

TOC	S#	New Slides (Published 08/08/2023)
Title	1	Unit 1 Section 1 Introduction to Training
Important Information	2	"Use the [Next] and [Prev] buttons to navigate the training. Training sessions are designed so that you can exit if needed, and re-enter where you left off. Click the [Exit Activity] button at the top right above the training window. This will save your work and let you re-enter the training where you exited. If you don't have time to finish an assignment ... It's better to stop, exit the training, and come back to the assignment later."
Important Information	3	Do not leave a training up unattended. If left unattended, even for a short time, the browser will time out behind the scenes. It will allow the training to continue, but will not record your progress. Email devteam@midsouth.ualr.edu with any problems you encounter with online training. Give yourself plenty of time to complete an online unit before the corresponding classroom unit starts.
Important Information	4	You must complete all sections in Unit 1 before the other units and pre-assessments will become available. You must complete and submit the unit pre-assessments to unlock the sections of online training in Units 2-6 and 8-10. You will have 20 minutes to take each pre-assessment. They will automatically submit after 20 minutes, then will be locked. To receive credit for a unit, you must complete all pre-assessments and sections associated with that unit.
Important Information	5	You are strongly encouraged to take your pre-assessments and online trainings as close as possible to attending the classroom units on those topics. Do not try to complete all of the online training in one sitting or as quickly as possible. As you go through training, you will be directed to resources on the internet and within a resource folder on the DCFS portal. Consider bookmarking any websites with important resources.

Welcome	6	<p>You have taken on an important role where you will make a difference in the lives of many children and their families.</p> <p>These online training units will provide support as you develop confidence in performing this challenging and rewarding work.</p>
New FSW Training	7	<p>You will complete online training, work with a field trainer, confer with your supervisor, and attend classroom sessions to see what we mean.</p> <p>But, in truth, you will be learning every single day you work for DCFS, from the time you walk into the office until the day you leave.</p>
New FSW Training	8	<p>New staff training is just the tip of the iceberg. It cannot teach everything you need to know about child welfare work.</p>
Foundation	9	<p>Training simply builds a foundation and framework for your learning.</p> <p>The next part of this section addresses the training structure and framework in more detail.</p>
4 Components	10	<p>New Staff Training for FSWs has four components with multiple people who serve in trainer roles.</p> <p>The four training components are: Supervisor, Online, Field Trainer, Classroom & CHRIS</p>
Upcoming	11	<p>Note: Although the current Information Management System is CHRIS, the Division will soon transition to ARfocus.</p> <p>Updates on ARfocus can be found on CHRISNet.</p>
Supervisor	12	<p>Your supervisor will be your primary go-to person. Part of their job as a supervisor is to teach you the ins and outs, the technical knowledge, and the skills you need to do your job. They also:</p> <ul style="list-style-type: none"> Help you through the maze of policies, procedures, and regulations. Set your work schedule. Assign your caseload. Establish deadlines. Review your work and provide feedback. Help you set priorities. Help you with your practice. Make sure you are working within expected agency guidelines.

	Online Training	13	<p>Online training discusses the best practices for addressing abuse and neglect and working with families. You'll need this knowledge in the classroom.</p> <p>There are places where you can reflect and demonstrate your understanding of the material presented.</p> <p>Some of these will look like tests, but others are places to stop, think, reflect, and practice.</p> <p>You are the trainer for the online training, and ultimately, you are responsible for learning and mastering the materials.</p>
	Field Training	14	<p>Field training starts very soon after you start work, likely within your first or second week on the job.</p> <p>Your field trainer and your supervisor provide learning opportunities and activities that teach you about key job functions.</p> <p>Along with your supervisor, your field trainer helps you apply what you learn in your online training (and later, your classroom training) to your everyday work with families.</p> <p>Together, they help you develop the skills and confidence you need to perform your job duties.</p>
	Field Training	15	<p>Field training is some of the most important prep work you can do. There are things you will learn in the field that you simply cannot know through online or classroom training alone.</p> <p>Here's an example. You can read about meeting families for the first time. You can even practice what you might say with your fellow FSWs or your supervisor. However, until you actually attend a first meeting with a family, you will not know exactly what to expect.</p>
	Field Training	16	<p>Field training continues throughout your first year on the job.</p> <p>After you finish your foundation courses, you and your field trainer will discuss your ongoing training. This training is determined, in part, by your primary job responsibilities.</p>
	Area Map	17	<p>If you have not been contacted by your field trainer and your supervisor has not shared this information with you, ask a co-worker in your office who covers field training in your county. [image of DCFS area map with training site locations]</p>

	Classroom Training	18	<p>When you were hired, your name was placed on a waiting list for Foundations Training.</p> <p>You will receive an email notice with instructions when you are scheduled to begin the classroom portion of this training. You will also be contacted by a Child Welfare trainer about scheduling for a CHRIS Orientation and Navigation (O&N) Training.</p> <p>Classroom and CHRIS training are provided by MidSOUTH Training Academy, which is part of UA Little Rock.</p> <p>MidSOUTH has five (5) training sites throughout the state of Arkansas.</p>
	CHRIS Training	19	<p>Classroom training takes what you learn in online training and provides multiple opportunities to practice and build the skills necessary to perform your job well.</p> <p>CHRIS O&N Training will teach you how to use CHRIS, the state’s Children Reporting and Information System.</p> <p>Your CHRIS trainer can also help you outside of the scheduled lab trainings.</p> <p>They are available by phone and email and can see (but not enter) data into your cases. So if you get stuck on something, contact this trainer.</p> <p>Go to www.midsouth.ualr.edu and click “Contact Us” to find their information.</p>
	Knowledge Check	20	<p>This lesson organized and presented “Training” in terms of four (4) components or parts. What is the first training component, and who is your main “go-to” trainer?</p> <p>A. Classroom training and the trainers for Child Welfare B. Supervision and my supervisor C. Field training and my field trainer D. Online training and myself</p>
	Knowledge Check	21	<p>This lesson organized and presented “Training” in terms of four (4) components or parts. What is the second component of training, and who is the trainer you may never have thought of as a trainer before?</p> <p>A. Classroom training and the trainers for Child Welfare B. Supervision and my supervisor C. Field training and my field trainer D. Online training and myself</p>

	Knowledge Check	22	<p>This lesson organized and presented “Training” in terms of four (4) components or parts. What is the third component of training, and who is with me for mentorship during my first year?</p> <p>A. Classroom training and the trainers for Child Welfare B. Supervision and my supervisor C. Field training and my field trainer D. Online training and myself</p>
	Knowledge Check	23	<p>This lesson organized and presented “Training” in terms of four (4) components or parts. What is the fourth component of training, and who is at the Training Academy providing insight into child welfare best practices?</p> <p>A. Classroom training and the trainers for Child Welfare B. Supervision and my supervisor C. Field training and my field trainer D. Online training and myself</p>
	Knowledge Check	24	<p>Your training started:</p> <p>A) My first field trainer contact B) My first CHRIS training C) My first day on the job D) My first classroom training</p>
	Congratulations	25	<p>You have completed Unit 1 Section 1.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S#	New Slides (Published 08/08/2023)
Introduction to Policy	1	Unit 1 Section 2 Introduction to Policy
Welcome Back	2	You have taken on an important role where you will make a difference in the lives of many children and their families. These online training units will provide support as you develop confidence in your ability to perform this challenging and rewarding work. Today's section of training will be focused on Policy and Procedure.
Policy & Procedure	3	Click on the word balloons for the definitions of Policy and Procedure. Policy: A set of ideas or a plan for action followed by a governmental agency to guide decisions and achieve rational outcomes. While policy frequently has a basis in law, it is not a law or regulation. Rather it is the plan to achieve the outcomes intended by the law. Procedure: the step-by-step series of behaviors and order of actions to implement the policy.
DCFS Policies	4	Most people are experienced in dealing with policies and procedures. Before coming to work for DCFS you were likely asked to follow school policies. You learned how to navigate the policy there, and you will learn and become skilled in the DCFS policies and procedures as well.
Policy D&D	5	Here are a few notes about WHY we follow policy. Drag them up onto the bulletin boards where you think they best fit. [sorting into mostly true or not so much] Helps me reflect best practice [Correct] Helps me to be fair and consistent [Correct] Tells me exactly what to do [Incorrect] Protects me from liability [Correct]

Policy Explained	6	<p>Click on each Post-it Note to read an explanation.</p> <p>Helps me reflect best practice - Mostly True. DCFS policy and procedure developers have tried very hard to capture the best child welfare practices and provide clear steps so you can perform them well. Pair this with a foundation in family-centered values, and you will be well on your way to serving families. Want more information on family-centered values? Look in the Resource folder in the DCFS portal.</p> <p>Helps me to be fair and consistent - Mostly True. You will constantly assess and assure child safety in this job. Some families you like, and you may be tempted to cut them some slack. Others you may not like. There may be a tendency to be overly punitive. Following policy and procedures helps you be fair in your treatment and accurate in your assessments.</p> <p>Tells me exactly what to do - Not so much. Remember, policy is a guide. Sometimes, it tells you exactly what to do and when. Other times, it will only point you in a general direction. Because child welfare is so complex, there is no way to write a manual that covers everything you'll encounter. This is where your good sense comes into play.</p> <p>Protects me from liability - Mostly True. This is one of the most important reasons to follow policy. Child welfare is an incredibly complex arena. Unfortunately, at times, unfortunate things happen. However, you are protected from personal liability if you operate in good faith and within your agency's policies and procedures.</p>
Policy Manual	7	<p>You have a guide (Policy Manual) to help you in this complicated job.</p> <p>However, you may have to supplement this guide with other forms or publications to get the whole story.</p> <p>At this point, let's move to the policy itself..</p>
DCFS Policy	8	<p>DCFS Online Policy is:</p> <ul style="list-style-type: none"> • Up-to-date • Searchable • Portable
CHRIS	9	<p>Your first challenge: Find the online Policy & Procedure Manual.</p> <p>Do you have a CHRIS account yet? Yes, I can log into CHRIS [goes to next slide] No, I do not have CHRIS access [goes to slide 12]</p>

CHRIS - Yes	10	<p>Yes, I can Log Into CHRIS</p> <p>When you log into CHRIS, you will see this button [img] on the tool bar as well as an icon on the home screen.</p> <p>Click the button or the icon. [img]</p> <p>Select “DCFS Policy (PDF)” from the left-side menu.</p> <p>While you are on this page, explore some of the other links, too - especially the links to reports, publications, forms, and protocols.</p>
CHRIS - Yes	11	<p>Yes, I can Log Into CHRIS</p> <p>You can also access DCFS Policy from the AR Department of Human Services website: https://humanservices.arkansas.gov/divisions-shared-services/children-family-services/about-dcfs/</p> <p>Let’s practice. Open up the policy by clicking on the above link.</p> <p>Click on “DCFS Policies” on the left-side menu. This will open a copy of the DCFS Policy that you can download to your device for future use. If you download it, make sure that you periodically check for new revision dates.</p> <p>For quick access on your phone or computer, you can bookmark the above web address in your browser.</p>
CHRIS - No	12	<p>No, I Do Not Have CHRIS Access</p> <p>Go to: https://humanservices.arkansas.gov/divisions-shared-services/children-family-services/about-dcfs/</p> <p>You should now be on a page that looks like the picture above.</p> <p>Click on “DCFS Policies” on the left-side menu. This will open a copy of the DCFS Policy that you can download to your device. If you download it, make sure that you periodically check the DCFS website for new revision dates.</p> <p>For quick access on your phone or computer, you can bookmark the above web address in your browser.</p>
CHRIS - No	13	<p>No, I Do Not Have CHRIS Access</p> <p>While you are on this page, explore some of the other links, too - especially the links to publications, forms, and practice guides.</p> <p>Once you have CHRIS access, you can reach this page via a button on the CHRIS Toolbar or the icon on the home screen."</p>
DCFS Policy	14	<p>If you didn’t leave the DCFS Policy PDF open, click here to access it.</p> <p>Ensure you are on the document's first page (the Title Page). We will look at a couple of ways to search policy.</p>

	Policy Manual	15	<p>If you are not on the Title Page of your policy manual, type “1” in the toolbar at the top of the PDF (where it shows the number of pages) and hit “Enter.”</p> <p>Try it on your opened copy of the policy now.</p> <p>Note: The page count may be at the bottom if you view the policy manual in an internet browser.</p>
	Policy Keyword Search	16	<p>The first technique we will use is the Keyword Search.</p> <p>This method will be familiar to many of you, but let’s check it out anyway.</p>
	Policy Keyword Search	17	<p>While on the first page (Title Page) of the manual, hold down the Ctrl Key and the F Key at the same time.</p> <p>It should bring up a “Find” box that looks like this:</p> <p>Note: Your “Find” box may look different depending on whether you’re in a browser or searching within a PDF in Adobe.</p>
	Policy Keyword Search	18	<p>In the Find box, type the word “Confidentiality.”</p> <p>Click the “Next” button. Now, you should see the Table of Contents with POLICY I-E: CONFIDENTIALITY highlighted.</p> <p>Try this search now on your opened copy of the policy.</p> <p>Note: Your version of DCFS Policy may look different than what is presented in this video. The search instructions are the same.</p>
	Policy Keyword Search	19	<p>If you continue to click “Next,” the Keyword Search will take you through each instance of the word throughout the entire policy manual.</p> <p>Give it several clicks and see what happens.</p>
	Remember - Keywords	20	<p>The “up” side of a Keyword Search is that it will take you quickly through over 500 pages of policy to each place that the word you’ve searched appears.</p> <p>The “down” sides are 1) you have to know the right keywords to search, and 2) you have to spell the words correctly.</p> <p>There is no direct way to teach you all the needed keywords. This is language you will simply pick up as you grow into the job.</p>
	Table of Contents	21	<p>The next technique to try is a Table of Contents Search.</p> <p>Pick any topic in the Table of Contents, and hover your cursor over it until your cursor changes to a hand.</p> <p>Click where the hand is pointing, and you will go straight to that section of policy.</p> <p>Now, it’s your turn. Practice the Table of Contents search on the copy of policy you have opened.</p>

	Remember - TOC	22	<p>The advantage of a Table of Contents Search is that it will take you straight to the policy from the Table of Contents and keep you from scrolling through pages upon pages of text.</p> <p>The disadvantage is that sometimes, everything you need to know about a topic is not necessarily under the policy heading you would suspect based solely on the name.</p>
	PUB 357	23	<p>Here is a helpful tip for supplementing the policy manual.</p> <p>When looking for a definition of maltreatment (no matter what your primary job is), it may be quicker to use this publication: PUB 357, the Child Maltreatment Assessment Protocol.</p> <p>PUB 357 is located on CHRISNet under “Publications” or on the public Arkansas DCFS webpage.</p>
	Knowledge Check	24	<p>Searching through policy using a keyword may not always provide you with all of the information you need.</p> <p>Who is the best person to ask when you have a question about policy?</p> <p>A) My supervisor B) My field trainer C) My CHRIS trainer D) My classroom trainer</p> <p>[Incorrect Feedback: Incorrect - Other trainers are great resources who can give you suggestions about where to look in policy to get your questions answered, but in situations where the policy is not clear, your supervisor is the best one to direct you.]</p>
	Policy Expert	25	<p>Find out who the policy expert is in your office.</p> <p>This person can be a valuable resource for you as you grow into the job.</p>
	Summary	26	<p>This policy training was designed as an introduction, helping you learn:</p> <p>How to define policy and procedure. How to locate your online policy manual. Why it is important to follow policy and procedure. How to complete a Keyword Search and a Table of Contents Search.</p>
	Congratulations	27	<p>You have completed Unit 1 Section 2.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

TOC	S#	New Slides (Published 08/08/2023)
Introduction to CHRIS	1	Unit 1 Section 3 Introduction to CHRIS
Welcome Back	2	During this online section, we are going to look at a few basic tasks that can be completed in CHRIS: How to navigate your Workload. How to find a client/family. Where to document a contact or family time.
Transporting	3	CHRIS will be covered in greater detail during later online and classroom trainings. However, you may need to know how to document a few items before you're able to attend those classes. As a new worker, it is likely you will spend some time supervising family time sessions and transporting children/youth and their families.
CHRIS Credentials	4	If you do not have your CHRIS credentials yet, contact your supervisor to see if they know when you might expect them. If possible, before you get your credentials, find out from your supervisor how they would like you to document your work.
CHRIS Workload	5	The Workload screen in CHRIS is one that you will access multiple times a day. On the next slide, you will view a short video that will guide you in navigating this screen.
VIDEO	6	[VIDEO]
CHRIS Workload	7	As you spend more time on the Workload screen, you will learn what works best for you when navigating it. You will learn to use the Workload screen shortcuts (such as opening a case-by-case number or quickly opening a Referral/Investigation, DR, or a case you visited last) to make your job easier.
CHRIS Searching	8	Now that you know how to navigate the Workload screen, let's learn how to search for families with a Referral/Investigation, Differential Response (DR), or Case. On the next slide, you will view a short video guiding you in navigating this screen.
VIDEO	9	[VIDEO]
CHRIS Searching	10	Now, let's narrow the parameters and learn how to search for a specific client. On the next slide, you will view a short video that will guide you in navigating this screen.
VIDEO	11	[VIDEO]

CHRIS Searching	12	<p>A client search is helpful when you need to make sure that a client is not already in CHRIS. Doing so will help limit the number of duplicate clients in the system.</p> <p>A client search also allows you to find clients that are not on your caseload. This is helpful while you are new and are assisting other workers with their cases.</p> <p>Remember: it is important that you always review a client's case so that you know who you are meeting and what needs they have.</p>
Documentation	13	<p>Now you can navigate your Workload and search for a client or family. But where do you document what you have done?</p> <p>It has been said, "If it isn't documented, it didn't happen."</p> <p>Remember this. Documenting your work is your way of showing what you do with a family.</p> <p>The Contact screen in CHRIS is where you will document all of your interactions with families and other people who have knowledge of them.</p>
Contacts & Family Time	14	<p>A Good Rule for Practice</p> <p>Contacts are fairly broadly defined and refer to interactions with clients, collaterals, agency staff, providers, CASAs, attorneys, and other people you encounter during the life of a case. Contacts can also refer to meetings, such as any of the various types of family team meetings.</p> <p>Family time is more narrowly defined. This refers to scheduled interactions between family members of children in out-of-home care and those particular children.</p> <p>These may include sessions between caregivers and children in out-of-home care, sessions between siblings in out-of-home care or siblings in care with siblings who were not removed, and/or sessions between grandparents or other relatives with children in out-of-home care.</p>
CHRIS VIDEO	15	[VIDEO]
Policy	16	<p>Does it seem as if we are being picky?</p> <p>Does it really make a difference where you document things as long as you do it?</p>
CHRIS Reports	17	<p>Yes! It really does matter. Many reports use the data from CHRIS.</p> <p>Your supervisor uses some of these reports to monitor whether you have completed required tasks in the time frames and at the frequency set out in both law and policy.</p> <p>You work hard; you want to get credit for your work.</p> <p>You do not want to look as if you are out of compliance simply because you entered data in the wrong field.</p>

	CHRIS Documentation	18	<p>For example:</p> <p>Document interviews on the appropriate interview screens (Victim Interviews, Collateral Interviews, etc).</p> <p>Document the SDM Safety Assessment in the DCS system.</p> <p>Document family assessments on the FAST/CANS screens.</p> <p>Document the Family Case Plan and Concurrent Plan on the Case Plan screens.</p> <p>Document sending or receiving documents on the Doc Tracking screen.</p>
	Knowledge Check	19	<p>The purpose you select on the Contact screen is how the system determines whether you are documenting a Contact or Family Time.</p> <p>True/False</p>
	Knowledge Check	20	<p>Your Workload is where you find what Referrals/Investigations or Cases are assigned to you.</p> <p>True/False</p>
	Knowledge Check	21	<p>You can only do client and family searches on people included in your Workload.</p> <p>True/False</p>
	Summary	22	<p>This training section was purposefully brief.</p> <p>Now, you should know 1) how to navigate your Workload, 2) how to do a client and/or family search, and 3) where to document a contact.</p> <p>This knowledge will prepare you to gather and enter essential client information before and after contacts or family time.</p>
	DCFS Portal	23	<p>All of the videos you have watched in this training section are available on the DCFS Portal under Information and Resources.</p> <p>You can view them at any time without going back through this training.</p>
	Congratulations	24	<p>You have completed Unit 1 Section 3.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

	TOC	S#	New Slides (Published 08/08/2023)
	Introduction to the Life of a Case	1	Unit 1 Section 4 Introduction to the Life of a Case
	Welcome Back	2	You have taken an important job where you can really make a difference in the lives of children and families. The online training units will help you develop confidence in your ability to perform this challenging work. Today's section of training will be focused on the Life of a Case.
	Storyboard	3	Storyboards or concept maps may be helpful for organizing information as you go through both online and classroom training. You can use them to create connections as we present the information. We've provided you with a sample, but you are welcome to create your own, or take notes in a way that is helpful to you. Click on the photo to print the sample [Handout 1.4.1 link]. [1]
	Journey	4	In your work at DCFS, you do not start every case at the beginning. You enter into families' lives at different stages in their child welfare journeys. With some families, you are their first caseworker; with other families, you may be their 10th caseworker. You may be the first investigator who has ever come to their home, or it may be a family who has seen many DCFS investigators come and go.
	Life of a Case	5	Wherever you begin, it is good to have an idea of what will take place at the various stages of a family's case. The "Life of a Case" flowchart illustrates the general path that most cases will take, and it also offers definitions for some important legal, court, and policy terms that you will likely hear during your time as a Family Service Worker. Click the button to view the flowchart. [2]
	Hotline	6	Each case starts with a call to the Child Abuse Hotline. The end goal for each case is a permanent, safe place for the children. After the Hotline call, the life of each case is unique, but they often follows some common steps.

Hotline Screening	7	<p>The lives of some cases are quite short. These are usually cases where the Hotline “screens out” the call.</p> <p>This means that what the caller was concerned about might not be good child-rearing practice, but it is not considered maltreatment as defined by law.</p> <p>These cases you will never see, as they are not escalated to a level that needs investigating. At this point, there is no reason to think the children are not safe.</p>
Differential Response	8	<p>The next kind of case is a Differential Response or “DR” case. These are based on low-to-moderate risk allegations that the Hotline accepts.</p> <p>DR interventions differ from Investigations in that they are even more collaborative and do not require a formal finding.</p> <p>In a DR case, DCFS and the family assess the family’s needs and strengths and make a plan.</p> <p>DCFS then provides the services needed to keep children from coming into the child welfare system.</p>
Differential Response	9	<p>DR cases can go one of two ways. Ideally, the family benefits from the services, the problems are resolved, and the children are safe and with their families.</p> <p>There is no formal finding of True or Unsubstantiated Allegations. Case closed!</p> <p>However, sometimes the problems are more severe than initially thought.</p> <p>These cases are moved forward to a regular Investigation.</p>
Path	10	Investigation cases can follow a few different paths. [image of three paths]
Differential Response	11	<p>Investigation cases can follow a few different paths.</p> <p>The first might be that a Hotline report is assigned as an Investigation case, but after further review, it is reassigned as a DR case.</p> <p>Remember ...</p> <p>DR cases are based on low-to-moderate risk allegations that the Hotline accepts.</p>
Unsubstantiated	12	<p>The second way an Investigation case can unfold is that DCFS investigates the report, but it is Unsubstantiated.</p> <p>In other words, there is no evidence or not enough evidence to say the report is True and the children are not safe in their home.</p> <p>There is a formal finding that the report is Unsubstantiated, and voila!</p> <p>Case closed.</p>

True Finding	13	<p>The third way an Investigation case can unfold is that there is a formal determination that a report is True.</p> <p>This means that the children have been verifiably abused or neglected and, without some change, are not safe.</p>
DR Unit	14	<p>If your primary job duty is as an Investigator, you will enter the life of a case during the investigation.</p> <p>If your primary job duty is within a DR Unit, you will enter the life of a case at the DR level.</p> <p>Otherwise, you will not typically enter a family's life at these stages.</p>
Life of a Case	15	<p>Caseworkers may also enter the family's life here:</p> <p>As secondary on a CACD Investigation to develop the safety intervention (see Unit 4.2)</p> <p>During an Immediate Safety Plan, a Team Decision Making (TDM) meeting, and/or a subsequent in-home services case</p> <p>These interventions are designed to meet the dual goal of ensuring safety and letting children remain in their homes.</p>
Life of a Case	16	<p>Caseworkers may also enter families' lives because the situation is severe enough that the children must be removed from the home to protect their safety.</p> <p>In that case, an out-of-home services case is opened.</p> <p>Investigators stay involved in the life of the investigation until they make a determination of True and follow through in court (if that is required).</p>
Review	17	<p>So far, we've established that Hotline calls (or reports) can be:</p> <p>Screened out. Screened in. Accepted for an investigation with either a True or Unsubstantiated disposition. Assigned as a DR Referral.</p> <p>However, no matter what path an Investigation case takes, it should end in a place where the children are safe.</p>
True but Exempt	18	<p>NOTE: Some variations exist on True findings, such as True but Exempt. These will be covered in more detail during the Investigation Concentration training.</p> <p>Be aware, though, that even these variations can result in an open case.</p>

	Knowledge Check	19	<p>A call to the Child Abuse Hotline is the starting point for providing child welfare services.</p> <p>True/False</p>
	Knowledge Check	20	<p>The end goal for each type of case is a safe and permanent place for children.</p> <p>True/False</p>
	Life of a Case	21	<p>There are standard steps in both in-home and out-of-home cases.</p> <p>Each requires a family assessment and a plan for change (called a Family Case Plan).</p> <p>This is a simplified view, but if the family works the plan and/or the behaviors change and problems are resolved, the children can return home or stay home.</p> <p>Eventually, the case is closed.</p>
	Life of a Case	22	<p>The life of a family with an in-home case can also take a turn for the worse, in which the children are no longer safe.</p> <p>Whether on an emergency basis or as the result of a petition to the court, the children will come into out-of-home care, and the in-home services case becomes an out-of-home case.</p>
	Permanency	23	<p>As noted, one outcome for an out-of-home (OOH) case is that the family works the plan, the needed changes occur, and the children are safe to go home.</p> <p>However, another outcome is possible. The family may prove unable or unwilling to make the needed changes. At that point, the caregivers may lose their rights to custody of their children. DCFS then finds another permanent, safe place for those children.</p> <p>This serves as yet another reminder that the life of a case — whether it is an Investigation, an In-Home case, or an OOH case — is geared toward the ultimate goal of child safety in a permanent placement.</p>
	Knowledge Check	24	<p>Each type of service case requires an assessment and a plan for ensuring the safety of the child.</p> <p>True/False</p>
	Summary	25	<p>We cover all of these topics in more detail in subsequent trainings. This brief introduction was meant to show you how cases can unfold and where you, as a new case worker, might enter them.</p> <p>Next, we will share some work aids to help you review cases on your new caseload.</p> <p>Consider using these, even if you only transport children, supervise family time sessions, or shadow an investigator.</p>

	Work Handouts	26	<p>Click to open each of the work aids.</p> <p>Investigation Review Handout 1.4.3 [link] Case Review Handout 1.4.4 [link] [3]</p>
	Work Handouts	27	<p>The work aids can help you determine where you are in the life of a case, where the family is in a case, and what you need to consider to determine if the children are safe in a case.</p> <p>You can print the work aids.</p> <p>They are also available to view in the Information and Resources folder on the DCFS Portal.</p>
	Activity	28	<p>Using the work aids we provided (or ones your Supervisor or Field Trainer provides), review a case with your Field Trainer. Consider modifying these aids so that they best fit your needs.</p> <p>Email the CHRIS or Classroom Trainer if you have any questions after your case review.</p>
	Congratulations	29	<p>You have completed Unit 1 Section 4.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

[1] https://www.midsouth.ualr.edu/NewFSWTrainingResources/unit1_section4_conceptmap.pdf

[2] www.midsouth.ualr.edu/NewFSWTrainingResources/U1_Online_S4_H1.4.2_LifeOfACase_08-2023.pdf

[3] https://www.midsouth.ualr.edu/moodle/pluginfile.php/13146/mod_resource/content/5/U1_Online_S4_H1.4.3_InvestigationReview_08-2023.pdf

https://www.midsouth.ualr.edu/moodle/pluginfile.php/13144/mod_resource/content/5/U1_Online_S4_H1.4.4_CaseReview_08-2023.pdf