – Section 1

- Wheel Decides Link

Day 4 – Section 2

- Handout 3 - After the Call
- Handout 4 - Poor Affidavit
- Handout 5 – Flowers CFS-411 with Space to Write
- Handout 5A – DCFS Form CFS-411
- PUB 357 – Child Maltreatment Investigation Determination Guide

Day 4 – Section 3

- Plan and Elements of Maltreatment PowerPoint
- Child Protector App Video - https://youtu.be/iFt8S58Ewcw?si=fJgb9vqfdwDDuxzg
- Child Protector App Link - https://www.childrensmercy.org/health-care-providers/refer-or-manage-a-patient/provider-resources/apps-for-providers/child-protector-app/
- PUB 357 – Child Maltreatment Investigation Determination Guide

Day 4 – Section 4

- Handout 6 – Affidavit Checklist
- Handout 7 – Uploading SDM Assessments into Edoctus
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Day 5 – Section 2

- Trainer Resources Pages 20 - 44 for OCC Review
- Testimony PowerPoint (located on the MidSOUTH website)
- Tips From an Attorney Part 1 (3:26) - https://youtu.be/kCkVArsby5g?si=lejcvcwzbaSf3qJV
- Tips From an Attorney Part 2 (3:16) – https://youtu.be/nV6Wjr-qoFI?si=9bBWXg5wJUI-qfjW
- Tips From an Attorney Part 3 (3:33) OPTIONAL - https://youtu.be/RasvUcfrUXg?si=USbR_DxADORAV8jc

Day 5 – Section 3

- Life of a Case Documents
- Handout 8 - Uploading Investigation Files to Edoctus
- Handout 9 - Immediate Safety Plan Example
- Pages 2 and 3 of the Safety Organized Practice Tip sheets

DAY 1

SECTION 1: Investigation Concentration, Welcome & Scope

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Locate and discuss the scope of child maltreatment in the US. • Recognize and articulate the decisions that made them decide on a career in child welfare.
Participant Content:	• Page 1 of Participant Manual - Agenda • Page 5 of Participant Manual – Alyssa Lies Notes • Page 6 of Participant Manual – Scope of Maltreatment Questions • Page 7 of Participant Manual – AR Child Abuse Hotline • Arkansas' 2023 Annual Report Card. https://humanservices.arkansas.gov/wp-content/uploads/ARC-SFY-2023-FINAL.pdf • Children's Bureau – 2022 Child Maltreatment Report https://www.acf.hhs.gov/sites/default/files/documents/cb/cm2022.pdf
Trainer Materials:	• Welcome Power Point Slides • "Alyssa Lies" by Jason Michael Carroll, https://www.youtube.com/watch?v=nLh5vbBLpxI (5 minutes). • You Roar - Arkansas Mandated Reporter Portal - https://mandatedreporter.arkansas.gov/ • Scope of Maltreatment Answer Key - pg.52 of Trainer Resources

INTRODUCTION

TEACHING NOTES

This section has a series of activities to help you set the foundation for successful training with the participants. It's important to take the time to get to know participants and let them get to know each other during each class, as well as create expectations as a group for what the learning environment will look like. Each activity includes a prediction of how long they will take.

Trainer Note: Prior to the class starting to prepare a giant sticky note on the wall to write down and update shared agreements as needed.

ACTIVITY: Welcome & Introductions

ACTIVITY OPTION 1:

Before you dive into the content, welcome the class to Investigation Concentration. Use the welcome slides in the Welcome PowerPoint, located on the MidSOUTH website, for guidance as needed. Introduce yourself to the class. As participants come in, have blank slips of paper on their tables so they can begin filling them out with some of the information below. Some of that information will be duplicated in the introductions.

Explain that participants will introduce themselves to the class, providing the name they wish to be called, their pronouns (if comfortable), and the information about their current posting, as detailed below. (Trainers can vary the bullets as they wish).

- Name you wish to be called
- Pronouns (optional)
- County
- Field trainer
- Supervisor
- Unit (e.g., investigations, protective services, foster care, resource worker)
- Fun fact about themselves
- One useful thing a group member has learned so far

ACTIVITY OPTION 2:

Break the ice with the class with a fun icebreaker that will allow for small conversation amongst the class.

TEACHING NOTES

Ice breaker ideas:

- Name That Tune
- Peak v. Pit
- Two Truths and a Lie

Break the ice with the class in whatever way you feel comfortable.

HOUSEKEEPING & CLASS GUIDELINES

(15 minutes)

Orient participants to the general format of the classroom as well as identify classroom expectations.

DCFS Cell Phone Policy: Ensure that all participants have silenced their agency cell phones and placed them in the designated pocket holder hanging on the wall in the classroom. This is a DCFS requirement to protect our learning time. All agency cell phones can be retrieved during the breaks and returned to the pocket holder. Personal cell phones may remain at your tables but should be silenced and only utilized in case of emergency during training.

Attendance Tracking: Attendance will be taken at the beginning of training. Participants must sign in at the beginning of the day and again after returning from lunch. Emphasize the importance of all participants engaging in their own learning.

Class Format: Daily schedule: 9:00 am until 4:00 pm with a 1-hour lunch break. Lecture/Activities for 50-60 minutes with a 10 -15-minute break.

Agenda: Give a brief overview of the content to be covered today in the morning and afternoon. Direct participants to the copy of the agenda on pg. 1 of the Participant's Manual. Participants will submit a copy of their agenda for their travel reimbursement.

Ticket Out: Explain to the participants the ticket out process if you choose to use this learning tool throughout the course of this unit.

Parking Lot: Create a parking lot area in the training room, utilize this area for participants to place questions that they may have throughout the duration of the unit.

ACTIVITY: Shared Agreements

TEACHING NOTES

(15 minutes)

> **Trainer Note:** Consider writing examples of shared agreements on the flip chart (or virtual whiteboard) in advance. Once the Shared Agreements have been written with group input and discussed, keep them somewhere visible in the room for reference. Emphasize that this is a tool that can also be used with families.

Ask participants the following questions (or insert your own) to facilitate the conversation.

- **What will help you be fully present in training?**
- **How do we want to work together throughout training?**

Take a few minutes to check in and agree on how we will work with one another to help prevent miscommunication. This also helps us model how to work with families and peers. Taking time to build strong shared agreements for our work is an essential first step.

Examples of shared agreements:	
• Share the Floor • Disagree respectfully or Agree to Disagree • Listen and Engage/Participate • Limit Sidebar Conversations • Confidentiality Limitations • Addressing Triggers/Activators • Confidentiality Limits • Timekeeper • Parking Lot • Bio Breaks/Brain Breaks • Manage technology*	• Listen for understanding, not disagreement • Consider others' experiences and perspectives • Be mindful of the difference between intent and impact • Step up, step back • Tolerate ambiguity • Lean into discomfort • Bring a spirit of experimentation and creativity

> **Trainer Note:** Limitations to Confidentiality - Historically, a "Vegas Rule" has been used to signify confidentiality. However, the Vegas Rule has exceptions. A couple of examples of this are if a participant discloses something that violates DCFS policy, the Arkansas Child Maltreatment Act, or makes a disclosure to self-harm or harm to someone else these things must be reported. Make sure this is clear to participants.

ALYSSYA LIES VIDEO

TEACHING NOTES

Now that the tone is set for the classroom. Direct the class to the Participant Manual (page 5) which is a note sheet for the video Alyssa Lies.

Explain that we are starting class with a video. This video is used to promote child abuse prevention. The short but very emotional video sets the tone for the seriousness of the work FSWs do in Child Protection. Ask that they tune in and note:

- Feelings the video invokes
- Observations
- A brief statement about what prompted them to work in child welfare.

Then, show the video “Alyssa Lies” by Jason Michael Carroll (5:00). The video link can be accessed in this section under “trainer materials” or on the MidSOUTH staff website.

Trainer Note: Process the video after the participants view it. Stress that the work of an investigator (or any child welfare worker for that matter) is very emotional work. Ask the learners to talk about the video with each other for a few minutes at their tables. Encourage them to explore the emotions elicited by the viewing of this video. Then, allow some of the participants an opportunity to share their memorable details and their decisions to choose a career in child welfare. Acknowledge that this is what and how you feel when you work in child welfare.

ACTIVITY: Scope of Maltreatment

For the next activity, have the Children’s Bureau’s 2022 report and the Arkansas’ 2023 Annual Report Card open on the board for the class to use during this activity. (The links are provided under “trainer materials” for this section.

You can work through this activity as a class or have each table work through it as a group. Using the Children’s Bureau’s 2022 report on child maltreatment to answer the questions in their Participant Manual.

You can use the bookmark in the PDF document and/or do a keyword search like they do in their policy manuals.

TEACHING NOTES

Trainer Note: To speed up the search you can write the links on the whiteboard for participants:

Children's Bureau 2022 Report

https://www.acf.hhs.gov/sites/default/files/documents/cb/cm2022.pdf

Arkansas' 2023 Annual Report Card.
https://humanservices.arkansas.gov/wp-content/uploads/ARC-SFY-2023-FINAL.pdf

Ask each table to fill in the blanks on page 6 in the Participant Manual.

Answers to the questions are listed below, quick glance answer key is provided on pg.52 of Trainer Resources.

Summarize this section by providing the national statistics based on the

Children's Bureau's 2022 Child Maltreatment Report. The Children's Bureau is in the Administration on Children, Youth, and Families at the Administration for Children and Families within the U.S. Department of Health and Human Services. The National data was collected and analyzed through the National Child Abuse and Neglect Data System (NCANDS).

During Federal Fiscal Year (FFY) 2022, CPS agencies across the nation received an estimated 4.2 million referrals.

- For FFY 2022, a national estimate of 1,990 children died from abuse and neglect.
- During FFY 2022 Arkansas received 57,339 child maltreatment referrals (31,923 screened in and 25,416 screened out).

Next, have participants review statistics from Arkansas' 2023 Annual Report Card.

- During State Fiscal Year (SFY) 2023, Arkansas received 34,162 child maltreatment reports.
- 82 percent (27,877) were assigned to DCFS and 18 percent (6,229) were assigned to the Crimes Against Children Division (CACD) of

TEACHING NOTES

the Arkansas State Police.

- Of the reports assigned to DCFS, 81 percent (22,461) were assigned for an investigation and 19 percent (5,416) were handled through Differential Response (DR).

Conclude this section with a **brief** review of the Child Abuse Hotline. Introduce the You Roar-Arkansas-Mandated Reporter Portal. The portal gives mandated reporters the option of making a report via telephone or electronically. Use page 7 in the Participant Manual to facilitate the review.

Focus on:

- Criteria for report
- Disposition
- Disagreement with disposition
- Faxing a report
- You Roar - Arkansas Mandated Reporter Portal - https://mandatedreporter.arkansas.gov/).

DAY 1

SECTION 2: Locating a Referral on your Workload

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Learn how to locate a referral in the FSWs workload in the Division Information Management System.
Participant Content:	• Page 8 in the Participant Manual – Notes on the Referral • Pages 10 - 11 in the Participant Manual - Calendars • Page 9 in the Participant Manual – Additional Notes & Observations
Trainer Materials:	• Handout 1, the Referral Snapshot on the Trainer’s Example

TEACHING NOTES

Trainer Note: Take a few moments to discuss the language shift from using the term 'CHRIS' to using the term 'Division Information Management System'. The current Division Information Management System is CHRIS.

Midsouth Instructors support one another and must be ready to jump in at a moment's notice if needed. With that in mind, developers wrote the sections in the Division Information Management System with screen paths and directions that enable Classroom Instructors to support CHRIS Instructors in the lab. While not expected to be experts, this level of specificity allows any trainer to teach and/or support this section of training CHRIS lab for one or two times to learn the flow and major Division Information Management System training points. Classroom instructors can also help with any discussion related to good practice, although CHRIS instructors are able to respond to those types of questions as well.

In the lab, students log into the computer, and log into the Division Information Management System Here are the steps and trainer resources available to facilitate logging in.

LOCATING A REFERRAL

Log into the Lab Computer:

1. Be sure you have a copy of the class roster. See the directions for accessing the class roster at the front of the trainer guide. It has student usernames and passwords needed to log into the lab machines.
2. Access a blank copy of the student roster from the General Trainer Resources on the website. Use this to assign students their CHRIS User IDs and CHRIS User Passwords. The User IDs are student1 through student26. The password is student# (example tstudent1)
3. Print the log if you filled it in on your computer.
4. Have students log into the lab computer.

Log In to the Division Information Management System

1. Students click the Division Information Management System icon that says 'CHRIS' on the desktop.

2. Login with their assigned student number and password. Each Student has a corresponding referral in the Division Information Management System with the only difference being the addition of a different alpha character and the end of the referral name. So, for example, student 1 has CaseName-A; student 2 is CaseName-B, etc.

Locating a Referral on Your Workload

1. Before you began the review of the new case, ask students the following questions:

How do you know when you have a new case or investigation assigned to you after the Hotline has accepted the report for investigation and sent it to the County Inbox?

- You receive an email with the information and the date the supervisor assigned it to you.
- It is your responsibility to check your email frequently.
- At login, you have a screen that comes up with new cases/investigations in bold font.
- This refers to the Division Information Management System in your office. Here in the lab, we are going to do this a little differently.

2. Follow the screen path in your manuals:

CHRIS Screen Path: Workload > Click OK Button when the dialog box comes up (it defaults to workload).

Find Flowers (Students will have Flowers-a through Flowers-z). Trainers: Check to be sure everyone has located the Flowers investigation, assigned 8/15/2017, with the worker as Primary.

- While on this screen point out the Referral ID, the date assigned, and the Priority.
- Direct students to note this information in the spaces provided on page

3. Click the Flowers name to highlight (select) it > Show > Referral

I. Give students between 5-10 minutes to locate as many answers to the questions on page 10 as they can. All trainers circulate and provide

TEACHING NOTES

assistance.

II. Now, work your way across the Referral Focus Tool Bar to ensure students have the right answers. See Trainer Resources for correct answers. Start with the Referral. This gives them information on:

- date and time the referral was made to the Hotline,
- referral ID number (in case they did not write it down from the previous screen),
- county,
- family name and contact information,
- caller and caller contact information,
- From this screen students can answer questions 1 – 3.

Next, click **Narrative.** This gives them:

- Information given by the reporter about the child or children's situation.
- Information on alleged offender access to the child(ren).
- Injuries and conditions.
- Risk factors in the home.
- Possible collaterals.
- Information on military active-duty status.
- Supports.
- From this screen students can answer question 8 and can tease out the answer to question 10.

Next, click **DEMO (demographics)**. From this screen they can see:

- Demographic information received by the Hotline
- Role of each family member in the referral
- From this screen students can answer question 4.

Next, click **R/A (Request for assistance)**. In this case, there is no information on the screens.

TEACHING NOTES

Now, look at **Relations**. From this screen, students can find:

- Relationships of a household member
- PRFC(s) information (Person Responsible for Care)
- From here students can answer question 6.
- Students may notice that the father/husband/boyfriend is not included.

Next, click **A/N Alleg (Abuse/Neglect Allegations)**. From this screen students get information on:

- Types of maltreatment reported (Abuse/Neglect category)
- Injury Characteristics
- Injury location and description
- Date or time range of the last incidence of maltreatment
- Alleged offender
- From this screen students can answer questions 4, 5, and 7.

Click **Med/Drug**. Here students can get:

- Medical attention received or needed
- When medical treatment was received
- Who provided the treatment
- Drug information
- Information is specific to client
- In this case, the Hotline did not complete this section although the child was seen in the ER.

Click **Coll (Collateral)**. This screen has information on anyone identified at the Hotline level as a Collateral. In our case, these screens provide a partial answer to question 8.

TEACHING NOTES

Now, click **Notes**.

Finally, click **Ref. Accept (Referral Acceptance)**. This screen gives information on:

- Whether the Hotline did a Central Registry check for other reports on the child or household members
- Whether the report was accepted for investigation or DR
- Whether it is an in-home or out-of-home investigation
- The priority
- The investigating agency
- Whether the report meets the criteria for a Multidisciplinary Team (MDT) referral.

From this screen, students can answer questions 9 and question 11.

Trainer Note: Expand the Help tab to show the MDT definitions and the hotline referral process. Briefly walk through the steps and explain the MDT referral process. Direct staff to go back to their local offices and talk with their supervisors and coworkers to learn more about their MDT and the local protocols.

ACTIVITY: Referral Snapshot

Pass out Handout 1, the Referral Snapshot on the Trainer's Example case. Have the participants review the information in detail. Inform them that they can use page 8 in the Participant Manual to make note of any information they know they will need to follow up on. For example, hopefully, students will pick up on the fact that the narrative addresses a man who may be Jerrod's father or maybe Charlotte's (mom) boyfriend. Other than the documentation in the narrative, there is no further information on this person.

So, during interviews with known family members, this issue needs to be addressed.

Using the calendars on pages 10 - 11 in the Participant Manual or making notes on their graphic organizer, ask students to note the dates and times by which

investigative tasks must be completed. They may also want to look at page 9 in the Participant Manual for prompts. Explain that this activity is the beginning of developing an investigation plan. Remind students they also need OL Handout 8.3.2 later today for the discussion of investigations that cross several counties.

TEACHING NOTES

DAY 1

SECTION 3: Overview of Child Maltreatment Law & Policy Requirements

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Develop an individualized graphic organizer that depicts the required elements of a child maltreatment investigation • Apply investigation policies/procedures to case scenarios • Create an investigation plan • Identify all persons who must be interviewed in a maltreatment investigation • Document a child maltreatment investigation.
Participant Content:	• Page 12 of the Participant Manual – What I Remember About Investigations • Page 13 of the Participant Manual – Commission / Omission • OL Handout 8.3.2
Trainer Materials:	• Handout 1 – referral snapshot – one per table for reference • Gathering Information Practice Guides from CHRIS Net. There are 6 Guides. Make one copy per table. • Types of Questions (review from Foundation 5). This page is located in the trainer resources. Make one copy per table. • PUB – 357 from CHRIS Net – one per table. • Current Safety Threats – Safety Assessment Procedure Manual • Interview guides (Trainer Resources) – victim, sibling, alleged offender, collateral guides. Make one copy of each per participant. • Build the Box PowerPoint (located on the MidSOUTH website)

TEACHING NOTES

Welcome Back

Welcome the class back from lunch. Ease back into class activities with the class with a fun icebreaker that will allow for small conversation amongst the class.

Ice breaker ideas:

- Name That Tune
- Peak v. Pit
- Two Truths and a Lie
- Myth v. Fact

After the icebreaker, dive into the content.

INVESTIGATION INTERVIEWS

Trainer Note: The training scenario students reviewed looks deceptively simple on the surface. But as so often happens, it turns out that there are numerous people who need to be interviewed and several issues of compliance with new legislation that must be addressed (primarily involvement of fathers and identification of possible placement resources during the investigation). So, it becomes complicated quickly. Our challenge is that we are trying to do 30 days of work in a one-week training.

After a review of the referral, you have the following people that students will interview. Through their interviews, they discover other people who must be interviewed. All totaled interviews include:

- Reporter Hannah Lewis, a medical professional
- ER Doctor Rhonda Dickson, collateral
- Georgia Weems, maternal grandmother, collateral
- Charlotte Flowers, mother, PRFC, and Alleged Offender
- Jerrod Hill, the alleged victim (observe because too young to interview)
- Frankie Flowers 5 y/o sibling – will need to see if she stays a sibling or whether she is also a victim
- Jerrod's father – whose name was identified through interviews, will need to be added as a client/AO, complete the relationship screen

TEACHING NOTES

- Dr. Jackson Farley – mother's mental health doctor, collateral, add collateral
- Det. Sherman Goodnight – Detective in the county where Jerrod's father resides, collateral; add collateral

Obviously, we do not have time for each student to practice interviewing each person and then document the interview in the Division Information Management System. The reality is that in a training environment, we must deviate from the reality of the field due to time constraints. The dilemma quickly becomes do we have students document all interviews in the Division Information Management System or do we have them practice all interviews but only enter select ones? There are positives and negatives to each training pathway.

The way Midsouth addressed this problem in the past was to have students practice the interviews but only document select interviews (enough to be able complete the finding screens, make a determination and close the investigation). The downside to this method is that although we talk about the importance of collateral interviews, by not documenting them we subtly undermine the point we attempted to make. It is the same dilemma with sibling interviews. The positive is that we can complete the Division Information Management System work during the time provided.

Team Method: The new method in the current training model involves teaming in the classroom and in the lab. While at first glance this may seem far removed from practice in the field, FSWs frequently team in investigations (whether they recognize it as teaming or not). When they are secondary on a CACD investigation and perform tasks on that investigation, they are teaming with the lead investigator. As new employees, they may assist as secondary on investigations by calling the reporter or other collaterals. When they are on-call and transition the case, they document their work before transitioning to a new lead investigator. All of these examples are real-life examples of teaming. The downside of this method is that smaller counties may have less opportunity to assist each other this way.

The Trainer Guide from this point forward is written to provide directions for the teaming method. This will involve creating the teams in the classroom and then seating teams accordingly in the lab. Trainers who field- tested teaming found that it worked best with **teams of two individuals**.

See Trainer Resources for a table on interviews for each team member. You may decide to shuffle these around somewhat, but this is the suggestion so that each person enters at least one very long interview, each person enters a collateral, each person either adds a client or adjusts a role in the referral, each person adds a

TEACHING NOTES

collateral, etc.

As far as conducting the interviews, decide which ones will be conducted in a "fishbowl setting" and which ones will be done by individual team members. (This will partly be determined by class size and whether you will need to split the group with one trainer taking half the group and the other trainer taking the rest of the group.) For example, Team Member 1 may interview the reporter, and Team Member 2 may interview the doctor. Then the team members will compare notes prior to interviewing another person or observing other class members interviewing a person in the referral. Likewise, it may make sense for interviews with the grandmother, Frankie, and the father to be in a fishbowl format with different people taking turns in the interview chair.

Unless the group is very large and you need to assign a set of students to Jerrod, provide all students with the Jerrod script since this is a child who is too young to be interviewed. That way, everyone has the information about the alleged victim.

There is one other set of "interviews" that you may decide to do differently. The detective and the psychiatrist are both relatively short interviews. You may have the class format questions that they would ask these two players but then provide the scripts. The class could still see that there was information these two had that they would only provide if the investigator asked. And it would still allow the team members an opportunity to add a collateral to the investigation. Adding the collateral is the main CHRIS teaching point for these two as the teams will have already entered three other collateral interviews (reporter, doctor, and grandmother) who were added as collaterals by the Hotline.

Using the two options above reduces the number of role-played interviews from 9 to 6.

Trainer Note: (Interview tips) Before conducting the interviews, conduct a brief review of the information presented in the previous training related to Family-Centered practices. The practices that enhance and inhibit effective communication with families. Remind the participants to follow the Solution-focused interviewing strategies and to use solution-focused interview questions. Tips for the workers, try interviewing the child using the three houses. Additionally, staff can use solution-focused questions to engage the family in a discussion to get a rigorous and balanced assessment.

In addition to interviews, the instructor will assign other tasks to students, such as updating document tracking, keying the safety assessment, keying the immediate safety plan, completing the report to the PA, etc. This will in part depend on how fast the various students work.

TEACHING NOTES

KEY DECISION: Prior to class decide how many interviews will be done. This decision is a joint decision between the Classroom and the instructors. It may be that the decision is to do most if not all the interviews on Day 2 and have an extended lab time on Day 3. Once the class has interviewed the reporter, the doctor (collateral), the grandmother (collateral), the victim, the sibling/victim, and Mom (PRFC/AO), they will be ready to do a safety plan. Interviews with the three people the class learns about in the interviews at grandmother's home, - Father (PRFC and A/O), Detective (collateral), and Psychiatrist (collateral) – are needed for determination but can be conducted later in the class week but before the affidavit.

Trainer Note: Have collage-type materials available on the tables. Ask the class to start making a list of everything they can remember about the tasks and time frames for an investigation. They worked on this before lunch in relation to the Flowers investigation and online training addressed these time frames and tasks in more global terms. It is permissible for students to work together as people slowly join the group or they can do this as an individual exercise. This work is used a little later to review the policy, procedures, and time frames. There is a note-taking page on **page 9** of the Participant Manual. Students can use this page, or they can use other materials available on the table. Explain that they are, in essence, making their own work aid to remember the tasks in an investigation. When they can, plug in the information from the Flowers family. For example, by what specific date and time must the Flowers investigation be initiated?

BUILD THE BOX – LAW & POLICY REVIEW

Start this section off with a review of the child maltreatment act and the policies/procedures related to child maltreatment investigations. Relate the policies to the Flowers investigation. This review covers pieces of several online pieces of training. Participants will build a box of laws and policies in which investigations are conducted in Arkansas. Use the Build the Box Power-Point Presentation.

Throughout the presentation remind the participants that as an agency they build the box, remind them that they have covered the main policy and procedure requirements in an investigation. This sets the parameters of practice. But within this box, they want to reflect family-centered values, respect, and acceptance of individuals. Appreciate their differences, involve individuals and their safety networks, and in general reflect the Practice Model.

After the presentation give participants a few minutes to update their graphic organizers. They can use the review page in the Participant Manual, or they can use materials on the table to build on.

Move into the next part of the review. Participants will need OL Handout 8.3.2 from Unit 8 Online Training. The online policy exercise tested participants' ability to tease out the answers to how to handle multiple county investigations, and in a sense, some broad responsibilities of secondary assignments in these situations. The suggested answers are in the Trainer Resources for this concentration.

Take a few minutes to discuss the practice exercise, Handout 8.3.2. This is a case scenario involving the Starkey Family. As you remember during the online training, you responded to the six questions. The handout was an opportunity to demonstrate your skills to use policy to find the answers to the questions. Investigations that involve more than one county can be complicated and have many places where children can fall through the cracks if counties do not coordinate with each other. Take a few minutes at your tables to compare your work. If there are differences in your answers, see if you can resolve those.

If you have a medium size to a large group, give the class the answers after they have had some time to work together. Then take questions. If you have a small group, you likely have time to ask a volunteer to read the narrative information contained in the handout. Next, go around the room to allow the participants an opportunity to respond to the questions. Allow time for discussion after each question.

MULTI-COUNTY INVESTIGATIONS

Trainer Note: Over the years, Arkansas has had several child deaths when confusion occurred in multi-county investigations. These were in part due to the original county thinking they were done because the family moved, and to the receiving county not following up with people in the originating county who had key information about the case.

OL Handout 8.3.2. Addressed multi-county investigations. Another thing FSW must master is Multi-Agency Investigations.

- Remind staff that in the state of Arkansas, the two entities that conduct child maltreatment investigations are DCFS and the Crimes against Children Division of Arkansas State Police (CACD).
- Cases of severe maltreatment are assigned to CACD, they are tasked with assessing the victim's safety and completing the entire investigation. This includes the safety assessment demographics section, the factors influencing

TEACHING NOTES

child vulnerability, and the current safety threats.

- During the investigation, if CACD identifies a current safety threat that places the children in imminent danger of serious harm, they will immediately contact DCFS via telephone and request an assessment.
- DCFS will be given a secondary assignment to the investigation. Even though CACD has identified a safety threat, the FSW will assess the situation. Additionally, DCFS will respond to the request in a timely manner, complete sections 3 and 4 of the safety assessment, and complete the immediate safety plan If applicable. After conducting a rigorous and balanced assessment, DCFS will make the final safety decision.
- During the assessment, DCFS will ask solution-focused questions. These questions will assist in gathering information to determine what they are worried about, what is working well, and what needs to happen. If DCFS determines the children are safe, they should document the results of their assessment in the safety assessment and in their interview notes. If DCFS determines the children to be unsafe, they have two options: a written immediate safety plan or removal. If CACD was worried enough about safety to call DCFS, make sure your narrative supports your assessment. If you determine that the children are safe, or if they can remain in their homes with an immediate safety plan.

Before the break, lead a brief discussion on the following information:

The Centers for Disease Control and Prevention (CDC) defines child maltreatment as “any act or series of commission or omission by a parent or other caregiver (e.g., clergy, teacher) that results in harm, potential harm or threat of harm to a child.” Arkansas uses similar language.

Think to yourselves for a minute about what might constitute an act of commission and what might be an act of omission. Then add this question: When assessing child maltreatment, is it abuse or neglect if the parent didn’t mean to hurt the child or for the child to get hurt? (This question is posed on page 13 of the Participant Manual for notetaking). OK, talk about this for a few minutes at your table.

Give participants a few minutes to talk it over. After two to three minutes ask one person from each table to rotate to the table to their right to share and compare ideas.

Ask the groups to share their thoughts on acts of commission and omission. Here are examples to use only if the groups do not come up with good examples on their own. Take a moment to provide examples of the acts of commission and omission.

- The mother who places the child in the bathtub and holds his head down in the water until he drowns; this is an act of commission.
- The mother who places the child in the bathtub goes off to check Facebook

TEACHING NOTES

and returns 15 minutes later to find the child lifeless and submerged in the water; this is an act of omission.

- Acts of commission (child abuse) include physical, sexual, and psychological abuse. These acts are deliberate even though harm to a child may not be the intended outcome. Intention only applies to the actions of the caregiver and not the result of the act. For example, a parent may intend to hit a child as a form of punishment but not intend for the child to suffer from a concussion. The act of hitting the child is deliberate and intentional and is not accidental.
- Acts of omission (child neglect) fail to provide for the child's basic physical, emotional, and educational needs. Neglect also includes failure to protect the child from harm or potential harm. As with the acts of commission, harm may not be an intended consequence of neglect.

The discussion around the question of intent needs to focus on the fact that there does not have to be intent to injure or cause harm.

Remember the analogy from online training. Federal law drives the car. In this case, the driver is the Child Abuse Prevention and Treatment Act (CAPTA), 42 U.S. Code 5101, as amended by the CAPTA Reauthorization Act of 2010. By federal law, each state is responsible for providing definitions of child abuse and neglect. As we go through the next four days, we will refer to the legal definitions of maltreatment and apply those definitions to a case scenario.

Time to take a break. **During the break, put the Table Resources on the table if you have not already done so.**

- Handout 1 – referral snapshot – one per table for reference
- Gathering Information Practice Guides from CHRIS Net. There are 6 Guides. Make one copy per table.
- Types of Questions (review from Foundation 5). This page is located in the trainer resources. Make one copy per table.
- PUB – 357 from CHRIS Net – one per table.
- Current Safety Threats – Safety Assessment Procedure Manual
- Interview guides (Trainer Resources) – victim, sibling, alleged offender, collateral guides. Make one copy of each per participant.

DAY 1

SECTION 4: Introduction to Investigation: Investigation Plan

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Family Service Workers will identify the elements of maltreatment. • Family Service Workers will practice interviewing pertinent people in the investigation by using solution-focused questions.
Participant Content:	• Page 14 in their Participant Manual – Elements of Maltreatment • Pages 15 - 16 in the Participant Manual - Preparing Interview Questions
Trainer Materials:	• PUB 357 - Child Maltreatment Investigation Determination Guide • Practice Guides in the Table Handouts • Plan and Elements of Maltreatment PowerPoint

TEACHING NOTES

WELCOME

Welcome the class back from break.

The next activity is a review. Make your own exercise for this quick review Keep this to under two minutes.

ACTIVITY: Review Questions

- What are the 5 primary categories of maltreatment?

  Abandonment, Neglect, Abuse, Sexual Abuse, Sexual Exploitation

- What are the time frames for initiation?

  24 hours/72 hours

- What constitutes initiation?

  Interview the alleged victim outside the presence of the alleged offender/observe the child if the child is too young to interview

- List things you do to demonstrate due diligence to initiate an investigation and/or to locate absent parents.

  - **Unannounced visit to the home on 3 different days or at three different times of day**
  - **Contacting reporter**
  - **Visit/contact the child's school**
  - **Certified letter to address given by the reporter**
  - **Search AASIS and ARIES (DCO); directly contact DCO in your office**
  - **Contact utility companies**
  - **Contact local and state law enforcement**
  - **Contact the post office**
  - **CLEAR search**
  - **Contact relatives (due diligence to locate non-custodial parent)**
  - **Information from the birth certificate (due diligence – noncustodial parent)**

TEACHING NOTES

INVESTIGATION PLANNING

Ask participants to get their referral snapshot activity from earlier today out. If they have not already done this when they came in this morning, spend the next few minutes comparing answers and making notes on places where you have questions or where there were differences of opinions. The activity involved answering a series of questions about the referral on the Flowers family and identifying areas from the referral that they must follow up on. Consider having a scribe list the points on a flip chart.

Ask the groups to do a quick report out on areas they identified for follow-up. Basically:

- Who do they know they need to interview?
- Who are the fathers of the children? Where are the fathers of the children?
- Where are the children (at the mother's home address or somewhere else)?
- Search the Division Information Management System. (In this case, they would not have found any prior cases.)
- Law enforcement follow-up on DV incidents.
- What will initiate the Flowers investigation?
- By what date do they need to complete their work and submit it for supervisory review?

Try to keep this activity to under 10 minutes. Use the Plan & Elements of Maltreatment PPT to summarize. Put the PowerPoint slide on INVESTIGATION PLAN up where participants can see it as you quickly cover the following:

- With this exercise the class has begun developing an investigation plan.
- In real practice you may not write down a formal plan, but you need to have a plan at least in your head of how to accomplish all the required elements of an investigation.
- Your plan sets out the key aspects of the investigation and when/how/where they will be carried out.
- When possible, staff should develop the investigation plan in consultation with their supervisor to ensure that it reflects all of the required investigative activities, especially while they are new to the job.

TEACHING NOTES

- Plans must be flexible because they will change as you gather information. While it is important to start with a plan, investigations rarely proceed as originally predicted. Be ready to revise the plan, as new information emerges. Always follow the facts, rather than trying to make the facts fit into the plan.
- Based on the information gathered during the intake, each investigation plan

  addresses the following:
  - What is the major category/type of maltreatment
  - When does the investigation needs to be initiated and how.
  - An interview of a child or observation of the child.
  - Work needed before initiation (Division Information Management System review, reporter, and possibly other collateral interviews).
  - Who will be interviewed?
  - Where the interviews will take place.

Trainer Note: Remind participants that DCFS staff are encouraged to take victims of Priority 1 reports involving sexual abuse, physical abuse, neglect, and witnesses to violence to the nearest Child Safety Center for interviews whenever available and appropriate. In some cases, it may also be appropriate to take child victims of certain Priority II maltreatment reports to the nearest Child Safety Center for an interview.

- When the interviews will be conducted
- How many interviews will likely be needed (will likely change as you get more information).
- How long each interview will likely last (be careful: Interviews with adults can last as long as they need to last in order to gather the information. The times can depend on the interviewee’s developmental level and attention span). Overall, the interview with a child should last no longer than 50 minutes.

Whether you must notify any other agencies to participate in the interviews.

TEACHING NOTES

Trainer Note: Provide staff with a definition of Multidisciplinary Teams (MDT). MDT is a collaborative group of individual professionals from diverse organizations and agencies who work together in a coordinated manner to ensure an effective response to child abuse and neglect cases. MDT is a process, not just a meeting. Local MDT teams work diligently to ensure no child victim is overlooked and to ensure essential services are provided in a timely manner.

Criteria for a referral to the local MDT are listed below:

1. Priority I investigations, with either CACD or DCFS, selected as the investigating agency or
2. Priority II with Sexual Abuse as the Abuse/Neglect Type Category and the CACD is the investigating agency.
3. Date all FSW work is completed and submitted for supervisory review.

For the rest of today and tomorrow

Using the materials on your tables we will:

1. Identify the elements of maltreatment in the Flowers referral and look at where we will need to assess to determine if there is a preponderance of evidence to support a True finding.
2. Identify tasks and dates; note these on either a calendar or your graphic organizer (already done).
3. Develop questions to ask specific people to get the information needed to conduct a rigorous and balanced assessment to ensure the child's safety and to make a final determination. Refer to unit 5-Engaging Families. Remember that the questions should be solution-focused and strength-based. Additionally, remember to utilize the Three Houses to solicit the child's voice during the assessment. The information gathered should focus on the caregiver's behavior that you are worried about and how the behavior impacts the child. Does the caretaker's behavior place the child in an environment that is unsafe?
4. Practice interviewing pertinent people in the investigation by using the three questions below: Use solution-focused questions to delve deeper.
    - What are we worried about?
    - What is working well?

TEACHING NOTES

- What needs to happen next?

5. At points, we will take the information we have and enter the interviews, clients, etc. into the Division Information Management System.

SUGGESTED INTERVIEW SEQUENCE

Conduct a brief discussion about the order of the interviews. We have already looked at who needs to be interviewed. Do a quick shout-out of these names.

1. Have students number them in the order of who to interview first, second, third, last, etc. (when circumstances permit).
2. Encourage interviewing the reporter and the ER doc before going to the home. Note Grandmother as a collateral may also be interviewed by phone.
3. Encourage interviewing the grandmother and the sibling before interviewing the mom. Remember to use The Three Houses when interviewing the sibling, if possible. (Refer to the trainer resources for copies of this resource)
4. Ask the class why the alleged offender is interviewed last? (The primary reason is that the investigator goes into that interview with as much information as possible. This information makes it easier to assess the truthfulness of the alleged offender's responses.)
5. Note that the suggestion to interview the alleged offender last is with the caveat that you still need to interview them soon, i.e., do not wait until the 29th day. In our training scenario, for example, the mother is the alleged offender. She is living with her mother (temporarily) who is a major collateral. In addition, a verbal sibling is present. So, a logical order of interview would be to view Jerrod, interview grandmother, and sibling, and then interview Mom as the last interview of people at that residence. That way, as the investigator, you have the information from the ER nurse (reporter), the ER doctor, another collateral (grandmother), and a sibling before you go in to talk with Mom. Information from these interviews taken together will inform your decisions about safety.

Be sure to note that while this interview sequence is suggested, each report will be unique and it may make sense to shuffle the order, i.e., to amend your original investigation plan.

TEACHING NOTES

Trainer Note: Point out the current version of PUB 357, the Child Maltreatment Investigation Determination Guide. The Pub has been revised and formatted to help identify the five (5) categories of maltreatment, along with the elements of specific types of maltreatment under each category. (Note: The Office of Hearings and Appeals uses this approach of looking at whether documentation in a case provides a preponderance of evidence to support each element. Their stance is that if each element is not supported, then the report is Unsubstantiated).

Additional Resources: There are six (6) Practice Guides in the Table Handouts with suggestions and directions on Gathering Information. Make enough copies of each guide to put on the tables. Have the guides on the appropriate tables when the class starts the part of this exercise where they develop questions.

DISMISS FOR THE DAY

DAY 2

SECTION 1: Elements of Maltreatment

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Family Service Workers will practice interview skills.
Participant Content:	• None
Trainer Materials:	• Ice Breaker Video: The Numbers Game (2:53) - https://youtu.be/bQebzv8sShE?si=ApoMV-9xTvCmG5tZ • PUB 357 - Child Maltreatment Investigation Determination Guide • Practice Guides in the Table Handouts • Plan and Elements of Maltreatment PowerPoint (located on MidSOUTH website)

WELCOME & ICE BREAKER

TEACHING NOTES

Welcome the participants back for Day 2 of Investigations. Since participants tend to be a little groggy in the morning, you can start today's session with a fun icebreaker – The Numbers Game (2:53). (Link provided in the "Training Materials" portion of this section).

Materials needed:

- Printed or written individual copies of the numbers 1 – 10 (2 - 3 sets depending on group size).
- Write out random numbers of your choice. Your class size will determine your group size, which will determine your number choices.

Instructions:

- Have the class split into 3 groups of 10, or 2 groups of 10.

  If your class isn't big enough for groups of 10 have them gather in groups of 4 – 5.
- Each group will receive its own set of numbers (if it's a group of 10, the group will receive numbers 1 – 10. If it's a group of 5, the group will receive numbers 1 – 5).
- Ensure there is a distinguished space between each group.
- Each group member will hold a number 0 – 10 (or 0 – 5, depending on class size) to make all numbers visible for each team.
- Now, the fun begins. As the game host, you'll call out any number you desire or that you have previously written down for this activity. Just ensure that you do not call out duplicate numbers.
- The goal of each group is to be the first group to arrange the number you call out.
- You can award a point to the group that arranges the number the quickest and continue the game until one group reaches 3 points.
- You can award a prize of your choice to give to the team that reaches a total of 3 points.

After the ice breaker, it's time to dive into today's content.

TEACHING NOTES

ELEMENTS OF MALTREATMENT

Direct the groups to the maltreatment types in Pub. 357. Remember, the overall category of maltreatment reported is Neglect. The two types of neglect reported are failure to provide necessary medical treatment and inadequate supervision by leaving a child alone.

Look at the overall definition of Neglect in the PUB. (You can also use the Plan & Elements of Maltreatment PPT for the definition of neglect). Identify the elements you must address. Let group members talk together to see if they can tease out the elements they must address to say yes, or no neglect occurred (by a preponderance of the evidence).

Tell them to make notes on page 14 in their Participant Manuals. Provide the following example: It may seem obvious, but you must have a preponderance of the evidence that the alleged victim is a child. Now, see if you can find the other elements for the category of Neglect and the elements of the two types reported.

- When the groups report out, be sure they identify that there must be an act or an omission.
- The person committing the act or omission must be a parent, guardian, custodian, foster parent, or person entrusted with the child's care by a parent, guardian, custodian, or foster parent.

When reporting out on the types – failure to provide necessary medical treatment and inadequate supervision by leaving a child alone – be sure they identify:

- Failure to provide necessary medical treatment.
  - Was there a medical condition that needed treatment? What did the medical collaterals think?
  - Was the condition one that lack of treatment could cause long-term harm or immediate serious harm? What did the medical collaterals think?
  - Was there a lack of follow-through on a prescribed treatment plan for a condition that could become serious enough to cause harm if the treatment plan was not implemented?
  - What is the parent's attitude toward follow-up?
- Inadequate supervision by placing a child in a dangerous situation.
  - Was the child left alone at an inappropriate age or in circumstances that created a dangerous situation/puts the child at risk of harm?

TEACHING NOTES

- Were parents/caregivers present but still placed the child in a dangerous situation or situation that put the child at risk of being harmed?
- Summarize with the brief Plan & Elements of Maltreatment PPT.

PREPARING FOR INTERVIEW

> **Trainer Note:** How many interviews you prepare for here will be in part determined by whether you decide to do some interviews and document the results in the Division Information Management System or whether you do all the interviews and then have extensive CHRIS work in the lab. Shift time frames for days 2 and 3 to accommodate the choice. Be sure all instructors know the plan.

Assign each table at least one person or people listed in the report. Their task is to develop a plan for interviewing these people. There is a guide on pages 15 - 16 in the Participant Manual. Be cognizant that the people at tables will be teaming up in the lab in groups of two. So, assign your teams and be sure that interview tasks are split between the team members. Also, note to students that the guides cover the major parts of a forensic interview – Introduction/Engagement – Fact Finding – Closure. (Refer to unit 5 –Engaging Families).

Before the safety assessment can be completed, the class will need to interview the reporter, the ER doctor, the grandmother, and the sibling (who is going to turn into a

victim), initiate the report by observing the non-verbal victim and interview the mom. Decide how many you are going to prep for, interview, and enter into the Division Information Management System today and structure accordingly. See suggestions in the opening trainer note regarding which interviews might be addressed through providing the script.

Remind students that there are Gathering Information Practice Guides on the table that might help them formulate questions and/or determine the purpose of the interview. Ask them to write their responses on a flip chart because we will be using the information later.

Once the groups are clear on the instructions, give them time to work on the assignment. Monitor time to see how much they accomplish before the break. Decide how much of the reporting out to do before breaking for a few minutes. After sufficient time, tell the groups to stop. Then ask one member of each group to volunteer to go to the next group. When the volunteer gets to the new group, let them quickly review the group's work and see if they have any questions they would add.

TEACHING NOTES

DAY 2

SECTION 2: Investigation Plan - Interviews

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Family Service Workers will practice interview skills.
Participant Content:	• None
Trainer Materials:	• None

TEACHING NOTES

REVIEW

Structure your review based on how far you got in the materials. Consider having students walk by each flip chart and review the work done so far. They might feel free to add a question or an idea for the Introduction, Engagement, Information Gathering, or Closure. Be sure to have students note on their calendars or graphic organizers who will be interviewed, when how/where etc. This is creating/updating the plan.

REPORTING OUT – TRAINER GUIDELINES

First, think about how many different interview preparation report outs you want to do here. A suggestion would be to have the report out on the Reporter and the ER Doctor and then practice those two interviews before lunch. If students are role-playing for these interviews, consider giving them the script to study during the break.

As students start the reporting out, here are some general guidelines for instructors related to the purpose of certain interviews (taken from the Practice Guides on Gathering Information). Go over these only if students do not hit the mark when they are reporting out.

- **Reporter:** The purpose of the interview is to speak with the reporter to obtain a description/verification of what was reported. It is very important to obtain a description of the home environment or the child on reports alleging environmental neglect or physical abuse. A conversation with the reporter only asking if they have additional information to add to the report is not an acceptable interview. The investigator should go over the details of the report with the reporter to ensure the information is documented accurately. At the conclusion of the interview, ask the reporter if he/she has additional information to add.
- **Identified Child Victim:** The purpose of the interview with the victim is to gather information regarding the alleged maltreatment and any risk of future maltreatment and to assess the child's immediate safety. The investigator's purpose goes beyond just finding out what happened concerning the alleged maltreatment. The interview with the child addresses the worries, concerns, strengths, and needs of the child, their caregivers, and their family. Remind staff of the tools to help them include the child's voice when gathering information.

TEACHING NOTES

- **Siblings or Other Children in the Home or in the offender's home:**

  The purpose of these interviews is to determine if siblings or other children have been abused or neglected or are at risk of being abused or neglected. To gather corroborating information about the nature and extent of any maltreatment of the victim, and to gather further information about the family that may assist in assessing risk to the victim and any siblings.

- **All of the non-offending adults in the home:** The primary purpose of the interviews is to find out what the adults know about the alleged maltreatment and to gather information related to the immediate safety of the child. Another purpose is to obtain information regarding family strengths, protective factors, and safety networks. It is also to determine the adult's capacity to protect the children.

- **Collateral Sources:** The purpose of this interview is to obtain information from individuals who can provide information concerning the safety and well-being of the children, the parents functioning, the quality of the home environment, and the quality and stability of the relationship between the family members. Remember to ask strength-based questions.

- **Alleged Offender:** The purpose of this interview is to evaluate the alleged offender's reaction to the alleged maltreatment, the child, and his or her condition. It is also to gather further information about this person and the family concerning the children's safety. Additionally, the interview will help the worker explore their worries along with the family's worries. During the interview, staff will identify what is working well for the family and what needs to change. Remember to use strength-based, solution-focused, and solution-building questions. Ask questions that reveal the caretaker's behavior and how the behavior impacted the child. Also, focus on the behavioral changes needed to ensure the child's safety and prevent future harm. (Refer back to Units - 2 and 5 and Safety Organized Practice).

Another activity to consider is a quick brainstorming session where the trainer poses the following questions, and the students respond. If you do this, then list the answers quickly on the whiteboard or a flip chart.

- Why would best practice suggest that you Interview family members separately? (To avoid the possibility of contaminating each individual's recall; to minimize intimidation, to assess the accuracy of reported information – consistency between family members on an event).
- Why do you not volunteer information you got in interviews with others? (To avoid contamination, to assess consistency).
- Can you make promises to interviewees? (It depends but never promise

something you cannot deliver)

- What are the advantages to conducting interviews in person (telephone interviews do not count as a face-to-face interview, assess body language and other para-verbal communication, richer communication)?

REPORTING OUT – THE REPORTER

Begin the reporting out with the group or groups who had the reporter. Note whether their assessment of the purpose of this interview is congruent with the information above. Ask any group that was assigned the reporter to share their suggestions/questions with the larger class. (The group should already have these questions on a flip chart). During the walk-around review, other groups had an opportunity for input. However, ask the larger class if they have anything else they would like to add.

Next, take a minute to reflect on the information you learned in Online Training and Foundation Unit 5 about communication and interview techniques.

- Who remembers what the concept of funneling means when we are discussing interviewing? (The idea is that you start broad and gradually focus in on areas).
- We want to start with open-ended questions or directives when at all possible. Our next focusing or funneling technique would be multiple-choice or forced-choice questions about the information we got from the opened questions.
- So, let's look at our list of questions and see if any need to be tweaked. (Give them a minute to tweak the questions – preferably changing yes/no questions to open-ended).

Finally, let's think about how the reporter might feel when we call. After all, she has already spent time making this report to the Hotline.

- List two or three things you might say to open the conversation.
- What information do you anticipate getting from the reporter?
- What do you want to ask the reporter?
- What is a good closer or set of "last questions?"

TEACHING NOTES

To recap – at this point the class should have a list of questions to ask the reporter, a list of ways to open the conversation, and a list of ways to close the interview. Make the following points if the class did not bring them up:

- Reporter may be touchy about having to “re-report” to DCFS after having talked with the Hotline. Do the class “openers” take that into consideration?
- New – can the reporter clarify whether there is a father/boyfriend/husband? Can the reporter give a detailed description of the injury? Do the medical records show any other significant family members and contact for that family member?

OTHER REPORTING OUT

Repeat the process used for the reporter to report out on the ER Doctor, and other people assigned before the break. It will likely go quicker than the first report out.

INTERVIEW PRACTICE

Determine who you are going to interview and how (Fishbowl or other). Split the class if necessary with part of the group taking the Reporter and part of the class taking the ER Doc.

Tell the class that there are four (4) roles for the next part. These roles are (1) Interviewer, (2) Person Interviewed, (3) Coach, and (4) Note- taker. Let each group decide who is taking each role. (Combine Note Taker and Coach if your group is very small.) Ask them to quickly decide who will start interviewing and who will take the first role as the person being interviewed. Give the role players the same kinds of cautions as were given yesterday about staying in role. It is OK not to volunteer everything you know. It is OK to make the Interviewer work for some of the information. Your script will tell you what you will volunteer and what information you have but will only give if the interviewer asks you directly.

Have the Note Taker/Coach and Interviewer grab the Interview Outline for the corresponding Interview subject (the Reporter Outline, the Collateral Outline, the sibling outline). Be sure the Interviewer can see the list of questions to ask. Position the interviewer/Interviewee back- to-back (for any interviews that are taking place over the phone – which may be reporter, doctor, and grandmother). That way, the interviewer only has words and para-verbal communication. Coaches: Be ready to help if the interviewer gets stuck. When everyone is ready, start the interviews.

TEACHING NOTES

Circulate through the groups as people are interviewing. Assess whether people are staying on task. Make note of where you see particular strengths. If people are not finished in 30 minutes, consider calling time.

After students complete their interviews:

- Let staff who were interviewed talk about how the experience felt.
- What did the interviewer do well?
- What specific questions did he or she ask that prompted you to tell more?
- Where could he or she improve?

> **Trainer Note:** Make note of the factual information from each report out on a flip chart or poster that can be taken to the lab. What new information that could help the investigation (if any) did you learn? Trainer: Make a note on the flip chart or poster of new information that came to light through these interviews.

Before breaking for lunch, make sure that everyone in the class is clear about the information received from the people interviewed. Let them update their calendars with the date and type of the interviews. (For example, hopefully, the investigation plan has the two hospital collaterals taking place prior to the date and time the investigation is initiated).

TEACHING NOTES

INTERVIEW PRACTICE CONTINUED

When the class returns from lunch, have a review that involves movement of some sort. Since there is flexibility in how far you got in the morning, tailor the review around that. One idea might be to make several posters that set out the elements of the investigation. Ask students to walk around and make notes of information they received in the interviews that would go toward either establishing preponderance of evidence for those elements or would be mitigating factors that might lead toward a reasonable explanation to account for the facts. (There isn't really any exculpatory evidence in these two interviews. Both of them support these elements:

- Alleged victim is a child
- Omission on the part of the parent in seeking medical care
- There was a medical condition that needed treatment
- There is a potential that continued lack of treatment could cause harm
- Concern that the care giver will not follow through on a medical treatment plan

There is weaker support but still, some support for the child's caregiver was present but placed a child in a situation with risk of harm (unable to account for bruises). The child's small size may indicate a problem. It is something to keep in mind as the investigation moves forward.

When the students return to their tables, pass out the "Interview" Information on Jerrod if you have not already done so. This tells each student what they found when they viewed the child. If one group had Jerrod, ask them to share any other questions they would have for grandmother, mom, Frankie, and others based on what they saw.

Continue as you did in the morning. Lead a discussion about whether the class would interview the grandmother on the phone before going to the home or if they would wait until they arrived at her home to talk with her. Why or why not? (Neither answer is wrong – students just need to be able to explain why they chose the location and type of interview that they recommend for the grandmother).

If grandmother was one of the people that the class prepared for in the morning, start with the report out. If the class did not prep for interviewing grandmother, consider letting all small groups prepare for interviewing her and then report out. Record the prep answers on the flip chart. This interview is one to consider doing in a fishbowl format (unless the class is very large).

TEACHING NOTES

One thing to consider doing before the break is a review of other people you have identified as needing to interview.

- From the interviews with all collaterals, you have gotten indications of domestic violence. The presence of domestic violence in the home will impact your decisions about safety.
- In addition, through the grandmother's interview you learned the name of Jerrod's father and that he is living at the address listed in the Division Information Management System as the family's address.
- You know that Mom sees a doctor for medication management for her mental illness. Whether she can adequately parent her children if she is not on her medication is an area for further assessment when trying to determine safety decisions for these children.
- Consider going ahead and providing the interview scripts for the detective and the psychiatrist so that these two collaterals can be added today.

DAY 2

SECTION 3: Documenting Interviews

Time Estimate:	• 120 Minutes
Learning Outcomes:	• Locate the screen to enter the investigation interviews • Locate the screen to enter the interview with the reporter; enter the reporter interview • Locate the screen to enter the collateral interviews (on collaterals identified by the Hotline); enter a collateral interview into the Division Information Management System • Locate the screen to enter the victim interview; enter the identified victim interview/observation • Locate the screen to enter the parent (PRFC) and alleged offender interviews • Correctly identify the role or roles of the parent/caregiver • Enter a PRFC/Alleged Offender interview • Correctly identify the location to input the Division Information Management System check results and the observation of the home environment. • Enter the Division Information Management System and check results in the Additional information section of the interview screens. • Locate the screen to enter the observation of the Home Environment. (Pertinent information on the Finding screen) • Review and update client screens • Add a client • Add collaterals • Update Document Tracking • Add contacts (documenting supervisory conferences).
Participant Content:	• Page 20 in the Participant Manual – Inviting the Caretaker to a TDM

LAB: GETTING LOGGED IN

Trainer Note: Here is the plan. Students will log in with their individual student login information. You know the Lab Team members. Make sure team members are in close proximity to the lab. Once they are logged into the Division Information Management System each team will work together on a Flowers case. Since you may be at different places depending on how you structured the work yesterday, use the parts below that correspond to your classroom work. Child Welfare Trainers have Flowers-MSTRAINER (1227126) and Flowers-Example (1227087). Use Flowers – MSTRNG to build the case with the class as you go. Flowers – Example has completed screens for investigation Division Information Management System work.

In the lab, students will still log into the Division Information Management System with the credentials they were given on the first day (student/tstudent1, student2/tstudent2, etc.). Be sure everyone is logged into the Division Information Management System and is at the Main CHRIS Screen with all the icons.

The screen path is Workload>Referral/Investigation>ID# beside existing>OK

1. Tell Lab Team 1 to Click Workload>Referral/Investigation>and enter referral ID 1227086 in the space beside Existing>OK. Everyone on Lab Team 1 should now be a Flowers Example.
2. Tell Lab Team 2 to click Workload>Referral/Investigation> and enter referral ID 1227087>OK. Everyone on Lab Team 2 should be on Flowers-Example
3. Repeat as needed until each team is logged into a Flowers referral.

Suggest that teams write down their referral ID number. However, when they return to the lab for future work, they can also click Workload>Referral/Investigation and then right-click in the space by Existing and their Flowers case should show up as an option.

Classroom trainers need to assist here to speed up the process of getting all the teams onto the right cases.

Trainer Note: Before having students enter data, step them through the screen(s) and fields they will be working in. Demo this using the TRNG case.

TEACHING NOTES

INVESTIGATIONS

When students were exploring yesterday, they were in the referral. Now, they need to click Investigate. Demo by clicking Investigate. Then ensure all class members have clicked Investigate and are where they can see the investigation toolbar.

DOCUMENTING COLLATERAL INTERVIEWS

(Workload>Investigate>Interview>Collateral)

At this point, all of the interviews done today, with the exception of the victim are collateral interviews (reporter, doctor, grandmother). In addition, these were all collaterals that had been identified and entered by the Hotline. In other words, students do not have to add the collateral before they can enter data about the interview. So, we begin the Division Information Management System work by entering the collateral interviews for the Reporter and the ER doctor.

Students should have the date of the interview, and the type of interview on their calendars or graphic organizers. Students should also have an idea of the importance of some of the data gathered in each interview as it relates to the elements of the investigation. Encourage students to always document everything they learned, however, as they do not know at this point if some data element gathered may turn out to be more significant than they thought later down the line.

Before asking students to enter the interviews review the collateral interview screen and fields. If needed, discuss where the information they collected needs to be entered. As you cover the screen demo on Referral 1227126 (Flowers – MSTRNG). For example:

- Click Interview
- Click Coll Intv
- Point out the options students have. These are Collateral, Other Person in the Home, and the Reporter.
- Show the group how checking the collateral radio button and then clicking the arrow in the highlighted Collateral Name field brings up two choices
- Show how clicking Other Person in Home and then clicking Collateral name shows no options.

TEACHING NOTES

- Finally, show how selecting Reporter the then arrow in Collateral Name brings up only one selection – Hannah Lewis, the reporter.
- Based on the information and plans developed in class, discuss the type of interview, and the date and time of the interview each team member is going to enter.
- Briefly discuss what goes into the rest of the interview fields.
- Demo Shift F1 which brings up field definitions.
- When students are ready have Team Member 1 (TM1) enter his or her interview and Team Member 2 (TM2) enter his or her interview, based on the chart in the Trainer Resource or any modifications the trainers decided to make in who interviews/documents who.
    - TM1 selects Interview>Collateral>Radio Button for Reporter> and then selects, Lewis Hannah.
    - TM2 selects Interview>Collateral>Radio Button for Collateral> and then selects Dickson, Rhonda
    - Let each team member review the other's work and make any suggested changes. When both are satisfied with each interview, tell them to submit the interview for approval.

When both interviews are entered, lead a quick discussion to be sure students captured the key elements of both interviews. Assess whether a short break is needed before moving on to the next section of CHRIS documentation.

Trainer Note: Part of what you do next depends on how many interviews you did today. At this point at a minimum, you hopefully have the victim interview and one more collateral to enter.

THE VICTIM INTERVIEW OR OBSERVATION

Workload>Investigate>Interview>Vctm Intv

Depending on where the class left off (as in, did they log off for a break), see if they are able to get back to the Interview screens without you stepping them through. When everyone is there, explain which interviews they will enter next. Ask that all pay attention to the review of the Victim Interview screen because at some point in their careers they are going to enter data there, even if this is not their primary job assignment.

First, and this is in the nature of a review, make sure everyone can navigate to the collateral interview for Georgia Weems, maternal grandmother. (Not everyone will document this interview, but everyone needs to be able to get back there.) Do a verbal review (based on their work and notes) to determine the day, time, location, and type of interview. Ask the team members who are going to document Georgia to hold off on starting to enter data.

Now, review the Victim Interview Screen.

- Click Interview
- Click Victim Interview
- Demonstrate the drop-down (arrow) in the Alleged Victim field. Jerrod is the only option to pick.
- Based on classwork, what will be the date and time of the interview?
- Show the Type of Contact drop-down options and show students where to find the correct type. In this case, when they start entering data, they will select Face-to-Face (Observed too young/intv)
- Discuss the importance of a Child Interviewed Outside the Presence of the Alleged Offender in terms of Requirements for the timely initiation of the investigation
- Look at the other fields and ask if there are any questions about where the data they gathered is entered
- Once the review of the interview screen is finished, direct TM1 to enter the Georgia Weems interview and TM2 to enter Jerrod's interviews.
    - Let each team member review the other's work and make any

suggested changes. When both are satisfied with each interview, tell them to submit the interview for approval.

- Take a minute to re-emphasize this point. Per PROCEDURE II-D3.C the initiation interview must be entered into the Division Information Management System within 48 hours of the time it was completed, excluding weekends and holidays (so two business days). If you wait until the end of the investigation to document this interview, even if you did it on time you are going to get a "ding" for a late initiation. This has to do with the way the data is pulled, but it would be a shame to do a good job on initiation and then get an error in initiating timely simply because you were late in getting the data entered.

Depending on the time and the number of interview practices, you may stop the Division Information Management System work here. But, if possible, do the following: Conduct a QUICK check with the class to see who they still need to interview (people identified in interviews with grandmother). At a minimum, they need to identify Frankie, Mom, and Jerrod's father and they need to be able to document why they are unable to interview Frankie's father. In addition, they have two more collateral interviews to document. They must add these collaterals before they can enter the interview information.

ADDING COLLATERALS

(Workload>Investigate>Coll. Info)

Remind students that when they reviewed the collaterals earlier, they did not see either Detective Sherman Goodnight or Dr. Jackson Farley. In order to be able to enter their interviews, each of them must be added as a collateral. So, let's do that before we leave today.

- Demo getting to the Collateral Information screen
- Click Coll. Info
- Students should see the two collaterals whose interviews they have entered.
- Show them how to click Clear in order to be able to add a new collateral.
- Take a quick look at the screen and fields. Demo the drop-down pick list by Relationship to family. Detective Goodnight's relationship is Law Enforcement. Dr. Farley's relationship could be either Medical Professional or Mental Health Professional,
- When Clear on the screen/fields, have TM1 add the Detective and TM2

TEACHING NOTES

add the psychiatrist.

- When all their data is entered (demographic information is on the script) the student needs to hit add.

Do a quick recap: Today you entered collateral interviews but also added collaterals that were identified during the investigation. In addition, you entered the Victim Interview.

Time permitting, have each team member put their heads together, review each other's interviews, ask questions, and particularly find out if there was information that any team member knew, but did not document. Make notes of that and tomorrow the trainer will show them how to fix that.

Your class is likely exhausted by this point. Tell them they have a very brief homework assignment.

1. Review Online Training 8.2 (Team Decision Making) if it has been a while since you did the lesson.
2. Look over PUB 35 which you would give to the family if you were in a county that has TDM.
3. Write down at least three sentences you would use to tell the family (especially the mother) about TDM. Use page 20 in the Participant Manual.

Trainer Note: After students leave, review the interviews they submitted for approval. If interviews need corrections, rather than deny the interview (which is what would happen in real life but for training purposes would require too much repeat data entry, make notes on what needs to be improved and suggestions for how to improve it.

DISMISS FOR THE DAY

DAY 3

SECTION 1: Interviewing Revisited – Prep and Practice

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Family Service Workers will practice interview skills.
Participant Content:	• Pages 15 - 16 in the Participant Manual – Preparing Interview Questions
Trainer Materials:	• Safety Organized Practice Tip Sheet • Evident Change Deep Dive Module 6 – PowerPoint

TEACHING NOTES

Trainer Note: Assigning interviews for the morning will take a little thought. Students will be in the same lab teams as yesterday. Interviews to complete today include Frankie, Charlotte, and Brad. All of these may fit well into a "fishbowl" interview session with interviewers tagging in and out. Consider having the preparation sheets ready on the table and people who come in early can start working on their preparation for specific interviews.

For review, consider having sticky notes available. Have the participants write down something they learned or remembered from the work yesterday and stick it on the closet board. If do not want to conduct the activity above, try asking everyone to stand, have them walk around the room until you say stop. Once they have stopped, then have them turn to a neighbor and tell something that they have learned from the interviews that helps show a preponderance of the evidence for the elements of the investigation.

WELCOME

Welcome the class back to Day 3 of Investigations.

Begin the day with an ice breaker then dive into the material.

REVIEW INTERVIEW INFORMATION

1. Identify who else you must interview, based on yesterday's work.
    - PRFC and A/O - Charlotte Flowers
    - Sister/Victim – Frankie Flowers
    - PRFC, A/O (both children) and putative father of Jerrod- Brad Hill
    - Collateral - Detective Sherman Goodnight
    - Collateral - Dr. Jackson Farley – mother's Doctor
2. Give any feedback from the review you did on the request for approvals. Give specific feedback about what needs to change, especially on any interviews you would have denied.
3. Remind the group that the tentative investigation plan they designed yesterday has changed with identifying the need to interview the two collaterals and the putative father, who is also the PRFC and the alleged offender of both children.
4. Address any items from the Ticket Out.

TEACHING NOTES

PREPARING TO INTERVIEW

Repeat the process from yesterday. Have groups prep for the interviews they will do this morning. (Keep in mind, if you are short on time, consider abbreviating the prep for the two collaterals you added yesterday unless you need to assign them to give groups a task.) Assign one group to Charlotte Flowers, one group to Frankie Flowers, and one group to Brad Hill. If you have a large class decide whether you would like them to prep for interviewing the two collaterals or whether you would like to assign them one of the three so that more than one group is working on the mother, the sibling, and the father.

Unless the instructors have agreed to switch the Interviews by Team Member, TM1 will enter Frankie and Brad; TM2 will enter Charlotte. TM2 may then start on other Division Information Management System tasks while TM1 is completing his or her work.

Each group will do as it did yesterday. Use the guide on pages 15 - 16 in the Participant Manual and develop your list of interview questions. Write your suggestions on a flip chart. After students have had time to do this, have volunteers from each table rotate to the next table to give suggestions to add. Then the group will take an overall look at everyone's work before practicing the interviews. Encourage the groups to make notes and additions as this discussion progresses.

Do a classroom brainstorming exercise to explore the developmental considerations with Frankie. During the discussion, talk about ways to solicit Frankie's voice, (three houses, safety house, or three-column map). She is listed as a sibling on the Hotline referral but as investigators, you must be attuned to the possibility she is also a victim of maltreatment.

- How well does Frankie understand time?
- Can she accurately tell you how many times something happened?
- Does she understand before/after?
- How well does she manage pronouns (he, she, it, and they)?

Carefully review the sample questions for Frankie and tweak any that are likely to be confusing. At 5, she is likely to understand before/after; under/over; up/down, etc. She is unlikely to accurately report an exact number of maltreatment incidents but can probably accurately answer one or more than one. She may have trouble with pronouns. Frankie is capable (at 5 with no developmental delay) to give narrative responses to open end "tell me" Directives. She may not understand the significance of things she tells you and you may need to ask some focused questions to get more detail.

TEACHING NOTES

While many people recognize the need for this type of structure in sexual abuse interviews, sound forensic interview techniques are also needed in other maltreatment investigations.

INTERVIEW PRACTICE

After a brief break, let students practice interviewing. Have the same prompts (interview guidelines for different roles in the referral. The outlines represent the way the Division Information Management System Interview screens are organized).

After the interviews and feedback check to be sure that students have teased out all the information that is available in the scenarios. If critical information is missing, consider sitting in the interview chair yourself with whichever person has information that still needs to be brought to light and demonstrate interview techniques to elicit the information.

After interviews with Charlotte and Frankie, consider re-visiting the interview prep for Brad and see if there are areas that need to be added or enhanced. Give the class a few minutes as a group to add to the questions before practicing his interview. There may be some discussion of when you might realistically be able to interview Brad. Likely it is not on the same day that you do the interviews in the grandmother's home. There may also be a discussion about whether his interview can be in the office or over the phone. Be ready to remind the class that they must see this house as it is the official address where the children live. You are assessing this household.

TEACHING NOTES

Trainer Note: In the training example in the Division Information Management System, the interview with Brad took place after the interviews in the home where the children were staying. An Immediate Safety Plan was implemented. So, in the training example, Brad is not mentioned in the Immediate Safety Plan. Depending on when the class decides to interview Brad, he may be mentioned in their immediate safety plans.

DECISION POINT

Instructors need to decide ahead of time whether the class will go to the lab now, enter the interviews for Mom, Frankie, and Brad or whether they will move into the work on SDM at this point and have an extended lab time where they not only document the interviews and update the client screens and the safety assessment. There is no preferred way. With either choice, there is likely to be carry-over lab work tomorrow. The decision may be influenced in part by whether you feel students can enter the interviews and update the client screens before lunch. If not, then consider having an extended lab time in the afternoon and carry it over into the morning on Day 4.

The Trainer Guide is written with all the Division Information Management System work occurring in the afternoon with time in the am on Day 4 to complete the work.

DAY 3

SECTION 2: Applying Structured Decision Making

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Accurately apply the Structured Decision-Making Principles to the training case scenario. • Accurately identify the safety threats present in the training case scenario. • Locate and apply the SDM Safety Assessment Definitions to determine whether a child is unsafe (imminent danger of serious harm). • Identify safety-planning capacities and interventions to determine if it is possible to create an immediate safety plan to control the safety threat. • Write a rigorous and balanced immediate safety plan.
Participant Content:	• Safety and Risk Assessment Procedure Manual, pages 6 - 13
Trainer Materials:	• Evident Change Deep Dive Module 6 – PowerPoint (slides 7- 23, 25 and 41) • Handout 2 - Inadequate Immediate Safety Plan

TEACHING NOTES

Trainer Note: Online training Unit 3.3 introduced students to Structured Decision-Making concepts. They had opportunities to practice assessing whether there was imminent danger in some scenario work. Online Unit 4 revisited the concepts of safety and the presence of actions of protection when a safety threat is present. Again, there was an opportunity to apply the concepts to scenarios. Today's training will briefly revisit the concepts and require students to apply them to the Flowers Family, pages 6-13 of the Safety and Risk Assessment Procedure Manual.

APPLYING SDM TO FLOWERS

When students return from break, have them look over pages 14 – 23 in their procedure manuals. These pages reiterate materials covered in the online training and include Key Concepts of Structured Decision Making, Safety Assessment, and a list of factors influencing child vulnerability. The list of safety threats are defined as behaviors or conditions that describe a child being in imminent danger of serious harm. Or consider a quick review that catches the same materials.

Next, give the class 5 - 7 minutes to discuss what they know about the Flowers/Hill families right now with other people at their table. Use page 19 to make notes on safety threats, factors influencing child vulnerability, safety planning capacities, and safety interventions they know about up to this point.

Now as a class discuss child vulnerability, safety threats, safety planning capacities, and safety interventions identified by the class. Write the responses on the whiteboard. Pay attention to areas where there are differences of opinion. Allow for a brief discussion to make sure staff can identify safety threats, factors influencing child vulnerability, safety planning capacities, and safety interventions.

This review of concepts, review of Flowers information, and the walk around should not take more than about 15 minutes. Do a quick summary of the safety threats and factors influencing child vulnerability in the Flowers situation to be sure students are on board with the same threats and factors as we move into safety planning.

IMMEDIATE SAFETY PLANNING

Ask the class at what point they should have been considering removal vs

TEACHING NOTES

immediate safety plan. The correct answer is before they left the home where

Charlotte and her children were living, AKA Georgia Weems's home. Because of the way we did interviews you may have information from Brad that you really wouldn't have had for a day or two in the real world of investigations because he lives in a different house in a different town. So, how many of you think the children ought to be removed right now based on interviews with Frankie, Georgia, Charlotte, and even Brad? Thumbs Up = Remove and Thumbs Down = immediate safety plan.

Try to work through to consensus that this case lends itself to an immediate safety plan. Discuss the advantages and disadvantages of an immediate safety plan or removal.

Trainer Note: Prior to starting the next activity show the Evident Change Deep Dive Module 6 – PowerPoint (slides 7- 23, 25 and 41)

Next, pass out Handout 2, a poor immediate safety plan. Direct the participants to page 20, Essential Elements of an Immediate Safety Plan, and page 21 Steps for Immediate Safety Planning. The student's jobs are to prepare a rigorous & balanced immediate safety plan. <u>If needed for clarity, say this is the plan they would have developed before leaving Georgia Weem's home.</u>

Write on the board:

- Harm and Worry Statement
- Safety threat(s)
- What will be done to address the safety threat until the review date?
- Network Members (People in Immediate Safety Plan)
- Role of Each Person (who will do what and by when)
- Who monitors what and how often?
- When will the plan be reviewed?
- What will people do if they are worried or if the immediate safety plan is not working?
- Whom to call if the immediate safety plan is not working?

With these issues in mind, give each table about 15 minutes to design a rigorous and balanced immediate safety plan. Use the fields on the

TEACHING NOTES

inadequate plan as a guide for organizing your information. This is a plan to get the family through the next 72 hours until DCFS can hold a Team Decision Making meeting (TDM). Or if your county does not have TDM, this plan will get the family through the next stage which is the more in-depth assessment leading to the family case plan.

- What is working well? Protective factors/Actions of protection by the caregiver and the network that address safety threats and worries.
- What are we worried about? Caretaker plus Behavior equals Impact on the child. Which can help sort safety from worries.
- What needs to happen next? What will happen if nothing changes? What needs to be demonstrated to ensure safety?

During SOP training, the participants were encouraged to engage families in a discussion using three-column mapping. Additionally, staff was trained to help families develop agreed-upon harm and worry statements. Lastly, staff was encouraged to work with families to assist them in identifying their family's safety network. Identifying the family's safety network was done by using the Circles of Safety and Support tool. Remind staff to feel confident in their assessment when using solution-focused questions. Solution-focused questions will lead to a rigorous and balanced assessment that instills hope in the family.

Trainer Note: Take a moment to introduce page 1 of the Safety Organized Practice Stage of Investigation tip sheet, located in the trainer resources. This tool is designed to provide guidance on when and where to use SOP tools. This tip sheet does not contain an exhaustive list. All tools are not used in all investigations.

PRACTICE

Tell the groups they are going to do an "in place" role play.

- At a minimum, we want the grandmother and mom involved in the immediate safety plan.
- Did the group identify anyone else?
- Take turns practicing the actual words you would use if you were trying to engage the family in an immediate safety plan.
- Take the different roles at your table.

TEACHING NOTES

- When you are playing the worker, what are your non- negotiables?
- What needs to happen before you hold a Team Decision Making meeting? (We will cover that in more detail tomorrow).
- If you are a grandmother, do you want to help? Are you able to help? What do you fear your daughter will do?
- If you are Mom, are you capable of participating in an in-home immediate safety plan?
- Are you willing to participate in an in-home immediate safety plan to keep your children safe? (Remember, you are impulsive and intellectually limited, but you love your children and do not want DCFS to take them).

Be prepared for how you will respond if you get feedback that a worker's county does not do immediate safety plans. Relate that information back to the practice base. Point out that this makes things easier in some ways for the worker, but it is not in the family's best interest. Also, how does the refusal ***by DCFS*** to implement an immediate safety plan affect the issue of Reasonable Efforts to Prevent Removal?

If there is time, have the class present their immediate safety plans for review and comment. Remember the plan must contain all the required elements of an immediate safety plan. As the groups present their plans, direct the discussion to include anything you know about the family support system (there may be some variation here as role players enhanced the basic situation they were given). What are their safety interventions? Remember the immediate safety plan should describe in detail the immediate action steps that the family and their network will take to help keep Frankie and Jerrod safe from the safety threat. It is important to have a clear and concise monitoring plan. Each person should know his or her role. They should also know what to do if the plan is not working.

If this can't be reviewed before lunch, plan a review before starting the afternoon TDM review.

DAY 3

SECTION 3: Team Decision Making

Time Estimate:	• 90 Minutes
Learning Outcomes:	• Perform a strengths-based interview to explain Team Decision Making and to engage the family in the process of a TDM. • Demonstrate articulating behaviorally specific concerns and worries about child safety.
Participant Content:	• PUB 35 - Team Decision Making • Page 20 in the Participant Manual – Inviting the Caregiver to a TDM
Trainer Materials:	• PUB 35 – Team Decision Making (TDM)

TEACHING NOTES

WELCOME

Welcome the participants back from lunch. If you choose use a ice breaker prior to starting this afternoon's lesson.

TDM OVERVIEW

The homework assignment for last night involved reviewing the online training on TDM policy and looking over PUB 35. Ask each small group to discuss Team Decision Making. Give the group a few minutes to discuss what TDM is, and what the investigator's role is. Do a verbal review:

1. **What triggers a TDM?**

   As of 12/1/24, a parent's action or inaction that threatens a child's safety (safety threat identified). A possible court action sought (30-day petition) or Judge orders child into care on a 72-hour hold. An adoption/guardianship disruption. **NOTE:** TDMs held due to a Garrett's Law report will no longer be in effect by the end of 2024 across the state.

2. **What is the investigator's role in a TDM?**

   Explain the program to the family Participate in the TDM meeting Participate in the Follow Up Meeting to debrief Monitor the immediate safety plan throughout the investigation.

Using your homework assignments, take a few minutes as a group to review the ways you planned to engage the caregiver in the process. Discuss what your non-negotiables are. What have you identified as safety threats? What do you think Charlotte would identify as worries (if anything)? What do you think Georgia might identify as safety concerns. For purposes of the role play, assume that the TDM meeting will be held at the First Methodist Church (a neutral facility) on the 18th at 4:30 pm.

PRACTICE OPPORTUNITY

In the case we have worked with the last 3 days, the plan broke down and the children came into care. Let's play "What If." Let's say that the caregiver was willing to work the plan and let's say you are in a county with TDM. The Immediate Safety Plan triggered a TDM within three business days from the time the immediate safety plan was implemented.

TEACHING NOTES

Now, practice interviewing Charlotte Flowers with the idea of explaining TDM and engaging her in agreeing to a meeting. Use your homework statements. It is OK for group members to briefly compare notes before asking for volunteers. Ideally, the volunteers will be from counties that have TDM. Remind participants to use page 20 in the Participant Manual to help structure the practice interview.

Request volunteers to take the roles of Charlotte and the worker. Role- play for the group (rather than doing interviews at each table). Let one set of people interview for several minutes and then ask other students to step into the interview chair and take over. If the students playing Charlotte get too oppositional, stop and ask the student: What could the worker say to help build agreement?

After this interview practice, assess:

- Does Charlotte understand the purpose of the TDM is to make a decision about how to keep her children safe, which could include placement?
- Does she know she can invite other people and has she identified anyone?
- If she did not identify Georgia Weems (who is a critical player in the existing immediate safety plan) did the worker suggest that possibility and encourage Charlotte to invite her mother?

If this did not happen during the role play above, switch interviews and mothers. This time, ask the interviewers to clearly express their worries about the children's safety in terms that are not derogatory or authoritarian but that do, in essence, articulate what DCFS's non-negotiables are. At a minimum these would be:

- Frankie and Jerrod cannot be left alone without an alert oriented adult caregiver.
- Jerrod must have his antibiotics at the prescribed schedule and time and must have a medical follow-up to check that the antibiotic is working and curing the infection.

At this time wrap up the discussion of TDM. There is a safety sheet on page 23 for quick reference. The domestic violence safety precautions would certainly apply to the Flowers/Hill family.

TEACHING NOTES

The concepts and applications of SDM and TDM were covered quickly. Ask students to complete a Ticket Out to see if there are questions, concerns, etc. that need clarification tomorrow.

DAY 3

SECTION 4: Division Information Management System Documentation

Time Estimate:	• 120 Minutes
Learning Outcomes:	• Family Service Workers will review the elements of maltreatment. • Family Service Workers will practice adding clients to the Division Information Management System. • Family Service Workers will practice utilizing the DCS system for safety assessments and safety planning.
Trainer Materials:	• Optional Movement Break Video: It's Time for a Movement Break (2:43) - https://www.youtube.com/watch?v=EV95g7UITeY • Arkansas CACD/DCFS Data Collection System - https://cpsint.sdmdata.org/arkansas_dcs/

TEACHING NOTES

Trainer Note: Where you start will in part depend on whether you were able to review the student's work on immediate safety plans before lunch. If you did not, decide whether you want to do that now, or if you want to review that section when the class is ready to enter the information into the Data Collection System (DCS). Again, there is no preferred way as long as the material is covered.

REVIEW ELEMENTS OF MALTREATMENT

Do a brainstorming exercise to have the class examine where they are on finding a preponderance of evidence on the two neglect types, failure to provide necessary medical treatment, and inadequate supervision by placing a child in a dangerous situation. You may want to note that the ER doctor was concerned about lack of supervision but after interviews with her, you did not have a preponderance for that type of neglect. After interviews with Frankie, Charlotte, and Brad, how has that changed? So, it is important that the narrative entered in interviews contains the facts that support a true finding on the alleged maltreatment. Finally, ask one important question: How has Frankie's role in the referral changed? ***Frankie has changed from a sibling to an alleged victim.***

Be sure that all class members have logged into the Division Information Management System and that each team is looking at the Flowers referral that they worked on yesterday. Make sure they have their interview notes and the demographic information on Frankie, Charlotte, and Brad.

ADDING A CLIENT

(Workload>Investigate>Client)

Explain that before we can enter some of the interviews, we must update the client screens. Quickly demonstrate that right now, there is no way to enter Brad's interview. Likewise, there is no way to enter a victim interview for Frankie.

- Click Interview
- Click O/P Intv
- Click radio button for PRFC and Alleged Offender. Charlotte's name is the only name that shows up.

TEACHING NOTES

- Click Vctm Intv
- Click Alleged Victim – Jerrod's is the only name that shows up

So, you can see we need to do some adding and updating.

Start by adding Brad Hill as a client. Brad is the only client the class will add so consider splitting the work between TM1 and TM2. Begin by demonstrating the screens students will use. In this case the class may work along with you or, you may choose to demo and then have them start from scratch. If you choose to have them work along with you, assign TM1 to add the new client (general Information) and TM2 to do the relationship screens.

1. Click client. When they click "Client" they should see Jerrod, Frankie, and Charlotte Flowers as clients.
2. Click "New". Wait for the screen to load.
3. Complete the information in the Client fields. Fill out all the fields for which you have information (not necessarily just the yellow required screens).
    a. Enter Brad's first name, last name, county of service, gender, and date of birth.
    b. For training, click Pseudo SSN (in the field they should have gotten the actual SSN).
    c. Brad's role in the referral is both Alleged Offender and PRFC (select both).
    d. Check that Brad is not active-duty military.
    e. Enter the information on race/ethnicity and living arrangement. There may be a discussion about the choice of living arrangement. Brad is living in the mother's home (his girlfriend). The only picks that would seem to apply are Own Home or Other. Advise they select Own Home with his name as Caretaker and relationship as Self
    f. Click Birthplace/citizenship/language tab because there is a mandatory field there (Primary Language). Advise students that is always a good idea to at least check tabs to be sure no required fields are hiding behind them.
    g. Click Add. Now, Brad Hill is added as a client.

Our next step is to do the Relations screen. Let TM2 complete this step for Brad.

TEACHING NOTES

a. Click Relations.

b. Click Associated client, pick relationship, household composition (remember Brad lives in the home that is indicated as the permanent address for the children) and whether or not Brad is the PRFC of the client you selected. So, for Charlotte no he is not the PRFC; for Jerrod and Frankie he is.

c. Click Add to add the relationship.

d. Click Clear.

e. Repeat the steps above until you have added his relationship to all other clients (Charlotte, Frankie, Brad).

UPDATING CLIENT SCREENS

(Workload>Investigate>Client)

The next step will be to update the client screens on the other clients in the case. The Hotline has got specific information you need on some but not all of them. We are going to check the general information screens for Jerrod, Frankie and Charlotte and update them where needed.

Demo with Frankie:

a. Click Client

b. Click Frankie

c. Click Show

d. Look at the blank fields you need to update or *change*

- County
- SSN
- Role
- Language

e. Again, use a pseudo social

f. Click Birthplace/citizenship/language to get to the field to add language.

g. To save click Change.

h. If no one has questions, have TM2 update Frankie. Have TM1 update Jerrod and Charlotte.

TEACHING NOTES

OPTIONAL ACTIVITY: Movement Break

Have the participants stand and follow the linked video for a movement break to allow them to unwind. The movement break video titled "It's Time for a Movement Break" (2:43) can be found in the "Trainer Materials" portion of this section.

INTERVIEWS

When students return have them enter the remaining interviews. You can ask for a volunteer to come to the instructor station and do a quick refresher on how to get to the interview screens or you can show them. Frankie should now show up as a pick in the Victim Interview Screens and Brad should show as a pick in PRFC and Alleged Offender.

TM1 will enter Brad's interview (since it is shorter) and Frankie's interview since that team member has not entered a victim interview yet.

TM2 will enter Charlotte's interview as it is the longer of the two A/O & PRFC interviews. If they finish way before their team members, they can enter the collateral interviews for the detective and the psychiatrist from the scripts they received yesterday.

Team members critique each other's work to ensure accurate documentation. When they are satisfied with their work they can hit submit for approval.

DECISION POINT

Or the class can compare notes on the Immediate Safety Plan they developed in the classroom. Questions to ask include:

- What harm, if anything has already occurred?
- What is the agency and/or family worried will happen to the children if nothing else changes?
- What safety threat (s) did the groups identify? Describe them.
- What will be done to address the safety threat until the review date?
- Who will do it, by when?

TEACHING NOTES

- How will we know it is working?
- Who has agreed to be part of this plan
- When will the immediate safety plan be reviewed
- What will people do if they are worried or if the immediate safety plan is not working?
- Whom to call if the immediate safety plan is not working?

Both the classroom instructor and the Child Welfare Trainer can provide verbal feedback on the plans and make suggestions if there are parts of the plan that need to be strengthened. There is time tomorrow morning to complete any work not completed today.

DOC TRACKING

Workload>Doc Trkg>

If you decide to do the Safety Assessment first, see a possible homework assignment at the end of this day related to Doc Tracking.

Demo how to get to Document Tracking.

- Click Doc Trkg
- Demo the picklist choices
- The dates selected will depend on the dates for interviews that students entered into their investigation plans. TM1 and TM2 can both update doc tracking.

DCS SAFETY ASSESSMENT & SAFETY PLANNING

Arkansas CACD/DCFS Data Collection System - https://cpsint.sdmdata.org/arkansas_dcs/

Username: training 1, or training 2, or training3 or training4

Password: trainingSDM

Demo how to reach the DCS.

- Point out the New Assessment Menu
- Select the Safety Assessment tab

TEACHING NOTES

- Complete section 1 factors influencing child vulnerability and section 2 current safety threats
- Assess the household for each safety threat. Select "Yes" for all that are present for the family at the time of the assessment and "No" for all that are absent, based on the information available at the time of the assessment.
- The definition for each safety threat can be accessed by selecting the question mark next to the safety threat.
- Since there was a safety threat identified the safety planning capacities, safety planning interventions and safety decision section of the document must be completed.
- This section is based on the information contained in the CFS 200 that was completed in the classroom.

Take a moment to go back and discuss the immediate safety plan that was created in the classroom.

- If the class did not include it in their plans, suggest they need to ask their supervisor and/or their OCC attorney whether this plan would require an order of less than custody. It is a very gray area in the Flowers/Hill families. Brad is the putative father of Jerrod and as such, has no legal rights at this time. If Brad was the legal father, this is definitely a situation that would require an order of less than custody as part of the plan. The grandmother, who is a cornerstone in the plan, has no legal standing so if Charlotte decides to leave the grandmother cannot stop her and cannot demand that Charlotte leave the children with her. It is a case of "when in doubt, ask."
- If there are no questions, have the class complete section 3: Safety Planning Capacities and Safety Interventions. Conclude this exercise by completing the safety decision and the safety assessment discussion.
- In the narrative box of the safety assessment discussion describe caregiver behaviors, their impact on the child, and what details informed the safety decision. Select the safety decision tab and you will see an example of what goes in this section.
- Select the SDM Safety Plan tab and complete the immediate safety plan.

- What is written here should be the same information as is on the CFS 200
- The information documented in this section should match the information in the interview screens.

Then, based on work in class, have the class complete the Safety Assessment for the family. ***Do not click Save until the information has been reviewed.***

Once the class has entered the information and completed the Safety Assessment, review it as a large group. When everyone is satisfied with the assessment and the quality of the explanations, tell each student to Click Save and close. Print a copy of the safety assessment and upload it into Edoctus before placing it in the hard files.

Trainer Note: If the SDM tools were not applied, document the observed actions of protection indicating the presence of safety in the "additional information" section of the caregiver's interview. Document all SDM assessments in the Division Information Management System contact screen.

Supervisory Approval

Contact Screen - (Flowers>Investigate>Services>Contacts>New)
Type/Location: Telephone Status: Completed

Contact Date: 08/16/2017 @ 4:45 pm Purpose: Supervisory Conference
Participants: Blank

Non–client/Non- Collateral Participants: Supervisor Name

Trainer Note: Before an investigation can be submitted for closure, at least one supervisory conference contact must be approved. In the Flowers case, a supervisory conference should occur prior to the implementation of the immediate safety plan. This can be keyed either on Day 3 or Day 4. Another supervisory conference should occur prior to the removal on Day 4.

Tomorrow we will focus on the question of an order of less than custody and preparing an affidavit when our case goes south. If students do not complete all of this work, ask them to reconvene in the lab tomorrow.

TEACHING NOTES

OPTIONAL ACTIVITY: Homework Assignment

If the class did not complete document tracking today, give a brief homework assignment. Using their notes from online training, their graphic organizers, and notes from interviews (which had a place to document it), make a list of all PUBs and forms that should have been provided to this point in the investigation. Be prepared to update Document Tracking tomorrow in the lab. Thank the class for a hard day's work and remind them to reconvene in the CHRIS lab to complete any work left over from today.

DISMISS FOR THE DAY

DAY 4

SECTION 1: Review and the Division Information Management System

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Pass a review of policies and procedures covered to this point. • Complete the Division Information Management System Learning Outcomes from Day 3.
Trainer Materials:	• Wheel Decides Link

TEACHING NOTES

WELCOME, TICKET OUTS & REVIEW

Welcome the class back to Investigations, Day 4.

Conduct a quick review of the major SDM concepts and policies covered to date. See the "Wheel Decides" exercise for one idea. The link for the wheel is located in the "Trainer Materials" portion of this section. You may want to copy it to your desktop at the instructor station or bookmark it.

Trainer Note: For some reason, this game only shows well if you open the link from your Facebook account. Another option for Wheel Decides is to do the Division Information Management System work first and use the wheel review at the start of the next section. If playing in the lab use the existing lab teams. If playing in the classroom arrange the teams to level the playing field.

Use the Lab Teams that are already established. Allow the groups an opportunity to appoint a leader who will select a number. (Have the numbers in a box – one per lab team.) The number they select will determine the order in which the teams will spin the wheel. The first team will spin the wheel and answer the question. When the wheel stops on the category, the trainer will read the questions and give the team a few seconds to respond. If the team is not able to respond or gives an incorrect answer, the team with the next spin can STEAL and answer the question. If the starting team gets three in a row correct, the turn passes to the second team. Again, they have 30 seconds and if they cannot answer, team 3 can STEAL. Do the same for teams 3 and 4 (depending on how many teams you have). Continue until all questions are answered. If the wheel lands on "Ticket" read one of yesterday's Ticket Out and see if the team can answer the questions.

After the review, give each Lab Team a very few minutes to put their heads together and review their work from yesterday. Then complete the remaining work. Just note: the class may be entering the last two collateral interviews today as well.

Tell your class that after the break, they will convene in the classroom.

DAY 4

SECTION 2: Ensuring Safety When There is an Uncontrolled Safety Threat

Time Estimate:	• 120 Minutes
Learning Outcomes:	• Compose statements to help defuse a tense situation • Identify immediate action steps when an immediate safety plan fails • Develop and share strategies for coping with the stress and anxiety of removing a child • Plan action steps to reduce the trauma of separation • Critique an affidavit and develop an improved example of an affidavit.
Participant Content:	• Page 22 in the Participant Manual – Protective Custody
Trainer Materials:	• Handout 3 - After the Call • Handout 4 - Poor Affidavit • Handout 5 – Flowers CFS-411 with Space to Write • Handout 5A – DCFS Form CFS-411 • PUB 357 - Child Maltreatment Investigation Determination Guide

TEACHING NOTES

WHEN IT ALL GOES SOUTH

Take a minute to summarize here. The children are at home but only because the mother agreed to an immediate safety plan that involved her mother (and whatever else the groups came up with).

- We know Charlotte has a mental illness.
- We know she is impulsive.
- We know she has a developmental disability that impacts her decision-making.
- We know she moves frequently between her mother and her boyfriend depending on several factors in the home, but her moves are frequently dictated by avoidance – avoiding injury at Brad's hands but also avoiding what she perceives as her mother's interference.
- We know she either does not grasp the seriousness of Jerrod's infection or chooses to disregard the doctor's advice.
- We know she has unrealistic expectations of Frankie (assigning parenting roles to a five-year-old).
- We know that she and Brad have left the children alone for extended periods of time including overnight.
- We know Brad does not take an active role in child rearing as he perceives that as the woman's job.
- We know that Brad has a significant history of domestic violence and has had a criminal conviction for abuse of his wife (not Charlotte).
- Have the class reiterate how they planned to monitor the immediate safety plan (from yesterday's work).
- Remember that this is a case where you need to seek direction regarding whether to file an order of less than custody.

After this quick review, the instructor is going to role-play a telephone call from the grandmother, Georgia Weems. The script is written out below. In essence, you are going to blow the plan sky high but do not tell students that. Ask for a volunteer from the class to take a telephone call from you. Tell the class to make note of the date: 8-18-2017.

TEACHING NOTES

Hello, this is Georgia Weems. You know Frankie and Jerrod's grandmother? I'm calling because Charlotte is threatening to take the kids and leave. She got a call from Brad yesterday. He was telling her she had to come home. He told her she'd lose her check if the Welfare found out she was living with me. And he told her it was her fault that he might get charged for hitting her. He was yelling so loud that I could hear him clearly and I was across the room.

So, this morning Charlotte says she's going back. She says she must fix it for him. So, I tried to talk her out of going and she started yelling to stay out of her business. And I got a little loud back trying to help her remember that her staying here is keeping her kids from going on the State. And when she kept saying that she was going I asked if at least the kids could stay here. And then she really went off and started yelling that I was just trying to steal her kids and she was going to run off where no one could find them. I tried to get her to at least take Jerrod's medicine and she kept throwing it back at me.

And now she's packing the car. I've called the police, but I don't know if they will do anything because she's their Mama. Frankie is terrified. Can you come?

IMMEDIATE ACTIONS

Well, that was unexpected. Give the class 3-5 minutes to talk amongst themselves about what they need to do now. Once they have had a chance to talk, lead a discussion of their ideas. Here are some things to broach if the class does not come up with them.

- Involve your supervisor immediately.
- Will your supervisor go with you? Are you cleared to do investigations and removals without a supervisor or other worker present?
- Consider whether to call the police to meet you at Georgia Weems' house. (Some students may say grandmother already called but remember, while she can help with the plan if her daughter decides to leave she cannot stop her, nor can the police take the children from mom and give them to grandmother. DCFS can explain to the police that the children are in danger and ask for the police to meet them at the house).
- What are the benefits of having the police there? The disadvantages?

TEACHING NOTES

- Does the call from the grandmother mean you have to take protective custody? Encourage students to explore that this call may result in removal but when they get to the house one of their first tasks is to try to explore what's going on with Charlotte and see if they can de-escalate her behavior. However, this may also depend on the conversations they had with their supervisors.
- Be sure everyone in the class agrees that they need to get to the house ASAP.

PREPARATION

Ideally, when you get to the house, you would like to calm (de- escalate) the situation and get Charlotte re-engaged in the immediate safety plan and working to keep her children safe. It sounds from your conversation with the grandmother that she (Charlotte) is pretty wound up. Let's reflect on what you know about active listening and strengths-based interviewing. Take a few minutes to work individually and write down one or two things you might say to Charlotte when you get to the home. Then share answers at your table and write them on a flip chart.

After no more than 10 minutes (max), tell the class to stand up, and everyone visits another flip chart to see what other members of the class came up with. Make a hash mark by the 2 things on each flip chart you visit that you think are the most effective. After the class returns to their tables, review a couple of the statements. Ask a few people to share their ideas or the ideas they saw that they thought were really good and why.

Pass out Handout 3 – After the Call.

When you arrive at the home, Charlotte is throwing her belongings into the trunk of the car. The children are inside with their grandmother. There is a policeman on the scene trying to talk to Ms. Flowers but she is yelling at him to stay out of her "stuff" and that these are her kids, and she can do what she wants.

Though the scene is chaotic, you manage to find out that Jerrod has not had his medicine that morning because Charlotte refused to give it to him and refused to let her mother give it to him. While she has put her clothes, makeup, and cigarettes in the car there are no clothes for the children.

You attempt to engage Charlotte and explore whether she will still take protective actions for her children. But despite your best effort she finally says:

I have thought about it. I ain't doing the things that you have on this paper. You can take this paper and shove it! I don't think DCFS should be involved so you can just get out of here. I don't want my mother's help. I don't need her help. She is always up in my stuff. I'm not giving Jerrod that medicine. He doesn't need it. It's only bug bites. And so, what if I left Frankie? She's a big girl. She did OK overnight. She helps me a lot and I'm taking my kids and going to California. I'm sick of Brad, too. He blames me for everything, and he is the one who hits me. And yeah, he got convicted for hitting his wife, and yeah, he's still married to her anyway. My best friend moved out there and she'll let me stay. And NO! I won't tell you, her name. None of you all will ever be able to find me again, including Brad. Frankie, you get your brother and get your asses in this car RIGHT NOW! Leave that damn medicine in the house. He does NOT need it!

REMOVAL – TAKING PROTECTIVE CUSTODY

Now, what are your options? (Realistically there is no choice but removal at this point. Charlotte is a flight risk and there are safety concerns with both Jerrod and Frankie).

The following information is captured on page 22 of the Participant Manual. To take protective custody you must have: circumstances or conditions of the child such that continuing in his/her place of residence or in the care and custody of his/her parent, guardian or caregiver presents an immediate danger to the health or physical well-being of the child. This page sets outs various actions that occur when taking a hold. These include:

- Consult & receive approval from a supervisor prior to placing a child into protective custody,
- Notify OCC,
- Placement,
- Physical exam – 72 hours here and it is also something you would have needed anyway based on ER doctor's recommendation
- Parental notification (CFS-323) and relative notification (CFS-323- A)
- Affidavit

Have the class look at this but do not necessarily spend a lot of time going over this information.

What would be the scariest part ***for you*** about taking protective custody of

Frankie and Jerrod? Spend a few minutes talking about this. Has anyone been involved with an experienced worker on a removal? What was the impact on the child, the family, and the DCFS workers?

Let's reflect for a minute on what we know about trauma. Given the situation, you have found at the house and given that you are going to have to take protective custody, identify some things that you could do to minimize the trauma for Frankie and Jerrod. Write your thoughts on the bottom of Handout 3. Finally, on the flip chart write down the imminent danger or dangers. Remember to tie these to the elements of the maltreatment (what do you need for neglect, failure to provide necessary medical treatment, and inadequate supervision by placing a child in a dangerous situation.) Use PUB 357 as needed for the definitions. You will need this information for the affidavit.

Another question to ask is whether the situation now has other safety threats that were not identified yesterday. It is assumed that the class identified factors 5 and 6 yesterday. At a minimum, today's scenario adds factor 12 due to Charlotte's flight risk. Students may also identify factor 11.

So, this section went fast. It is sort of like it would have gone down in the field – fast and furious and limited time for planning. We are going to take a break and when we return, we are going to begin working on the affidavit.

AFFIDAVIT

The rest of the morning will be spent preparing the affidavit.

Direct students to page 23 in the Participant Manual which has a quick review of information from previous training on affidavits. Pass out Handout 4, a poor affidavit.

Give students time to look over the poor example (5-10 minutes). Talk with one another about what needs to be improved. This is not a severe type of maltreatment, so their words need to draw a picture of why there is immediate danger.

If needed, review that information with the class. The mother had made a clear statement of intent to run with the children. By her own statement, she had no intent to administer needed medication or to follow up with recommended medical care,

TEACHING NOTES

showing she is unwilling or unable to meet the child's medical

needs. She has left her five-year-old daughter as a caregiver for her twenty-two-month-old son for periods of time longer than 24 hours and has stated that she does not think this is a problem. Given the children's ages, this puts them at significant risk of being harmed.

There are two ways you can run this section. Each person can write his or her own affidavit. Or the group can work on correcting the poor affidavit together, with one person elected "scribe." If run this way, the group must come to consensus about what needs to be included and how it is worded.

Trainer Note: This second way has less grading time involved but still lets individuals practice and receive feedback not only from you but also from other students.

Pass out Handout 5. This is a clean copy of the CFS-411 Affidavit from CHRIS Net. This copy also has the instructions. Pass out Handout 5A. This is a copy of the CFS-411 with the explanatory text removed so that students can write in the appropriate sections. This copy does not have the instructions. Tell students they can write on the back if needed for this exercise.

Tell students to talk with each other, refer to their graphic organizers or calendars, or return to the CHRIS lab to log into their investigation if they need to refresh their memory on dates, demographic information, etc. (If they have been keeping up with their organizers, they should have the demographic information they need.

AFFIDAVIT FEEDBACK

About 15 minutes before the noon break, begin asking students to report out on their work. Questions the trainer might ask include:

- What was missing from the example of the poor affidavit and what did you do to improve it? (Be specific).
- What were the most difficult parts for you? What were the easiest parts for you?
- Read the section you wrote on Reasonable Efforts to Prevent Removal?
- Read your section related to a chronological report of the supporting facts.
- Names, birthdates, and addresses included for all children in the home, mother, father and any other members of the household?

TEACHING NOTES

- How did you address Frankie's father? (There is not enough information about him to do due diligence).
- Did you put in Georgia's information as she is a member of the household from which the children were removed?
- Known information regarding the fitness of the noncustodial parent who is being considered for custody, placement, or Visitation?

There may be a need to address the issue of the non-custodial parent in more detail.

- What concerns do you have about Brad gaining custody of Jerrod?
- What do you need to be sure OCC knows about Brad?
  - He has a conviction for battery (domestic violence) against his wife.
  - He is still married, although separated from the victim in the above case.
  - He does not deny the paternity of Jerrod but has not legally established paternity.
  - There have been many (7) police contacts with Brad in relation to domestic violence against Charlotte.

Encourage the groups (or individuals) to make notes and corrections as the discussion ensues.

If needed, consider negotiating with the class to go to lunch a little late to finish this exercise. Make sure everyone has had time to complete their edits. (It is OK to cross out and write over it if the trainer can read what the finished product would say if you had typed it). When the group or individual is comfortable with the product, turn it in to the trainer and leave for lunch.

TEACHING NOTES

DECISION POINT

Instructors need to decide how to run the afternoon. To give the classroom instructor time to proof the affidavits you may decide to have the students meet in the CHRIS lab to start working on the remaining Division Information Management System pieces. At a minimum, you could have them update the Safety Assessment (go back to the DCS system and locate the initial assessment then edit it). The assessment type is reassessment, add the new safety threats and safety decisions. The safety assessment will then list the children as unsafe. Enter the contacts in the investigation and update doc tracking with the forms given to the parents and to the grandmother. Students could also update the abuse/neglect screens. Or you may want students to meet in the classroom first and draft the text for the findings screen and then go to the lab. (It may be easier to write/draft in the classroom than in the lab).

Ideally, you arrange it so that the classroom instructor has the time to review the affidavits and make corrections, and suggestions, and point out strengths in the writing and grasp of concepts. Hopefully, this will not take long, especially if they did it in groups, because they have already done one round of edits in the report out.

This guide is written with students drafting the finding screen verbiage first in the classroom. Then the rest of the afternoon is spent in the lab.

DAY 4

SECTION 3: Investigation Determination

Time Estimate:	• 45 Minutes
Learning Outcomes:	• Family Service Workers will review the elements of maltreatment.
Trainer Materials:	• Plan and Elements of Maltreatment PowerPoint • Child Protector App Video - https://youtu.be/iFt8S58Ewcw?si=fJgb9vqfdwDDuxzg • Child Protector App Link - https://www.childrensmercy.org/health-care-providers/refer-or-manage-a-patient/provider-resources/apps-for-providers/child-protector-app/ • PUB 357 – Child Maltreatment Investigation Determination Guide

ELEMENTS OF MALTREATMENT

Ask the class to think back to the second day when we dissected the elements of maltreatment. The category of maltreatment is neglect, and the types are failure to provide necessary medical treatment and inadequate supervision by placing child in a dangerous situation.

Using the Plan & Elements of Maltreatment PPT, lead a discussion to elicit the class's opinion about whether you have obtained a preponderance of the evidence that the children were neglected.

- Do you have a preponderance of the evidence that the alleged victim is a child?
- Was the person who committed the act or omission a parent, caregiver, or person in a caregiving role?
- Did that person or persons fail or refuse to provide medical treatment necessary for the alleged victim's well-being? (Note the "or" language. You do not have to have preponderance on all types in that sentence, but you do have to have a preponderance for at least one type in that sentence.)
- Did the person or persons fail to appropriately supervise the child resulting in the child being placed in a dangerous situation or left alone?
- The students should have done enough work on these questions in the last 2 ½ days so that these questions are quickly and accurately answered.
- Is the class in agreement that there is a preponderance of the evidence to support inadequate supervision of both Jerrod and Frankie and that there is preponderance to support failure to provide necessary medical treatment for Jerrod?

Now, ask them to clearly name the evidence (interviews, medical reports, police reports, etc.) that supports each of their yes answers.

- In this case, what evidence besides the interviews should you include in the record? (Medical reports and police reports; psychiatrist's report, verification of the criminal conviction).
    - Remember careful analysis of the information and assessing its validity helps to determine how the information can be utilized.
    - Very little information gathered should be taken at face value.

   - The competent FSW must always consider alternative possibilities and seek additional and corroborating information in an effort to arrive at the most accurate conclusions.

- **Remember:** You cannot "hide" exculpatory evidence – information that would tend to refute the finding you intend to make.

Trainer Note: *Additional Resources:* These two resources can be helpful to staff conducting an investigation. Play the YouTube video and then provide staff with a link to download the Child Protector App. Conclude by telling staff the app is free.

- https://youtu.be/iFt8S58Ewcw?si=fJgb9vqfdwDDuxzg
- https://www.childrensmercy.org/health-care-providers/refer-or-manage-a-patient/provider-resources/apps-for-providers/child-protector-app/

DEVELOPING THE TEXT

Developing the text for the Finding/recommendation Screens, the Report to the PA, and Closure Screen.

Consider pulling up the Flowers-TRNG example so that students can see the screens/field on the Findings screen. Show them how they will see the child's name, the abuse category, the abuse/neglect type, the injury characteristics, the alleged offender, and whether that category/type was found to be true. Then they see an overall finding.

The Pertinent Information and the Findings/Recommendation screens are where your serious writing takes place. The language here must be congruent with the language in your affidavit. The pertinent information field is what will support your overall finding and your recommendations. This is also where you document the assessment of the home environment.

Working in your groups, draft the language you would put in the finding/recommendation field. This information will address ALL elements of the neglect category and maltreatment type. You can refer to PUB 357 if needed to view all the elements.

Allow the group around 20-25 minutes to complete this work. Ask for volunteers to read what the groups came up with. Provide feedback as they go.

Finish this section by showing the sample text in the Flowers-Example case.

TEACHING NOTES

Point out that it is not necessarily perfect, but it attempts to clearly and concisely state the elements.

Trainer Note: The description of the household shall be entered in the Pertinent Information in the Findings Screen. (In the training example these two residences were also addressed in the interviews.) Our suggestion is that participants document the observations in both the interview screens and the finding screens. Documenting the observations in the interview screen confirms the observations of the environment, along with the conditions of the home at the time of the interview. Additionally, the directive instructing staff to document the observation of the home environment in the finding screen provides a consistent location for documenting the information in the investigation closure screens. Instruct staff to Check with their supervisors to see whether the supervisor wants the information documented twice. (Remember, assessing the conditions where the child lives is a statutory requirement in the Child Maltreatment Act).

Consider providing a copy from the Flowers-EXAMPLE to sum up the discussion. Give the class a break and ask that they reconvene in the lab.

DAY 4

SECTION 4: Division Information Management System

Time Estimate:	• 120 Minutes
Learning Outcomes:	• Successfully draft language for the Finding screen that articulates the evidence supporting the TRUE determination. • Successfully enter information into the Finding screen. • Update the Abuse/Neglect screen with information on a victim who was discovered during an investigation. • Update the Abuse/Neglect screen by selecting the Maltreatment Type. • Complete a Case Connect • Complete the Risk Assessment • Draft and enter a report to the PA • Complete the Family First Eligibility Screen • Close the case.
Trainer Materials:	• Handout 6 - Affidavit Checklist • Handout 7 - Uploading SDM Assessments into Edoctus

TEACHING NOTES

DOCUMENTING

Spend the afternoon completing the Division Information Management System work. (If this cannot be finished today, there will be time in the morning to complete it.) The tasks to accomplish include:

1. Update Doc tracking – CFS -323 to Charlotte and Brad and 323-A to Georgia Weems
2. Completing the Abuse Neglect (A/N) screens for each child.
3. Discussing the need to update the Safety Assessment. (This may be a demo of the training example rather than having the students do another Safety Assessment.) But be sure they understand the necessity of not having an assessment that says the children are safe when they have been removed from their mother's care.
4. Time allowing completing the contacts in the investigation. If there is not time, demo where to find them and the ones that were entered in the training example.
5. Completing the Findings Screen.
6. Completing the Case Connect.
7. Completing the report to the PA (by law not required on this type of case but required to close the case in the Division Information Management System).
8. Complete the Risk Assessment
9. Completing the Investigation Closure.

UPDATE DOC TRACKING

(Workload>Referral>Select Referral>Doc Trkg)

Ask the class if they remember how to get to doc tracking. Based on the notes they have taken in class regarding the dates materials were provided, update the doc tracking screen.

- Assign TM1 to enter the CFS 323 (Charlotte and Brad).
- Assign TM2 to enter the CFS-323-A (Georgia Weems).

A/N ALLEG SCREEN

(Workload>Investigate>A/N)

Before students enter data, demo the screen and fields. They should see the names of the children in the case and the Abuse/Neglect category associated with each child. The investigator will select the Abuse/Neglect types based on the evidence gathered during the investigation.

- Note that they only see Jerrod. The information they see comes from the Hotline report.
- The abuse/neglect type will not be populated. This field will be completed by the investigator.
- They will need to add Frankie.
- They will hit Clear
- Then they should be able to pick Frankie from the Client Name.
- (See why it was important to change Frankie's role in the referral?)
- Note that they will pick Collected during the Investigation and will pick 0-3 months as there is not a definite date that the neglect occurred.

Since TM2 only updated one person in Doc Tracking, that person quickly update the A/N screen for Frankie.

CONTACTS

(Workload>Investigate>Services>Contacts)

Decide if you are going to have them enter contacts or only demonstrate them.

Trainer Note: This is another area where there is not necessarily consensus about when to use this screen. According to some, the only contacts documented here are associated with referrals made during the investigation. In this case, you got very important information on contacts that were not documented as interviews. Recommend that students clarify with their supervisors the expectations around contacts in investigations.

TEACHING NOTES

SAFETY ASSESSMENT UPDATE

When the safety assessment is updated, the assessment type will be a reassessment. Update the safety threats with the newly identified safety threats along with the safety decision. Again, look for congruency in information here, in the affidavit, and in the Finding screens.

FINDINGS SCREEN

This screen allows the participant an opportunity to record the disposition of each allegation and to determine the overall disposition of the investigation. The screen can also be used to document the investigative findings and offer services to the family.

Remind students the reason they need to clearly articulate the information that provides the preponderance of the evidence because it may be needed further down the road. At the time of the investigation, the information is fresh. But the further away you get from it and the more investigations you do, the less likely you are to remember the details. So, for adjudication or if this case was appealed, you need to be clear about what informed your decision to make a finding of true. In addition, if this finding is appealed, the Hearing Officers will be determining if your investigation establishes the preponderance of evidence for all elements of the maltreatment.

CASE CONNECT

(Workload>Investigate>Case Conn)

Demonstrate this screen. The first thing that students will notice in the field is that they get a pop up if they are missing information and they must go back and rectify that before they can move forward.

- Click New case if there are no other cases in the Division Information Management System on this family
- Click Connect to Open case is there is an open case already and
- Click Connect to Closed Case and Re-open if there is an old case on this family.
- In rare instances you will not open a case on a true finding.
- If you are using the Flowers-Example you may point out that the language in the comments is not particularly good. You did not take custody because Mom

TEACHING NOTES

refused to follow an immediate safety plan. You took custody because mother's refusal to provide needed medication and medical follow-up and both caregiver's failure to provide adequate supervision created an immediate risk of harm.

SDM RISK ASSESSMENT

(Data Collection System>New Assessment Menu>Risk Assessment)

Demonstrate the Risk Assessment tool. The risk assessment tool has four sections. The main section of the tool consists of the abuse and neglect indices in a single stream of questions, which are scored separately to get to the scored risk level. There are three questions that relate to the likelihood of future system involvement related to neglect, while others relate to the likelihood of future involvement related to abuse.

In scoring each item, include anything that would have been present on the date of the reported incident or has become present since then. Think of a risk factor like an "on "switch; Once it is turned on, it stays on for the purpose of this initial risk assessment tool. If you lack the information necessary to answer a particular item, score it as "no".

After scoring all items, you will have total scores for risk related to neglect and risk related to abuse. The automated system will score and total the neglect and abuse scores automatically. The higher of the two classifications determine the family's scored risk level- you would not add them together. (For example, a family with 1 on the abuse index and 2 on the neglect index would be classified as moderate, as the neglect score is the higher of the two scores, and a 2 on the neglect index indicates a moderate risk level).

The final risk level is the scored risk level as affected by overrides (if the worker selects any). When any policy override is selected, the final risk level will be "very high." When a discretionary override is selected, the final risk level will be one level higher than the scored risk level. When no override is selected, the final risk level will match the scored risk level.

Remember, the risk assessment informs how worried we should be about this family and helps us know whether the family may benefit from continued involvement.

The Risk Assessment tools will be used to guide staff in their assessment of the likelihood of future maltreatment. The tool will be completed in the Data Collection System as soon as there is enough information to do so, but no later than the conclusion of the investigation and prior to any decision about case

TEACHING NOTES

opening. Refer to the Safety and Risk Assessment Procedure Manual for specific instructions regarding the completion of the Risk Assessment tool.

Direct the teams to complete the Risk Assessment for the family. Print the Risk Assessment and upload it to Edoctus. See Handout 7, Instructions for uploading SDM Safety and Risk Assessments to Edoctus.

PA REPORT

(Workload>Investigate> PA)

This is the last big task left on this case. Depending on the time, you may want to show the screens but fill them in tomorrow. Or you may lead a group discussion of what would be appropriate to add and have the fastest Keyboarder on each team complete it as the class discusses materials that are appropriate for each field.

- Based on classwork to this point, both Frankie and Jerrod are wards of the Juvenile Division of Circuit Court in Jefferson County.
- Custody of the children will be decided on September 17, 2017, at the adjudication hearing.
- Preventative services were offered. A written immediate safety plan was implemented to allow the children to remain safely in the home.
- The emergency situation was the custodial parent's threat to take the children out of state while at the same time refusing to give necessary medication and chronically leaving a five-year-old and 22-month-old alone.
- Referral Synopsis: The case was referred by the Hotline for medical neglect and lack of supervision of Jerrod. During the investigation, it became clear that Frankie was also a victim of neglect (inadequate supervision).
- Attach the affidavit to the PA report so that you do not have to write it all out again.
- The summary is where you highlight your writing ability. It should clearly reflect each element of the maltreatment type and the preponderance of evidence to support a TRUE disposition.

TEACHING NOTES

FAMILY FIRST ELGIBILITY SCREEN

Family First – (Flowers>Investigate>Fam. First>FF Elig.)

Select Client list>Frankie Flowers>Show

Assess Date: 08/16/2017

Time - 4:10 pm

Complete In-home Candidacy Details: There are 17 questions to answer yes or no.

The computer will decide the Candidacy Decision based on how the 17 questions are answered.

Parent and/or Caregiver (FFPSA Eligible) – Participants: Click select> use the pull-down arrow to select the client (client screen interfaces with this screen and will populate the living arrangements keyed under the client screen)

Add record and request approval.

Trainer Note: Each child in the case must have a completed Family First Eligibility completed prior to investigation closure. Additionally, once the removal screen is keyed into the case, it will end date the eligibility for the children.

CONCLUSION

Return the critiqued affidavits. If you ran this as group work, make a copy of review and comments for each group member. Summarize this section by providing an overview of Handout 6, Affidavit Checklist.

Pass out the Ticket's Out and dismiss for the day. Tell students to come to the CHRIS Lab in the morning if they did not get through all of this this afternoon.

DISMISS FOR THE DAY

DAY 5

SECTION 1: Division Information Management System Wrap Up & Tickets

Time Estimate:	• 60 Minutes
Learning Outcomes:	• Family Service Workers will review timeframes for the Flowers' case. .

TICKET OUT

DECISION POINT: Depending on whether you are having an attorney this day or not, decide whether to complete the Division Information Management System work first thing in the morning or whether to work around the OCC attorney's schedule. If the attorney is coming, you will likely do this work afternoon. If you do it in the morning, pick a brain-friendly review that addresses questions on students' Tickets Out.

ORGANIZERS AND TIMELINES

We have done very few large brain-storming exercises so this might be a good time. Here is a series of questions and instructor answers. Be sure that students update their organizers or calendars with these dates.

> **Trainer Note:** If you feel you have already covered this in sufficient detail, do not repeat here. However, be sure that students have the correct dates for the Emergency Hearing, the Probable Cause Hearing, and the Adjudication Hearing.

1. What was the date of removal? 8/18/2017
2. What date did we do the affidavit? 8/18/2017
3. When is the Ex-Parte hearing? For training purposes, we have it on the 21st. The hold expires on Monday the 21st. The hold will run out 72 hours from the time you took protective custody. So, if you took custody at 11:00 am, the hold runs out on 08-21-2017 at 11:00 am. So, be ready with all supporting documents for a hearing early Monday morning.
4. When is Probable Cause? 8/25/2017. Five working days from the Ex-Parte (Emergency) hearing is Saturday the 26th. So likely the Probable Cause Hearing will take place on the 25th. It should be no later than Monday the 28th.
5. When is the adjudication? 9/22/2017 or possibly September 25th - because of the 30th day hitting on a weekend.

STOP Break Time

TEACHING NOTES

DAY 5

SECTION 2: Preparing for Court

Time Estimate:	• 120 Minutes
Learning Outcomes:	• Respond accurately to questions one could reasonably expect at Probable Cause and Adjudication Hearings. • Testify effectively from an affidavit they prepared to support that there is a preponderance of evidence to support a true finding • Testify effectively as to Reasonable Efforts to Prevent Removal.
Participant Content:	• Pages 24 – 27 in the Participant Manual – Court Hearing Questions • Pages 29 - 31 in the Participant Manual – Being the Best Witness Tip Sheet
Trainer Materials:	• Trainer Resources Pages 20 - 44 for OCC Review • Testimony PowerPoint (located on MidSOUTH website) • Tips From an Attorney Part 1 (3:26) - https://youtu.be/kCkVArsby5g?si=lejcvcwzbaSf3qJV • Tips From an Attorney Part 2 (3:16) – https://youtu.be/nV6Wjr-qoFI?si=9bBWXg5wJUI-qfjW • Tips From an Attorney Part 3 (3:33) OPTIONAL - https://youtu.be/RasvUcfrUXg?si=USbR_DxADORAV8jc

TEACHING NOTES

TIPS FROM AN ATTORNEY

Show this YouTube video presented by North Carolina Department of Justice. Show "Tips From an Attorney Part 1" (3:26) and "Tips From an Attorney Part 2" (3:16). The total length for both videos is under 10 minutes. The links can be found under the "Trainer Materials" portion of this section.

Trainer Note: Just FYI – there is an optional video "Tips From an Attorney Part 3" (3:33) but it is directed toward supervisors. Some of the participants may have watched the videos during the Out of Home concentration. In this case, advise them that today they are viewing the videos from an investigator's perspective.

Rather than a general report out, ask students to stand and walk around the room. Count to 3 and say "Stop." Have the participants turn to a person near them and spend a few minutes talking about what they learned from the video. Repeat this process a couple of time.

ACTIVITY: Sharing Experiences

Do not do this exercise if the OCC is present.

Survey students and ask those who have attended court to stand. Of the ones standing, who has had to testify? (The rest sit down.) Select volunteers from the standing staff and give them an opportunity to respond to the questions below:

- Give a brief case history and explain the type of hearing
- Tell us about the experience, what were you thinking and feeling
- What did you learn that you could apply to testifying in the Flowers case? (Generalizing knowledge).
- Were there things in the video that would not work in their court?
- How well did OCC and/or their supervisor help prepare them for the experience?

Or, depending on the distribution of those who have testified to those who have not, you could assign them to different tables and ask them to tell their fellow students about the experience and what they have learned that they could apply to testifying in the Flowers case.

Finally, ask for volunteers and role play a situation where the instructor asks

TEACHING NOTES

questions that the attorney would ask (from the list on pages 24 – 27 in the Participant Manual), and the worker makes the actual response.

Trainer Note: This is not really a mock court. Set the stage by stating you will ask questions that an attorney would usually ask. Then the worker should respond as if he or she was in the witness chair.

Depending on time, cover the following when summarizing this exercise. During your summary you can use the Testimony PowerPoint located on the MidSOUTH website.

(If a topic has already been covered, do not reiterate here).

Two key elements:

- Why the situation placed the children in immediate danger and caused removal.
- Reasonable efforts to keep the children safely in the home.

It is important to state the information below:

- Services provided,
- Dates of services provided, include the services that were attempted and services that are still in place,
- Recommendations for family time; justification if recommending supervised family time.

Trainer Note: As of 8/1/23, ACT 363 clarifies that unsupervised family time is allowable at the department's discretion unless otherwise restricted by the court.

Remember:

- Be prepared,
- Know the details of your case,
- Be able to articulate in your own words what you saw and why you took the steps that you took.

The goal is to ensure the children's safety.

ALTERNATIVE PRESENTATION

TEACHING NOTES

Currently, OCC attorneys are routinely training. The following items are suggestions only.

1. Send the OCC attorney the material from the trainer resources, pages 20 - 44. It has the materials with the fact scenarios, the interview scripts, demographics on all clients and collaterals and it has a brief synopsis of legal material covered in other modules). Be sure they understand the time frames may differ slightly because of the way each class designed their investigation plan.
2. Give the attorney the best affidavit. Let them have a few minutes for review. The trainer can provide feedback on improvement and on areas where students did a good job while the attorney is studying the affidavit.
3. Then, let the attorney begin asking questions of the class on any area he or she is unclear about the case.
4. Let the class ask the attorney questions about court and the best way to present this case.
5. Move to actual practice.
    a. Let a class member go first and have the attorney put them through the standard opening questions they are likely to encounter.
    b. Switch students and let the attorney ask the questions necessary to present the case.
    c. Provide stopping places where students can ask questions or
    d. Encourage the attorney to stop if the student testifying is struggling and let the class give suggestions.
    e. Have the attorney lead a discussion of who should be subpoenaed to the Adjudication Hearing and what parts of the recommendations their testimony will support. For example, the detective's testimony will help support a recommendation for Brad to have supervised visitation because it speaks to the domestic violence in the home and the exposure of the children to this behavior.

Trainer Note: Regardless of the way you run the morning, there is material on pages 24-27 in the Participant Manual about questions students can anticipate being asked at a Probable Cause hearing and at an Adjudication hearing. There are general tips on testimony (direct and cross examination) on pages 29-31 in the Participant Manual.

Remind participants that they can access the TIP Sheets anytime for every hearing on CHRIS Net under Resources.

TEACHING NOTES

DAY 5

SECTION 3: Division Information Management System Work

Time Estimate:	• 135 Minutes
Learning Outcomes:	• Family Service Workers will learn how to properly document for closing screens in the Division Information Management System. • Family Service Workers will demonstrate their learning achievements by completing the Investigation Concentration's Knowledge assessment.
Participant Content:	• n/a
Trainer Materials:	• Life of a Case Documents • Handout 8 - Uploading Investigation Files to Edoctus • Handout 9 - Immediate Safety Plan Example • Pages 2 and 3 of the Safety Organized Practice Tip sheets

DOCUMENTATION

TEACHING NOTES

After lunch, there is time to complete Division Information Management

System work. Perhaps the only two places left (depending on how far the class got yesterday) that require a lot of drafting work would be the Report to the PA and the Closing Screen. If needed, give participants a few minutes to draft the text for the Referral Synopsis, the language justifying the emergency, and the language for the Summary and Recommendations.

INVESTIGATION APPROVAL

Complete all lab work at approximately 3:15 give a break.

Show the participants The Life of a Case graphic located in the trainer resources. Conduct a high-level review of the graphics and show them where we are in the life of the Flowers case.

Conclude the day by distributing Handout 8 - Uploading Investigation Files to Edoctus and Handout 9 - Immediate Safety Plan Example. Next, review pages 2 and 3 of the Safety Organized Practice Tip sheets. This tool can be used as a guide when conducting investigations. The tip sheet provide ideas on when and where to use SOP tools. This is not an exhaustive list. All of the tools are not used in every investigation.

Administer the Knowledge Check. The Knowledge Check is open book. The students can use any resource in the room. This includes their phones for the policy or their neighbors. As students leave after the knowledge check, compliment them on a job well-done.

DISMISS FOR THE DAY