













New Staff Training for FSWs – Foundations Classroom and Online Content

(Updated 11/2024)

	Unit 1: Online (Foundations Prerequisite)	<ul style="list-style-type: none"> Unit 1 Section 1 - Introduction to Training Unit 1 Section 2 - Introduction to Policy Unit 1 Section 3 - Introduction to CHRIS Unit 1 Section 4 - Introduction to the Life of a Case
	Lab Training (Foundations Prerequisite)	<ul style="list-style-type: none"> CHRIS Orientation and Navigation (6 hours)
	Unit 2: Online	<ul style="list-style-type: none"> Unit 2 Section 1 - Introduction to Family Centered Values Unit 2 Section 2 - Confidentiality Unit 2 Section 3 – Working with and Across Differences Unit 2 Section 4 - Introduction to Normal Development
	Unit 2: Classroom	<ul style="list-style-type: none"> Overview: Foundational Practice Values for Child Welfare Professionals <p>Day 1</p> <ul style="list-style-type: none"> Section 1 – Welcome, Logistics, Agenda, Personal Learning Goals, Class Guidelines Section 2 – Connecting the Practice Model and Mission Section 3 – Practice With an Arkansas Practice Model Scenario Section 4 – Introduction to Safety Organized Practice (SOP) Section 5 – Three Questions Section 6 – Introduction to Tools Section 7 – Unit Wrap Up <p>Day 2</p> <ul style="list-style-type: none"> Section 1 – Welcome to Essentials of Trauma-Informed Approach to Practice Section 2 – Trauma Definitions & Types Section 3 – Impact of Trauma Section 4 – Development & Trauma Section 5 – Safety, Permanency, & Well-Being Section 6 – Resilience Section 7: Conclusion





		Day 3 <ul style="list-style-type: none"> Section 1 – Welcome and Review Section 2 – Cultural Humility Section 3 – Recognizing Differences Section 4 – Caring for Culture in Child Welfare Work Section 5 – Building Bridges Using Cultural Humility Section 6 – Wrap Up
	Unit 3: Online	<ul style="list-style-type: none"> Unit 3 Section 1 - Introduction to Legal Issues Unit 3 Section 2 - Dynamics of Child Maltreatment Unit 3 Section 3 - Introduction to Structured Decision Making: Safety, Risk, and Protective Factors
	Unit 3: Classroom	Day 1 <ul style="list-style-type: none"> Section 1 – Dynamics of Child Maltreatment Section 2 – Generational Trauma Day 2 <ul style="list-style-type: none"> Section 3 – The Effects of Child Maltreatment on Children Section 4 – Relation of Maltreatment Dynamics to SDM Day 3 <ul style="list-style-type: none"> Section 5 – Structured Decision-Making Continued Section 6 – Introduction to Legal Issues
	Unit 4: Online	<ul style="list-style-type: none"> Unit 4 Section 1 - Preparing to be On-Call Unit 4 Section 2 – Preparing for Timely Permanence Unit 4 Section 3 - Concurrent Planning
	Unit 4: Classroom	<ul style="list-style-type: none"> Overview: Assessment Strategies and Preparing for On-call Duties Day 1 <ul style="list-style-type: none"> Section 1 – On-Call Strategies Section 2 – Worker Safety Section 3 – Policy, Procedure, and Protocol Section 4 – On-Call Essentials Section 5 – Child Maltreatment Assessment Section 6 – Safety and Risk Assessment Data Collection System Section 7 – CANS/FAST Assessment Tools Day 2 <ul style="list-style-type: none"> Section 1 – CANS/FAST Orientation Section 2 – Practice Opportunity



		<ul style="list-style-type: none"> Section 3 – Collaborative Case Planning and Connecting the Training to Your Job Section 4 <p>Day 3</p> <ul style="list-style-type: none"> Section 1 – Division Information Management System Documentation Section 2 – What is your Story? Section 3 – CANS/FAST Interactive Activities
	Unit 5: Online	<ul style="list-style-type: none"> Unit 5 Section 1 - Introduction to Communication Unit 5 Section 2 - Purpose and Stages of an Interview Unit 5 Section 3 – Casework Interviewing
	Unit 5: Classroom	<p>Day 1</p> <ul style="list-style-type: none"> Section 1 – Welcome, Agenda, Prepare for Learning, OJT Experience, and Online Review Section 2 – Skillful Use of Authority, De-escalation Strategies, and Worker Safety Section 3 – Considerations when Engaging Children and Youth Section 4 – Stages of the Interview Section 5 – Documentation <p>Day 2</p> <ul style="list-style-type: none"> Section 1 – Safety Organized Practice Section 2 – Introducing the Genogram Section 3 – Three Questions and Three Column Map Section 4 – Practice Opportunity Using the Three Houses Section 5 – Identifying Caretaker + Behavior + Impact on the Child Section 6 – Engaging Families using HARM, WORRY, and GOAL Statements <p>Day 3</p> <ul style="list-style-type: none"> Section 1 – Involving Children in Safety Planning using the Safety House Section 2 – Circles of Safety and Support Section 3 – Upgrading to Safety Organized Practice using the CAP Framework Section 4 – Review

	Unit 6: Online	<ul style="list-style-type: none"> • Unit 6A.1 - Assuring Safety, Permanency, and Well-Being • Unit 6A.2 - Recruitment Types and Strategies • Unit 6A.3 -Supporting Recruitment and Retention • Unit 6A.4 - Introduction to the Resource Worker and Adoption Specialist • Unit 6B.1 - Provisional Resource Homes • Unit 6B.2 - Traditional Resource Homes • Unit 6B.3 - The Resource Home Assessment Process • Unit 6B.4 - In-Home Consultations • Unit 6B.5 - Pre-Service Training • Unit 6B.6 - SAFE Study Use and Resource Approval • Unit 6B.7 - Monitoring and reevaluation • Unit 6C.1 - Policy and Practice Introduction • Unit 6C.2 - Preparing the Child for Permanency • Unit 6C.3 - Preparing the Child for Placement • Unit 6C.4 - Recruitment and Inquiries • Unit 6C.5 - Adoption Specialist
	Unit 6: Classroom	<ul style="list-style-type: none"> • Overview: Recruitment, Retention, Resource & Adoption <p>Day 1</p> <ul style="list-style-type: none"> • Section 1: Assumptions and Information Gathering • Section 2: Engaging Fathers and Youth • Section 3: Critical Conversations • Section 4: Understanding Recruitment and Retention • Section 5: From Paper to Practice <p>Day 2</p> <ul style="list-style-type: none"> • Section 1: Welcome and Review • Section 2: Engagement and Family • Section 3: Job Descriptions • Section 4: Retention and Support • Section 5: Recruitment Ad Presentations • Section 6: Unit 6 Overview

New Staff Concentration Training for FSWs – Classroom and Online Content

(Updated 11/2024)

	Unit 7: Online (Concentration Prerequisite)	<ul style="list-style-type: none"> Unit 7A Section 1 - Substance Abuse Disorders Unit 7A Section 2 - Domestic Violence Unit 7A Section 3 - Mental Health
	Unit 8: Investigations Online	<ul style="list-style-type: none"> Unit 8 Section 1 - Team Decision Making Unit 8 Section 2 - Investigation Policies
	Unit 8: Investigations Classroom	<p>Day 1</p> <ul style="list-style-type: none"> Section 1: Investigation Concentration Welcome & Scope Section 2: Locating a Referral Section 3: Overview of Child Maltreatment Law & Policy Requirements Section 4: Introduction to Investigation: Investigation Plan <p>Day 2</p> <ul style="list-style-type: none"> Section 1: Elements of Maltreatment Section 2: Investigation Plan - Interviews Section 3: Documenting Interviews <p>Day 3</p> <ul style="list-style-type: none"> Section 1: Interviewing Revisited – Prep and Practice Section 2: Applying Structured Decision Making Section 3: Team Decision Making Section 4: Division Information Management System Documentation <p>Day 4</p> <ul style="list-style-type: none"> Section 1: Review and the Division Information Management System Section 2: Ensuring Safety When There is an Uncontrolled Safety Threat Section 3: Investigation Determination Section 4: Division Information Management System <p>Day 5</p> <ul style="list-style-type: none"> Section 1: Division Information Management System Wrap Up & Tickets Section 2: Preparing for Court Section 3: Division Information Management System Work
	Unit 9: In-Home Online	<ul style="list-style-type: none"> Unit 9 Section 1 - Types of In-Home Services Cases Unit 9 Section 2 – Department of Children and Family Services Expectations Unit 9 Section 3 – Policy, Law, and Case Timelines

		<ul style="list-style-type: none"> Unit 9 Section 4 – Differential Response
	Unit 9: In-Home Classroom	<p>Day 1</p> <ul style="list-style-type: none"> Section 1: Supportive and Protective Services Review Section 2: Bridging the Gap: Collaborative Connections and Monitoring Protective Services Cases <p>Day 2</p> <ul style="list-style-type: none"> Section 1: Family Advocacy and Support Tool <p>Day 3</p> <ul style="list-style-type: none"> Section 1: Division Information Management System Documentation Section 2: Collaborative Family Case Planning Section 3: Clustering the FAST & Collaborative Family Case Plan Completion <p>Day 4</p> <ul style="list-style-type: none"> Section 1: Collaborative Family Case Plan and Supportive Services Section 2: Opening a FINS Case in CHRIS Section 3: Differential Response <p>Day 5</p> <ul style="list-style-type: none"> Section 1: Phone Interviews and Differential Response Section 2: Differential Response Lab Section 3: Review and Case Closure
	Unit 10: Out-of-Home Online	<ul style="list-style-type: none"> Unit 10 Section 1 - Out-of-Home Services Introduction Unit 10 Section 2 - Legal Time Frames Unit 10 Section 3 - Medical Issues Unit 10 Section 4 – First 30 Days - Placement Time Frames and Policy Unit 10 Section 5 – First 30 Days - Good Placement Practices Unit 10 Section 6 - Visits Unit 10 Section 7 - Contacts Unit 10 Section 8 - Assessment and Case Planning Unit 10 Section 9 - Transitional Youth Services (TYS) Introduction Unit 10 Section 10 - YYS Referral Unit 10 Section 11 - YYS Life Skills and Transitional Team Meetings Unit 10 Section 12 - YYS Extended Care, After Care, ETV Unit 10 Section 13 - YYS Brain Development Unit 10 Section 14 - YYS National Youth in Transition Database



Unit 10: Out-of-Home Classroom

Day 1

- Introduction and Orientation to the Course
- Developing a Timeline – Policy and Procedure
- Placement Requirements
- Lab

Day 2

- Review of Previous Day's Content
- Guest Speakers
- IV-E Eligibility
- Lab

Day 3

- Review of Previous Day's Content
- Educational Services – Guest Speaker
- Gathering Information for the CANS
- Lab

Day 4


- Review of Previous Day's Content
- Clustering the CANS
- Developing the Family Case Plan
- Lab
- Transitional Youth Services
- Court Report Homework Assignment

Day 5

- Review of Contents and Homework Assignment from Previous Day
- Writing Court Report
- LAB- Documentation for Court Reports
- Testifying at Review Hearing
- Test
- Evaluation

Specialty Training – Classroom and Online Content

(Updated 1/2024)

	Program Assistant Classroom	<p>Week 1, Day 1</p> <ul style="list-style-type: none">• Section 1 – Introduction• Section 2 – Introduction to Child Welfare• Section 3 – Overview of DCFS and DCFS Mission Statement• Section 4: Agency Tools and Job Expectations• Section 5: Introduction to Families & Family Systems Theory• Section 6: Confidentiality <p>Week 1, Day 2</p> <ul style="list-style-type: none">• Section 1: Introduction• Section 2: Values Clarification• Section 3: Principles of Family-Centered Services and Diversity Issues• Section 4: Communication and Listening• Section 5: Documentation <p>Week 1, Day 3</p> <ul style="list-style-type: none">• Section 1 – Introduction• Section 2: Dealing with Resistance• Section 3: Family-Centered Focus, Strengths-Based, SOP• Section 4: 3 Questions, 3 Houses, Circles of Safety & Support, & Harm, Worry, & Goal Statements (from SOP)• Section 5: Handling Conflict• Section 6: Conclusion <p>Week 2, Day 4</p> <ul style="list-style-type: none">• Section 1 – Introduction• Section 2 – Normal Development• Section 3 – Bonding and Attaching during the Pre-Natal Stage• Section 4 – Developmental Milestones (Zero to Five Years)
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- Section 5 – Developmental Milestones of Early Childhood (5-11)
- Section 6 – Developmental Milestones of Middle to Late Adolescents (14 to 21) .

Week 2, Day 5

- Section 1- Introduction
- Section 2 – Physical Abuse
- Section 3 – Neglect
- Section 4 – Emotional Abuse
- Section 5 – Sexual Abuse

Week 2, Day 6

- Section 1 – Child Health Issues
- Section 2 – Failure to Thrive/SIDS
- Section 3 – ADHD & Depression
- Section 4 – Reactive Attachment Disorder
- Section 5 – PACE Examinations for Children in Foster Care.

Week 3, Day 7

- Section 1- Introduction
- Section 2 – Normal Development
- Section 3- Rights of Children in Foster Care
- Section 4- Rights of Birth/Legal Caregivers
- Section 5- Rights of Foster Caregivers

Week 3, Day 8

- Section 1- Welcome Back & Introduction
- Section 2- Surviving the Legal Process
- Section 3- Preparing for Court
- Section 4- Practice Opportunity – Testimony in Court
- DCFS Policy and Procedure – Policy Jeopardy

Week 3, Day 9

- Section 1- Welcome Back and Review
- Section 2: Ethics
- Section 3- Self-care for Clients
- Section 4- Post-Assessment Test
- Section 5: Graduation!

Week 3, Days 10-12

- Active Parenting



New Supervisor Classroom

Week 1, Day 1

- Introductions
- What Is Leadership
- Arkansas Supervisory Practice Model Presentations
- Meet with DCFS Executive Staff

Week 1, Day 2

- Welcome Back/Review
- Vision and Mission
- Building a Team

Week 1, Day 3

- Welcome Back/Review
- Ethical Issues for Supervisors
- Legal Issues for Supervisors
- Conclusion

Week 2, Day 1

- Introductions
- Identifying Desirable Supervisor Characteristics
- How Does Your Garden Grow?
- Self as Authority
- Planning and Conducting the Supervisory Session
- "Tuning In" to Your Workers
- Grading the Session: Role Play & Boundaries
- Is This Grade Higher? (Role Play)
- Errors in "Tuning In"

Week 2, Day 2



- Welcome Back/Review
- Ethical Issues for Supervisors
- Legal Issues for Supervisors

Week 2, Day 3

- Welcome Back/Review
- Meet the Executive Staff (Heather Fendley)
- Unit and Individual Monitoring
- Confronting Non-Performance Practice Reflection and Work Time

Week 3, Day 1

- Review and Agenda
- Family-Centered Assessment and Planning
- Jeopardy and Policy Review

		<ul style="list-style-type: none"> Supervising the Assessment Process and Products (CANS/FAST) <p>Week 3, Day 2</p> <ul style="list-style-type: none"> Review Coaching for Excellence Review of Triple P and SafeCare Supervising the Case Planning Process Structuring Successful Meetings <p>Week 3, Day 3</p> <ul style="list-style-type: none"> Review Measuring Success Beyond the Numbers Ending Skills Arkansas Supervisory Practice Model Presentations (Part I) Meet Executive Staff – Continued Arkansas Supervisory Practice Model Presentations (Part II) Pulling it All Together/ITNA/EVALUATIONS
	Extra Help: Online	<ul style="list-style-type: none"> Section 1 – DCFS Mission, Model, Values and Cultural Competency
	Extra Help: Classroom	<p>Day 1</p> <ul style="list-style-type: none"> Section 1 – Welcome/Introduction Section 2 – Expectations of the Extra Help Family Service Worker Section 3 – Valuing Confidentiality Section 4 – Dual Role of Child Welfare Service Worker Section 5 – Discussion for Skill Development Section 6 – Basic Communication Overview Section 7 – Engaging Involuntary Clients Section 8 – Worker Safety Section 9 – The Interview Section 10 – Practice and Skill Development Section 11 - Recap of the Day <p>Day 2</p> <ul style="list-style-type: none"> Section 1 – Review And Welcome Back Section 2 – Physical Abuse

		<ul style="list-style-type: none">• Section 3 – Neglect• Section 4 – Emotional Maltreatment• Section 5 – Sexual Abuse• Section 6 – Recap of the Day <p>Day 3</p> <ul style="list-style-type: none">• Section 1- Review and Welcome Back• Section 2- Assessment• Section 3- CANS/FAST• Section 4- Policy Application• Section 5- Documentation• Section 6- Division Information Management System (CHRIS) Lab• Reviewing a Case File• Section 7- Self-Care• Section 8- Review• Section 9- Endings• Section 10- Closing Remarks
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