

Foundations Unit 6

Trainer Guide



MidSOUTH
COLLEGE OF BUSINESS, HEALTH,
AND HUMAN SERVICES
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

PAGE INTENTIONALLY LEFT BLANK

Revision Tracking Sheet (Classroom)

Classroom Unit Reviewed	Unit 6- DCFS Internal Procedures	Date	04/2025
--------------------------------	---	-------------	----------------

Revision Key: **Green** = content added **Strikethrough** = content removed

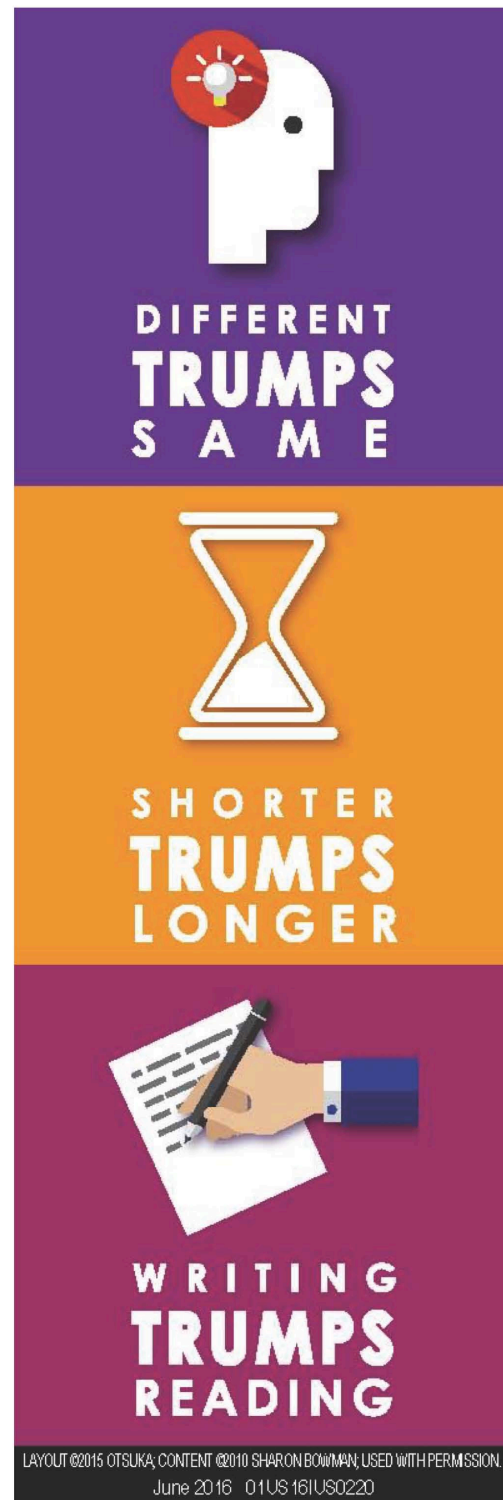
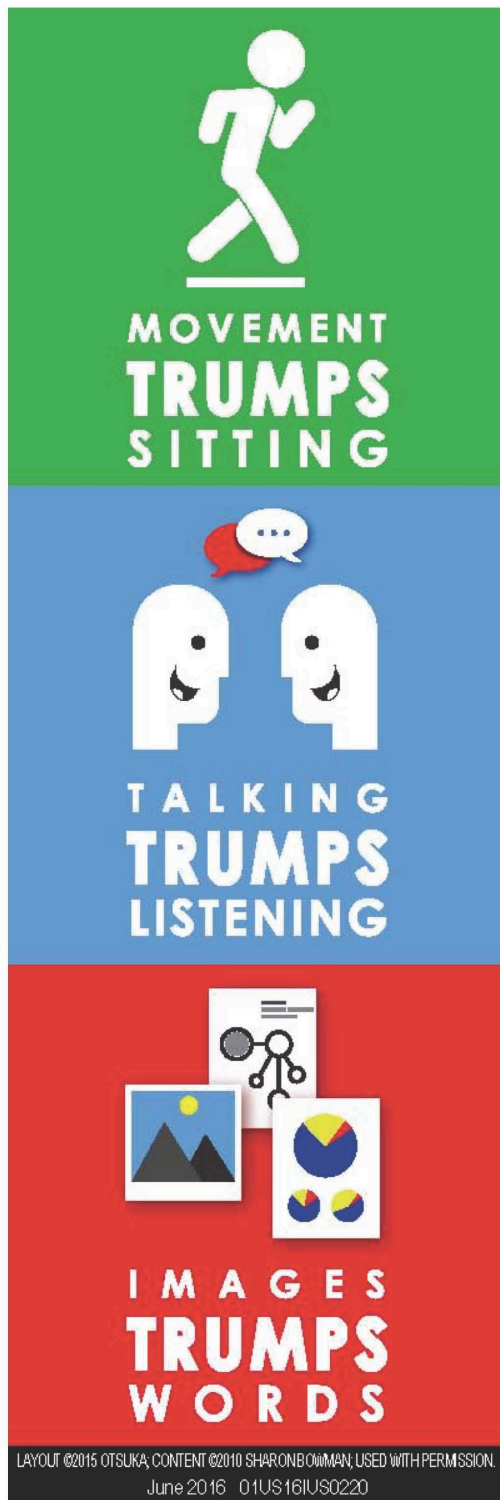
Note: All changes are indicated in **green** font in the trainer guide for easy reference. Strikethroughs will only appear in the revision tracking sheet to indicate specific deleted materials as needed. If a larger section is removed the section will be referenced in the tracking sheet.

Document	Revision Tracking
General/All	New DCFS Internal Procedures have been applied to this Unit
Trainer Guide	<p>Added to Day I Section 2 Pg 19 Under the section entitled Permanency and TYS Notes: As previously mentioned in the online training Unit 6 Section 2A DCFS Internal Procedure 415: Opening Kinship Homes must ensure that an appropriate kinship home is licensed and opened within 45 days. Participants will later have hands-on practice working with youth in a Kinship placement in Unit 10, Out-Of-Home Concentration Training. Has been added to reference the DCFS Internal Procedure</p> <p>Added to Day I Section 2 Pg 19 Under the section entitled Permanency and TYS Notes: Keeping siblings together is a top priority, even during adoptive considerations, to maintain familial bonds. However, in cases where separation is determined to be in the best interest of the child(ren), a structured decision-making and approval process must be followed to ensure transparency through assessment, best practices, and policy. See Internal Procedure 515: Permanent Separation of Siblings for Adoption. For more viable reasons, siblings may not be placed together. Has been added to reference the DCFS Internal Procedure</p> <p>Added to Day I Section 2 Pg 18 Under the section entitled Permanency and TYS Notes: At times, youth may find a permanent family after 18, and Internal Procedure 520: Adult Adoption from Extended Foster Care establishes a clear process for facilitating adoptions, available subsidies, Medicaid considerations for young adults, and other benefits. Have been added to reference the DCFS Internal Procedure</p> <p>Added to Day I Section 5 Pg 27 Under the section entitled What is Alternative Compliance: See DCFS Internal Procedure 425 and DCFS Policy and Procedure Manual Appendix 7</p>

Document	Revision Tracking
Trainer Resources	
Participant Guide	
Handouts	
PowerPoint	

TABLE OF CONTENTS

Six Learning Principles.....	4
Agenda	5
Before You Train	6
Classroom Setup	7
Trainer Materials.....	8
Competencies	9
Day 1, Section 1: Assumptions and Information Gathering	10
Activity: Scenarios and Predictions.....	10,11
Day 1, Section 2: Engaging Fathers and Youth	12
Activity: Engaging Fathers - Barriers.....	12,13
Activity: Engaging Fathers - Madison.....	14,15
Activity: Engaging Youth - David	16,17
Activity: Permanency and TYS	18,19
Day 1, Section 3: Critical Conversations	20
Activity: Questions for Dana	20,21
Activity: Critical Conversations	22
Activity: Conversation Skill-Building	23
Day 1, Section 4: Understanding Recruitment and Retention	24
Activity: Online Review Quiz	24,25,26,27
Day 1, Section 5: From Paper to Practice	28
Activity: Activity: Recruitment Plan and PSAs	28,29
Activity: Recruitment Ad	30
Day 2, Section 1: Welcome and Review	32
Activity: Fishing for Information	32,33
Day 2, Section 2: Engagement and Family	34
Activity: Reflection on Engagement.....	34
Activity: Recruiting Kinship: Not Just a Placement Resource	35
Activity: Provisional Family Support	36
Activity: Provisional Resource Role-Play.....	37
Day 2, Section 3: Job Descriptions	38
Activity: Job Description Practice.....	38,39,40,41
Activity: Resource Workers in the Community.....	41
Activity: Gathering Information for Michael & Renee.....	42,43
Day 2, Section 4: Retention and Support	44
Activity: Retention Brainstorming	44,45
Day 2, Section 5: Recruitment Ad Presentations	14
Activity: Presentations	46
Day 2, Section 6: Recap/Knowledge Check/Evaluations	46
Activity: Recap.....	47
Activity: My Takeaways.....	48
Activity: Knowledge Check/Evaluations	48



From Using Brain Science to Make Training Stick: Six Learning Principles that Trump Traditional Teaching, By Sharon Bowman. Image created by created by Carole Carter-Cleaver.

AGENDA

Day 1

- I. Section 1 -- Assumptions and Information Gathering**
 - A. Scenarios and Predictions
- II. Section 2 -- Engaging Fathers and Youth**
 - A. Engaging Fathers - Barriers
 - B. Engaging Fathers - Madison
 - C. Engaging Youth - David
 - D. Permanency and TYS
- III. Section 3 -- Critical Conversations**
 - A. Questions for Dana
 - B. Critical Conversations
 - C. Conversation Skill Building
- IV. Section 4 -- Understanding Recruitment and Retention**
 - A. Online Review Quiz
- V. Section 5 -- Understanding Recruitment and Retention**
 - A. Recruitment Plan and PSAs
 - B. Recruitment Ad

Day 2

- I. Section 1 -- Welcome and Review**
 - A. Fishing for Information
- II. Section 2 -- Engagement and Family**
 - A. Reflection on Engagement
 - B. Recruiting Kinship: Not Just a Placement Resource
 - C. Provisional Family Support
 - D. Provisional Resource Role-Play
- III. Section 3 -- Job Descriptions**
 - A. Job Description Practice
 - B. Resource Workers in the Community
 - C. Gathering Information for Michael & Renee
- IV. Section 4 -- Retention and Support**
 - A. Retention Brainstorming
- V. Section 5 -- Retention and Support**
 - A. Presentations
- VI. Section 6 -- Unit 6 Overview**
 - A. Recap
 - B. Knowledge Check
 - C. Evaluations

BEFORE YOU TRAIN

TEACHING NOTES

OVERVIEW

This classroom curriculum focuses on how the recruitment and retention of resource homes (particularly provisional/kinship homes) support the safety, permanence, and well-being of children and youth in out-of-home care.

PREREQUISITES

Before this unit, FSWs should have completed Foundations Units 1 through 6 online and in the classroom.

TROUBLESHOOTING

Contact comdat@midsouth.ualr.edu to reach the curriculum team about general feedback (Example: Activity ideas - Specific concerns about a classroom experience)

devteam@midsouth.ualr.edu to open a help ticket for student issues related to technical issues in the online training.

UNIT 6 ONLINE TRAINING

This online portion now incorporates the Resource Worker and Adoption Specialist course sections and is divided into 6A: Assuring Safety, Permanency, and Well-Being, 6B: Resource Worker, and 6C: Adoption Specialist

UNIT 6 ONLINE TRAINER GUIDE

The Online Trainer Guide is located on the STAFF side of the MidSOUTH website: MidSOUTH > STAFF > TRAINING MATERIALS > NST FSW Foundations Training

DCFS PHONE REMINDER

Per DCFS request, all state agency cell phones must be turned off and placed in the designated storage area during class time. Agency cell phones may be retrieved during breaks and returned to storage. Personal cell phones are required to be silent during class time and should only be used in case of an emergency.

CLASSROOM SETUP

GROUPS

Arrange the classroom in table groups. Prepare and set out name tents. Change group composition based on group dynamics. Try to have a mix of FSWs in different roles at each table. Each table has sticky notes, highlighters, and table toys.

FOCUS

This unit focuses on our role in recruiting and retaining resource homes as integral to achieving safety, permanency, and well-being for all the children in our care.

ACTIVITIES

We will include learner-led activities, handouts, peer-to-peer discussions, and scenario role-playing.

TICKET OUT

This lets participants ask questions about what was presented in class.

The Ticket Out helps the classroom trainer to:

- Check for understanding: find out what material is understood.
- Decide what material may need to be retaught.
- Answer questions that participants may not feel comfortable asking in front of the entire class.
- Gauge the learning needs of the participants.

The Ticket Out gives the participants an opportunity to:

- Assess their understanding of what they have learned.
- Ask questions or make comments about the material anonymously.
- Confront any confusion that they may be feeling.

TEACHING NOTES

TRAINER MATERIALS LIST**Day 1**

- Participant Manual
- Trainer Resources
- Trainer Resources Supplementary (Optional)
- Flipchart pads and markers
- Ticket Out Items

Day 2

- Participant Manual
- Trainer Resources
- Trainer Resources Supplementary (Optional)
- Flipchart pads and markers
- Fishing for Information PowerPoint

COMPETENCIES LIST

102-1: The worker understands and knows the importance of effective assessment, case planning, and concurrent planning and the factors that must be addressed in a thorough assessment, including contributing factors to maltreatment, the functioning of the family as a unit, the cognitive, behavioral, social, and emotional strengths and limitations of each family member, the formal and informal resources available to the family, and any other domains address by agency assessment tools and protocols.

102-6: The worker knows strategies for conducting effective interviews. These include communicating the purpose of the interview, controlling the process and direction of the interview while encouraging family participation, and using a variety of interview methods, including open- and closed-ended questions, clarification, support, summarization, confrontation, and helping families communicate feelings and facts.

104-3: The worker understands the serious negative effects on children in changing and inconsistent living arrangements, including many changes in out-of-home caregivers, and can recognize the physical, emotional, and behavioral indicators of placement induced stress.

104-5: The worker can identify ways that agency foster care policies and practices can contribute to successful out-of-home placements, including properly structuring a placement to help prevent crisis and its consequences; involving agency team members, and designing placement activities, including pre-placement preparation and visits, that minimize stress and provide emotional support to the child and family.

104-6: The worker understands the concept of “continuum of care” in determining the best placement for a child; knows strategies to identify, strengthen, and maintain the least restrictive, most homelike, culturally relevant placement to meet a child’s needs; and knows how to prepare kinship relatives, foster parents, and other caregivers to receive children in placement to reduce stress and facilitate adjustment.

201-1: The worker knows the individual and family characteristics and dynamics contributing to effective foster and adoptive parenting.

201-4: The worker can assess the needs of children requiring foster or adoptive placement and select the most appropriate, least restrictive, most homelike, culturally relevant placement setting to meet the child’s developmental and treatment needs.

DAY 1

Day 1, Section 1: Assumptions and Information Gathering

Time Estimate:	<ul style="list-style-type: none">• 30 Minutes
Learning Outcomes:	<ul style="list-style-type: none">• FSWs will build on and use their knowledge and assessment skills.• FSWs will reflect on how assumptions may influence their perception.• FSWs will recall the components of rigorous and balanced interviewing at every step of the case.
Competencies:	<ul style="list-style-type: none">• 201-1• 201-4
Participant Manual:	<ul style="list-style-type: none">• Scenarios & Predictions (Pages 2-3)• Your Predictions (Page 4)
Trainer Materials:	<ul style="list-style-type: none">• C + B + I & the Rule of Three (Supplementary Trainer Resource)

Introduction

1. Introduce yourself to the class and pass out the Participant Manual.
2. Let participants know their Agenda is on the first page of their Participant Manual (they will need this for travel reimbursement).
3. After reviewing, ask participants if they have any questions.

Phone Reminder: Per DCFS request, all state agency cell phones must be turned off and placed in the designated storage area during class time. Agency cell phones may be retrieved during breaks and returned to storage. Personal cell phones are required to be silent during class time and should only be used in case of an emergency.



ACTIVITY: Scenarios and Predictions

FSWs will continue the work they started in their Unit 6 online training. They were asked to examine four scenarios and choose the case where they thought the children were least likely to reunify with their caregivers. As a group, participants will discuss how and why they made their decision and examine how assumptions can impact casework, especially regarding information gathering.

Instructions

TEACHING NOTES

1. Direct students to work together at their tables. Ask them to read **pages 2 and 3 in their participant manual, Scenarios & Predictions**. These pages present the scenarios introduced in the online training. After reading, they will respond to the questions on **page 4**.
2. While the group works, prepare a flipchart, whiteboard, or smartboard (or make a supplemental poster beforehand).
3. To process the exercise, allow each group to share their responses with the class as you (or a volunteer) write answers on the board. Note any common assumptions people made in their initial selections.
4. Place a symbol beside any concerns highlighted by most/all students. Many of these concerns might be complicating factors (instead of safety threats). Not every scenario contained enough information to create a complete story, but it's good practice to look for caregiver behavior and its impact on the child (C + B + I) regarding harm/danger AND safety.

Reflection Questions

- What protective actions, if any, do you see in these scenarios?
- What behaviors would the caregivers have to exhibit for you to think reunification is possible?

Trainer Note: Check the Supplementary Trainer Resource “C + B + I & the Rule of Three” for notes on behavior and impact in a positive and negative context as well as “questions that help surface impact.”

All four scenarios contained safety issues that could have prevented the children from reuniting with their families. You do not know how it will end at the beginning. Assess the caregiver's behavior at each case stage and remain open-minded about what could happen. You may be the last to see a client and get the needed information.

Unbiased information gathering is essential to accurately assessing a situation. However, assumptions can create obstacles to engagement and prevent FSWs from gathering information when they have the chance. Practices (such as emphasizing and assessing caregiver behavior and its impact on the child) support rigorous and balanced assessment.

DAY 1

Day 1, Section 2: Engaging Fathers and Youth

Time Estimate:	<ul style="list-style-type: none"> 1.5 Hours
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will 1) accurately identify barriers to involving fathers in decisions and planning for their children in out-of-home care and 2) articulate strategies to overcome these barriers. FSWs will formulate engagement strategies and interview questions to enhance information gathering for a balanced and thorough assessment. FSWs will identify ways to recruit, support, and maintain resource families within their specific duty areas in the Department (DCFS).
Competencies:	<ul style="list-style-type: none"> 102-1 102-6
Participant Manual:	<ul style="list-style-type: none"> The Harper Family – An Overview (Page 5) The Harper Family – Engaging Fathers (Page 6) Engaging Madison (Page 7) Engaging David (Page 10)
Trainer Materials:	<ul style="list-style-type: none"> Madison script (Trainer Resources) David script (Trainer Resources) Flipchart pads and markers



ACTIVITY: Engaging Fathers – Barriers

Purpose

The Unit 6 online training introduced FSWs to the Harper family, including fathers William “Bill” and Madison. This classroom activity was designed to address:

- Involving fathers in family case planning.
- Identifying potential provisional kinship resources.
- Involving appropriate-age youth.
- Interviewing in a manner that leaves the door open.

TEACHING NOTES

Instructions

1. Divide the participants into groups and give them a few minutes to read over **pages 5-6, *The Harper Family***. Then, give them 10 minutes to identify potential barriers to working with the fathers. They can list the results on a flip chart or make notes on their handouts.
2. Each group will select someone to share their identified barriers with the other groups. Allow the team ambassador five (5) minutes to present their findings.
3. After the rotations, ask the groups to identify similar and unique areas.
4. Have the class return as a larger group to brainstorm solutions to the possible barriers on the flip charts. Write solutions on the dry-erase board (or a flip chart).

End with a quick-minute brain energizer to give participants a break. Design your own or choose an activity from the MidSOUTH website's brain boosters.

STAFF > New Staff Training General Resources > Brain Boost Bank

Activity Summary + Resource

“Studies have highlighted benefits to child safety and well-being as a result of father involvement, including fathers who do not currently live with their children. Involvement of non-resident fathers is associated with:

- Possibly ameliorating the circumstances that led to maltreatment.
- A higher likelihood of family reunification and a lower likelihood of adoption.
- Less time that children are separated from their families.
- A substantially lower likelihood of subsequent maltreatment allegations for children reunited with a parent, typically the mother.

Engaging fathers and connecting them with the right kinds of support can directly impact their contribution to their child’s development.

Several barriers can influence a father’s ability and willingness to have a meaningful relationship with his children. Being aware of these barriers is a critical first step for child protection agencies to strategize how best to remove them.”

Resource: <https://www.casey.org/father-engagement-strategies/>

TEACHING NOTES



ACTIVITY: Engaging Fathers - Madison

Purpose

Non-custodial fathers are often left out of the conversation for various reasons. However, putative fathers (along with their families) should be assessed and included in planning as soon as they are identified as putative, not after DNA test results have been obtained.

This activity identifies topics to discuss with Madison that may help ensure David's safe, permanent placement. FSWs will practice their engagement and recruitment skills.

This scenario-based skill-building activity is designed for participants to do at their tables. Although they do not require the assistance of other trainers, feel free to ask for volunteers outside of the classroom (such as fellow trainers) if appropriate for the group dynamic.

Instructions

1. Give them ten minutes to create a list of topics to discuss with Madison using **Page 7, Engaging Madison.**

Before the timer begins, remind participants that:

- Engagement starts with the first contact.
 - Engagement is strengths-based.
 - Engaged caregivers are more likely to give information about possible placement resources.
 - Partnering with the family increases the likelihood of successful outcomes.
2. Ask the groups to write their lists on flipchart paper.
 3. Next, ask for a volunteer from each group to be Madison.
 4. Give this person the script and give them a minute to review it. Once they have reviewed the information, other group members will interview them at the table.

TEACHING NOTES

Instructions Continued

Remind participants to:

- Focus on the topics identified.
 - Engage in a family-centered manner.
 - Rotate interviewers.
 - **Record the information on Page 7, Engaging Madison.**
5. As the activity progresses, move from table to table. Give feedback on interviewing. If the group is not focusing on information that might ensure David's safe and permanent placement, gently redirect them.
6. After giving the groups time to interview "Madison," bring them back together.
7. Items for discussion:
- What did they learn that was helpful?
 - Ask a couple of volunteers to discuss the topics the group identified and how they asked the questions to obtain information about them.
 - Ask one Madison volunteer to discuss whether they felt respected by the interviewers. What did they do well? In what areas could they have improved?
 - What information must be passed to the caseworker, resource worker, etc.?
 - At this point, would you give the resource worker the paternal grandmother's name as a possible relative placement resource?

Activity Summary

Remind participants that the handout **Working with Non-Custodial & Putative Parents (pages 8-9)** discusses applicable laws and practice considerations for engagement.

Before moving to the next skill-building activity, conduct a gallery walk of the flipchart pages. Ask participants if all the questions were addressed and if additional questions should/could have been asked.

TEACHING NOTES



ACTIVITY: Engaging Youth - David

Purpose

This activity's purpose is to practice collaboration with David regarding possible resource placements. During the removal of David and Zane, the worker spoke with the family members about their preference for David's placement.

David wanted to be placed in his football coach's home, a potential kinship placement. David's mother, Donna, wanted David to be placed with her mother, Dana Harper.

Instructions

Before beginning, write the questions below on the whiteboard or flipchart.

- What do you remember about the definition of Fictive Kin?
- How do you go about selecting a placement for David?
- What information do you need to gather to help you select the placement that will suit David's best interest and meet his needs?

Remind participants to consider these questions when they compile their list.

Begin by asking the FSWs what they remember about the definition of fictive kin. Would Coach Win meet this definition?

- The answer is yes. He would meet the definition of fictive kin.
- The challenge may be to assess what placement is the better option for David.

In the online training, participants were asked to brainstorm questions for David to engage him in determining the best placement options.

TEACHING NOTES

Instructions Continued

1. Ask participants to create, share, and combine their lists of questions for David. The questions should contain the actual words used to engage David.
2. Give 5-7 minutes for this part of the exercise. If some participants' questions are similar, choose one to represent the idea. Note similarities but also unique questions.
3. Allow each group to share their questions with the rest of the groups. After the first group report, ask other groups to add any new questions.
4. After the group's report, prepare the class for an interview with David at each table. One student will interview, another will role-play as David, and the others will make notes of interviewing strengths and areas for improvement.
5. Give 10-15 minutes to practice asking the questions within the groups. The Trainer Resources include a brief David script.
6. Ask the group members to respond to the questions on **page 10 of the Participant Manual, Engaging David—Safe Placement Planning.**
7. Give the groups a few minutes to complete this. Bring the groups back together and allow a group spokesperson to state the groups' responses to the questions.

Activity Summary

Remind participants of the importance of engagement. Fathers are an integral part of the family. Regardless of the living arrangement, they still need and usually want to be heard.

This same message applies to the youth, who want their caseworkers to listen to them and take the time to explain what is going on. Allow them to ask questions and receive a response in age-appropriate language.

After all, the decisions are impacting their lives. During this engagement, facts may emerge that assist with recruiting potential provisional resource homes or volunteers.

TEACHING NOTES

**ACTIVITY: Permanency and TYS****Purpose**

Permanency varies by case and can happen in several ways. This activity is focused on permanency through transitional youth services, specifically looking at LifeSet, a program of Youth Villages. Teams are based in Fayetteville, Ft. Smith, Jonesboro, Searcy, and West Memphis.

Permanency can come in the form of reunification, when children who have been removed from their biological families and temporarily placed in foster care safely reunite with their families; adoption, and transitional youth services, where youth continue to receive DCFS support to help them transition into young adulthood until they reach 18 and exit out-of-home care, or, if they choose to participate in the Extended Foster Care Program, until the age of 21. *At times, youth may find a permanent family after 18, and Internal Procedure 520: Adult Adoption from Extended Foster Care establishes a clear process for facilitating adoptions, available subsidies, Medicaid considerations for young adults, and other benefits.* ~~(Resource: DCFS website)~~

Instructions

This activity was created for a guest speaker from LifeSet to visit with the class, either in person or via ZOOM. If you cannot get a guest speaker, use the time to speak with participants about Transitional Youth Services and how services, including LifeSet, can help youth and young adults achieve their goals related to education, finance, housing, etc.

Option 1 – Guest Speaker:

Contact: Josh Buck. Regional Manager. PH: 1-901-252-7665
ARLIFESSET@YOUTHVILLAGES.ORG

Option 2 – Trainer Lecture:

Be sure to cover the following:

- Eligibility criteria
- Arkansas counties served
- About – “The Lifeset Difference”
- Frequently Asked Questions

Have brochures available/printed for participants who want a copy. See

Trainer Note: LifeSet may not have options available in each county, but FSWs are likely to encounter youth who are in areas that LifeSet serves. Encourage participants to consider LifeSet as a resource.

<https://youthvillages.org/services/lifeset/> for more information.

Permanency and TYS Notes:

Remind participants that they need to be prepared to speak to pregnant and parenting youth about possible services. These include CPR/First Aid classes, Doula services, breastfeeding classes, and Safety Baby Showers.

For more information, check **Internal Procedure 355: Supporting Pregnant and Parenting Youth in Foster Care**.

Note: Unit 10 Section 9 Online details TYS, including how workers may support pregnant and parenting youth in out-of-home care.

Arkansas Strategic Plan for Foster Care Placement Executive Order 23-18

To protect children, support families, and improve the foster care system, executive Order 23-18 requires that DCFS streamline placement with relatives, streamline the process for adoption from foster care, and implement or enhance efforts to support children aging out of care. **As previously mentioned in the online training Unit 6 Section 2A DCFS Internal Procedure 415: Opening Kinship Homes** must ensure that an appropriate kinship home is licensed and opened within 45 days. Participants will later have hands-on practice working with youth in a Kinship placement in Unit 10, Out-Of-Home Concentration Training.

ACT 659: Protect Arkansas ACT

According to the Expansive Criminal Justice Bill that includes a section regarding family consideration after accounting for security and capacity factors, the Department of Corrections (DOC) shall place an inmate who is a parent of minor children within 250 miles of the inmate's permanent address of record.

This ensures opportunities for minor children to attend in-person visitation with their incarcerated parent(s) at least one time per week at the DOC's discretion.

Keeping siblings together is a top priority, even during adoptive considerations, to maintain familial bonds. However, in cases where separation is determined to be in the best interest of the child(ren), a structured decision-making and approval process must be followed to ensure transparency through assessment, best practices, and policy. See **Internal Procedure 515: Permanent Separation of Siblings for Adoption**. For more viable reasons, siblings may not be placed together.

TEACHING NOTES

DAY 1

Day 1, Section 3: Critical Conversations

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will examine questions to engage with kinship. FSWs will engage with the multiple dimensions of a critical conversation. FSWs will learn and practice techniques that can help strengthen their communication skills.
Competencies:	<ul style="list-style-type: none"> 102-6 104-6
Participant Manual:	<ul style="list-style-type: none"> The Harper Family (Page 5) Critical Conversations (Page 11) Critical Conversations Case Scenario (Page 12) Critical Conversations Skill Building (Page 13)
Trainer Materials:	<ul style="list-style-type: none"> Trainer Resources: Dana script Copy of PUB-30 - one per table



Activity: Questions for Dana

Purpose

In the field of child welfare, some staff have difficulty speaking with families about personal and private issues. This is a normal reaction, but “critical conversations” are necessary, so practice and patience (with yourself and your families) are essential to success.

FSWs will continue examining concepts they were introduced to in the Unit 6 online training. Participants will brainstorm and examine questions for engaging a potential provisional placement, the maternal grandmother Dana Harper. A critical conversation has three subconversations:

- The “what happened” conversation.
- The “feeling” conversation.
- The “identity” conversation (our internal conversation with ourselves about what this conversation means to us).

Use the script in the Trainer Resources to respond to the class’s questions.

Refer FSWs to **Critical Conversations (page 11).**

Instructions

1. Go around the room and let participants share their initial feelings toward Dana. “Donna’s mother, Dana Harper, refused to get Donna’s children, saying she was “done” with Donna and her drama and that the kids “needed to be in foster care.” (See The Harper Family Handout)
2. Start with one table and ask one or two people how they felt when they read this in The Harper Family Handout. Then move around the classroom and ask a few more people how they responded.
3. Then, starting with a different table, ask one or two participants to share a question to help understand why Dana did not come for the children. Ask each table to add one question they had that was different.
 - Give or solicit feedback on whether the grandmother would perceive this question as helpful and respectful.
 - For example, watch for yes/no questions and ask how they might be rephrased to elicit more information. Also, watch for questions that seem to blame or are adversarial.
 - Were questions phrased to keep the door open for Dana to be involved even if she elected not to be a placement?
4. Repeat the question about the internal dialogue – both the participants’ and Dana’s. Allow the groups an opportunity to share their thoughts and discussion.
5. Direct them back to their previous activity and ask them to state the similarities they experienced when engaging the father, Madison, the son, David, and the grandmother, Dana.
6. Document the similarities on the whiteboard.

Activity Summary

Essential information can be gathered by respecting and not shying away from personal and sensitive conversations to move the case forward. Without this information, cases cannot be properly transferred or closed. This is why engagement and thorough documentation are so crucial.

TEACHING NOTES

TEACHING NOTES

**ACTIVITY: Critical Conversations****Purpose**

This activity gives participants an opportunity to learn and practice techniques that can help strengthen their communication skills and build their confidence as they engage in critical conversations. A secondary purpose is to practice using PUB 30.

Instructions

Part 1: Provide participants with post-it notes and have them jot down their ideas about scenarios that could lead to critical conversations.

- Possible answers may include:
- Resource parents who can't adopt.
- Resource homes that need to be closed due to non-compliance.
- Children who must be moved due to improper care, despite caregivers believing they are doing a great job.
- Homes that do not have enough space.
- Homes that are not supportive of reunification.
- Role conflict with coworkers.

Part 2: Direct participants to **page 12, Critical Conversations Case Scenario: A Conversation with Patty St. Claire**. Ask them to read the information.

Then ask:

1. Does Ms. St. Claire meet the definition of fictive kin?
(The answer is no.)
2. Ask each table to use PUB 30 to look up the square footage for a bedroom.
(Since there is only one spare bedroom, the children would have to share.)
3. Does this home meet the standard for approval regarding the sleeping arrangements?

Once they have answered these questions, turn to **page 13, Critical Conversations Skill Building**.

TEACHING NOTES

**ACTIVITY: Conversation Skill-Building****Purpose**

This activity is designed to allow participants to practice the skills needed to engage in critical conversations. The more we engage in critical conversations, the easier they will become.

Instructions

1. Ask FSWs to form pairs. They will role-play the case scenario.
2. One participant will play the prospective resource family, and another person will play the role of the Resource Worker.
3. Allow five minutes for each role-play, and then have them switch roles for another five minutes. OR, have a couple of participants role-play before the larger group.

Questions for Discussions

- What did they do well?
- What questions were asked to set the tone for the conversation?
- How did you feel engaging in a critical conversation?
- If it was not difficult for you, what techniques/tools/advice might you share to help others?

DAY 1

Day 1, Section 4: Understanding Recruitment and Retention

Time Estimate:	<ul style="list-style-type: none">• 30 Minutes
Learning Outcomes:	<ul style="list-style-type: none">• FSWs will accurately identify three (3) types of Recruitment.• FSWs will consider their role in the recruitment process.
Competencies:	<ul style="list-style-type: none">• 101-4:• 104-8• 201-9
Participant Manual:	<ul style="list-style-type: none">• Unit 6 Online Review Quiz (Pages 14-15)
Trainer Materials:	<ul style="list-style-type: none">• Online Guide (Optional)



ACTIVITY: Online Review Quiz

Purpose

This activity lets participants apply concepts learned from the online training.

Instructions

Participants should work together at their tables to discuss and complete the **Quick Start Exercise: Unit 6 Online Review Quiz pages (14-15)**. Tell participants that the answers may vary depending on where they work.

Give the groups 20 minutes. They can use any materials (handouts, notebooks, or learning guides from the online training) to assist in completing the quiz.

Once a group has completed the quiz, have the group send someone up to ring a bell or take another action to symbolize completing the quiz. When the first group finishes, poll the remaining groups to see how close they are. Allow all groups to continue working until everyone has finished or 20 minutes have passed, whichever comes first.

Online Training Review Quiz

TEACHING NOTES

1. **Name the two categories of resource homes and explain their differences. (OL 6A Section 2)**
 - **Provisional Resource Homes**—The family service worker recruits provisional homes. To preserve family connections and expedite placement, the worker may seek to place a child in out-of-home care with a kinship placement.
 - **Traditional Resource Homes**—Traditional homes are approved homes that may provide care for related and non-related children and informal respite for youth.
2. **What are the goals of out-of-home placement? (OL 6A Section 4)**
 - Enhance individual and family functioning so that children can be reunited with their families
 - Ensure children who cannot return home have a safe and permanent family
3. **We discussed three types of recruitment in your online training. List them and describe each. (OL 6A Section 2)**
 - **General Recruitment** – Builds public interest and awareness of the need for resource and adoptive parents for children and youth in out-of-home care by broadcasting the need to a general audience. Example: A presentation to a civic club.
 - **Targeted Recruitment** – Considers the unique needs of children and youth in resource and adoptive families by developing recruitment strategies and messages based on their needs. Example: A presentation by a minority resource parent to a church group representative of the minority; a presentation by a resource home provider and older youth; recruiting at a local Pride event or with local LGBTQ organizations (PFLAG).
 - **Child-Specific Recruitment** – Recruits resource and adoptive families for specific children and youth in out-of-home care. Example: Identify fathers; identify relatives as placement options.

Online Training Review Quiz Cont.

TEACHING NOTES

4. In your online training, recruitment efforts that are to be carried out by all staff were discussed. Name at least three. (OL 6A Section 2)

- Actively coordinate with professional organizations and minority groups to create public interest.
- Contact community organizations and media to inform them about DCFS' needs and successes.
- Encourage resource parents to:
 - Make one-on-one contacts with other individuals who may be interested or have expressed interest in becoming a resource home.
 - Schedule speaking engagements with community groups to share information about being a resource placement.
- Conduct Informational Meetings.
- Gather names and addresses of relatives, close friends, and family support.

5. DCFS is charged with completing a thorough home assessment for each prospective resource family. What does the assessment process evaluate? (OL 6B Section 1)

The Assessment Process evaluates:

- The applicants' personal qualifications and physical requirements of the home.
- Their ability to meet those needs.
- The applicants' compliance with minimum licensing standards and DCFS policy requirements for resource homes.

6. According to DCFS Policy and practices, adoption starts at removal. How is this possible if the initial permanency goal is reunification? (OL 6C Section 1)

An adoption specialist is not automatically assigned to the case at the time of removal. When you hear adoption services begin at the time of removal, this refers to concurrent planning and information gathering.

Online Training Review Quiz Cont.

7. What are some of the Resource Family Support System eligibility standards? (OL 6B Section 4)

- RFSS members must be at least 21 years of age.

TEACHING NOTES

- Although there is no maximum age limit, the RFSS member must be physically, mentally, and emotionally capable of caring for children for up to 72 hours.
- RFSS members must be eligible through the Child Maltreatment Central Registry and a State Police Criminal Record Check.
- Where applicable, an out-of-state child abuse and neglect registry will be requested for RFSS members who lived out of state for five years.
- Alternative Compliances are **not** allowed for RFSS members.
- At least one visual inspection of the home is required for prospective RFSS members and a check of their driving record.

8. What is an Alternative Compliance and a DCFS Policy Waiver? (OL 6B Section 6-1)

- An alternative compliance is a request for approval from the Child Welfare Agency Review Board to deviate from a minimum licensing standard.
- A policy Waiver is a request to deviate from a DCFS policy or procedure.

Some non-compliance issues may be completed before the final walk-through of the home. However, if the Resource Worker determines that non-compliance would not endanger the safety or well-being of children placed in a home, an Alternative Compliance or DCFS Policy Waiver may be requested as appropriate, particularly for relatives. See [DCFS Internal Procedure 425](#) and [DCFS and Procedure Manual Appendix 7](#).

9. Name some Division expectations for supporting and retaining resource parents.

- Ensure good communication among all team members, as well as mutual respect, understanding, and honesty.
- Keep resource parents informed of DCFS programs, services, and policies related to resource care.
- Support the resource parents as needed.

10. (Bonus) Name support activities your county or area provides.

DAY 1

Day 1, Section 5: From Paper to Practice

Time Estimate:	<ul style="list-style-type: none"> 2 Hours 30 Minutes
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will identify recruitment efforts in various counties across the state and develop strategies to make recruitment efforts productive. FSWs will begin or renew the recruitment process in their counties. FSWs will develop an ad or presentation using information from online assignments about specific recruitment goals in their counties. FSWs will be stimulated to become leaders in the recruitment effort.
Competencies:	<ul style="list-style-type: none"> 104-5
Participant Manual:	<ul style="list-style-type: none"> Let's Recruit (Page 16) PSA Observer Form (Page 17) Compare and Contrast (Page 18) Quotes on Teamwork (Page 19)
Trainer Materials:	<ul style="list-style-type: none"> Online Guide (Optional)



ACTIVITY: Recruitment Plan and PSAs

Purpose

This discussion allows participants to use the data they found related to the recruitment goals in their areas.

One of the areas discussed in the online training was to keep a few things in mind as you develop a recruitment plan. The things listed were purpose, audience, venue, data, anticipated outcome, and measure of success.

In this section, participants will discuss elements of a recruitment plan using the **Participant Manual, Let's Recruit (page 16)**. This lists the areas to consider in developing a recruitment event and provides room to make notes.

Questions for Discussions

Ask participants to think back to a recruitment event or another successful one they participated in or attended. Allow a few volunteers to share their memories.

TEACHING NOTES

1. What about the event made it memorable and effective? Allow a few moments for them to share.
 - It gets the message across.
 - There were visual aids and/or music.
 - It was energetic.
 - Gets people's attention.
 - Made a slogan or hashtag people could repeat
 - Tells people how They can, We can, and You can.
2. If it was a recruitment event, could you tell what type of recruitment strategy was used (general, specific, or targeted)?

Instructions

Have participants review **page 17 in the Participant Manual, PSA Observer Form**. This is another kind of recruitment activity: Public Service Announcements (PSA). If someone is going to develop a PSA, they need to work with the Office of Communication and Community Engagement.

Instructions Continued

Some of the same measures of the effectiveness of the message apply to PSAs as to recruitment events. We will take a moment to look at a couple of PSAs. Instruct participants to **use page 17 to document their observations**.

Show two or three of the PSAs listed below.

- Every Child Arkansas: Fostering Conversations About Fictive Kin
<https://everychildarkansas.org/get-involved/foster/>
- AdoptUSKids Suitcase
<https://vimeo.com/109264214>
- At Home|Adoption from Foster Care
<https://www.youtube.com/watch?v=IPC0zaQbUvs>
- Best Foster Care PSA Ever
<https://www.youtube.com/watch?v=dKLpjoOg-II>
- Foster Care PSA
<https://www.youtube.com/watch?v=P-vLXSXeJU4>
- My Wish Public Service Announcement
<https://www.youtube.com/watch?v=qGcfWhvhBj4>

Activity Summary

Let participants share their reflections and thoughts on the PSAs. Be sure to address the importance of an effective PSA in grabbing your attention, changing your mind, and/or convincing you to do something.



ACTIVITY: Recruitment Ad

Purpose

Participants will use this time to contemplate strategies related to recruitment and retention. They will identify particular strategies in their area and engage with their group to create their own recruitment plans.

Instructions

- Allow five to ten minutes for them to compare their answers using the **Compare and Contrast sheet (page 18)**. After speaking with other group members, each participant will create a list with at least one strategy they can do in their county that is not currently utilized.
 - As they identify strategies, ask them to identify whether this is a Targeted Recruitment strategy, Child-Specific Recruitment Strategy, or General Recruitment strategy.
 - Bring the paired groups back with the smaller group at their table. Now they should have several strategies identified.
 - Now the groups will move the strategies into a plan for recruitment and transition from paper to practice.
-
1. Inform participants that they will create a five-minute presentation of a recruitment ad for their area. Encourage them to have fun and be creative in their presentation - by creative, we mean creating a news broadcast, TV commercial, dramatization, billboard, etc.
 2. Allow participants to meet with their group. They will have the rest of the afternoon to work on this learning assignment.
 3. Direct participants to **Quotes on Teamwork (page 19)**. Ask them to review the quotes on teamwork and identify one to two quotes that stand out to them.
 4. Instruct participants to create a quote for their group recruitment ad.
 5. Inform participants that they will present their ads to the class the following day.

TEACHING NOTES

Language Note:

Although the term foster home is still used in many places, encourage the continued use of “resource home.” Remind students that the term resource home is used because “these homes are designed to serve as resources to children in the custody of DHS. The DCFS-approved homes serve as resources to the child’s biological family as they work toward reunification.” (Reference: PUB-30)

DCFS Monthly Data Charts:

DCFS Monthly Data Charts are available on the Arkansas Department of Human Services Division of Children and Family Services website.

DCFS Home > Divisions & Shared Services > Children & Family Services > DCFS Data and Reports

These Statewide charts showcase:

- Children in Foster Care
- Entries into Foster Care During the Month
- Discharges from Foster Care During the Month
- Children with a Goal of Reunification
- Children in Foster Care 24 Months or Longer
- Children Entering Care whose First Placement is with Relative
- Children Placed with Relatives
- Adoptions Finalized During the Month
- Length of Time from TPR to Adoption Finalization
- Discharges from Care to Guardianship

TEACHING NOTES

DAY 2

Day 1, Section 1: Welcome and Review

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will reflect on the information covered from the previous day. FSWs will recall strategies related to recruitment and retention.
Competencies:	<ul style="list-style-type: none"> 102-1, 102-6, 104-5, 104-6, 104-8
Participant Manual:	<ul style="list-style-type: none"> Fishing for Information (Page 20)
Trainer Materials:	<ul style="list-style-type: none"> PowerPoint created by Wes Johnson, located on the Staff side of the MidSOUTH website.

Introduction

- ✓ Welcome participants back to training.
- ✓ Address any “Ticket Out” questions from the previous day.
- ✓ Conduct a brief review of the information covered the prior day.



ACTIVITY: Fishing for Information

Purpose

This activity’s purpose is to review concepts presented in online training, which will set the stage for the classwork on recruitment and retention.

Instructions

1. Divide the class into groups of 4-5.
2. Each group member will take turns fishing for a question, and the group will discuss and document their answers on the answer sheet provided on **page 20 in the Participant Manual, *Fishing for Information***.

A variation to this activity is to complete it as a large group instead of smaller groups. Have a volunteer fish for a question. Allow the group to discuss and then write down their answers. They may see some of the questions again on the Knowledge Check

Fishing for Information **ANSWER KEY**

1. **What are some of the forms that permanency can come in?**
Reunification, Transitional Youth Services, Adoption, Guardianship
2. **Name the three types of recruitment.**
General, Targeted, and Child-Specific Recruitment
3. **What are some ways you can support retention in your role?**
 - Communicate with (the appropriate FSW, depending on the role) to gather information about the child in out-of-home care
 - Help the prospective resource family identify their support network
 - Share appreciation with current resource placements
 - Answer calls/text from resource placements in a timely manner
4. **What are some functions of the Resource Worker?**
Opening and assessing resource homes, supporting resource families/ volunteers, and conducting community outreach, such as recruiting for specific items or goods like discount haircuts for kids in care.

(Note: there may be acceptable county-specific variations here.)
5. **What form begins the process for a provisional resource home? CFS-450:** Prospective Provisional Resource Parent Information and Questionnaire
6. **What are some elements of an effective PSA?**
It gets the message across, is engaging, has memorable audio/ visuals, has memorable slogans, inspires action, gives people enough information to take the next step, is factual/honest, and is data-driven.
7. **What are the three common threads discussed throughout Unit 6?**
Recruitment is everybody's business; you do not know the end at the beginning, and you may be the last person who has a chance to get critical information
8. **What are some examples of general recruitment?**
Public Service Announcements (PSA), buying advertising space on billboards, speaking to civic clubs or churches, or hosting a table at the county event
9. **Why does DCFS use the term "resource" home?**
DCFS uses the term resource home because these homes:
 - Are designed to serve as resources to children in out-of-home care.
 - Serve as resources to the child's biological family as they work towards reunification.

DAY 2

Day 2, Section 2: Engagement and Family

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will reflect on their interactions with families. FSWs will prepare for future dialogues with colleagues and families.
Competencies:	<ul style="list-style-type: none"> 201-1
Participant Manual:	<ul style="list-style-type: none"> Reflection (Page 21) Before Placing a Child/Youth in A Provisional Placement (Page 22) DCFS Arkansas Road to Fostering (Page 23) *best printed in color Provisional Resource Role Play Notes (Page 24)
Trainer Materials:	<ul style="list-style-type: none"> (Optional) PROCEDURE I-C3: Relative and Fictive Kin Volunteer Application and Process for Approval, DCFS Policy & Procedures Manual

**ACTIVITY: Fishing for Information**

Participants will reflect on their interactions with families and/or colleagues. This activity supports worker engagement by providing insight into past interactions.

FSWs will look back at conversations and review areas of strengths/ weaknesses. This reflection also asks the students to consider better preparing for future dialogues when time/circumstances allow it.

Instructions

Have participants reflect on their latest visits with families. If they haven't been on family visits, ask them to consider interactions with coworkers, friends, or family members that led to difficult conversations.

Some questions to get participants thinking about these experiences:

- Was there anything you said during the conversation that helped put the family at ease?
- Did you feel prepared for the interaction?
- Do you wish you had done something differently? If so, What?
- Imagine you have a few minutes to prepare for a dialogue with a child. What practices might help the child feel more heard?

Participants will use page 21 to write about their reflections.

TEACHING NOTES



ACTIVITY: Recruiting Kinship: Not Just a Placement Resource

Purpose

PROCEDURE I-C3: Relative and Fictive Kin Volunteer Application and Process for Approval sets out the process for becoming a kinship volunteer. This is for families not being considered for a placement resource but still wanting and needing to maintain connections.

Instructions

Group Brainstorm

Take a few minutes to discuss provisional resource placements:

- Ask questions designed to get participants to define kin/fictive kin.
- Ask how many know of a kin/fictive kin placement in their county.
- Ask how kinship who may not be placement options may still be involved with the children in care.

This is a great time to recall the Safety and Support Network concepts introduced in Unit 2. A strong support network is essential for immediate safety and family case planning. Encourage participants to consider the individuals they identify with the Circles of Safety and Support Tool when recruiting kinship for support other than placement.

Additional Questions for the Class

1. A caregiver from whom the child was removed does not want their own parent (the grandparent) involved in the child's life. Can it be in the child's best interest to maintain a tie with the potential relative placement or relative volunteer even if relations are strained between that person and the caregiver? How would you handle this tension?
2. Who found out the name of the financial coordinator in their county?
3. Who found out where the harvesters (for electronic fingerprints) are?

Conclude with the observation that law changes made in 2019 require a minimum of 4 hours of family time per week if it is supervised. It may be more critical than ever to kinship volunteers who can help with transportation and supervision.

TEACHING NOTES



ACTIVITY: Prospective Provisional Resource Family Recruitment Resource

TEACHING NOTES

Purpose

Participants were asked to begin thinking about a training resource they could give to potential provisional resource families to help them understand the process.

Instructions

1. Divide participants into groups of 3-4, depending on the group size.
2. Direct the groups to create a training resource to share with potential provisional resource families. The resource should be designed in a way that helps them understand the process of becoming a provisional placement.
3. Encourage them to have fun and be creative in their presentation.
4. Allow fifteen (15) minutes for this activity portion. For the next section of this activity, participants will take turns introducing their resources by role-playing with each other.

Activity Summary

Briefly discuss the following pages of the Participant Manual:

- **Page 22, *Before Placing a Child/Youth in A Provisional Placement***
- **Page 23, *Arkansas Road to Fostering*.**

Note that the process of becoming a provisional resource home differs from that of a traditional resource home.

After the brief discussion, remind participants of the Best Practice Cards

- Relatives & Fictive Kin: Identification, Notification
- Assessment and Supporting Relatives and Fictive Kin

These resources may be helpful in recruiting and assessing relative or kin/fictive kin resource homes.



ACTIVITY: Provisional Resource Role-Play

Purpose

No matter who makes the first contact with a family, one of the ways to support the prospective placement is to be able to answer questions about the process of becoming a provisional relative resource home.

Instructions

1. Direct participants to ***Provisional Resource Role Play Notes (page 24)***.
2. In their small groups, participants will take turns role-playing a Resource Worker and a potential provisional kinship placement. Instruct participants to identify which role they will play in the first round. If there is an odd number in the group, the participant not engaged in the role-play will serve as a note-taker.
3. After 5-10 minutes, instruct participants to switch roles.
4. After 5-10 minutes of the second round of role play, call time.
5. As a larger group, allow participants to provide feedback. Possible questions for discussion include:
 - What were the strengths observed during the interview?
 - What interview techniques did they observe?
 - What are the benefits of sharing a training resource with potential provisional kinship homes about the process for serving in this role?

TEACHING NOTES

DAY 2

Day 2, Section 3: Job Descriptions

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> Participants will practice interviewing skills through role-play. Participants will make a commitment to take action toward recruitment. Participants will take time to reflect on their last visit with a family.
Competencies:	<ul style="list-style-type: none"> 102-1, 102-6 104-5, 104-6, 104-8
Participant Manual:	<ul style="list-style-type: none"> Quick Recap (page 25) Resource Workers in the Community (page 26) Michael and Renee (pages 27-30) Information & Roles (page 31) How we do it in my Area (page 32)
Trainer Materials:	<ul style="list-style-type: none"> Trainer Resources: Job Descriptions Highlighters or markers (at least two colors) Flipchart paper or whiteboard

**ACTIVITY: Job Description Practice****Purpose**

Participants were asked to begin thinking about a training resource they could give to potential provisional resource families to help them understand the process.

Instructions

Before beginning the activity, poll the class to see:

- How many Adoption Specialists are in the class?
- How many Resource Workers are in the class?
- FSWs in other positions-investigator, protective services, foster care?

If there are no participants from these specialties, shift the focus slightly to put the major emphasis on how parts of a “regular” FSWs job tie into parts of the specialty jobs, especially as it relates to recruitment, support, and retention of resource and adoptive homes.

TEACHING NOTES

Instructions Continued

1. Direct participants to work as a group at their tables. Give them up to fifteen minutes to review and compare the job description responsibilities.
2. Identify and highlight things all the jobs have in common using one color marker.
3. Identify and highlight (in a different color marker) duties shared between two positions (ex: home inspections are regular duties for both Adoptions Specialists and Resource Workers but might not be a regular part of a PS caseworker's duties).
4. Call time.

OPTION 1 – Flip Chart List:

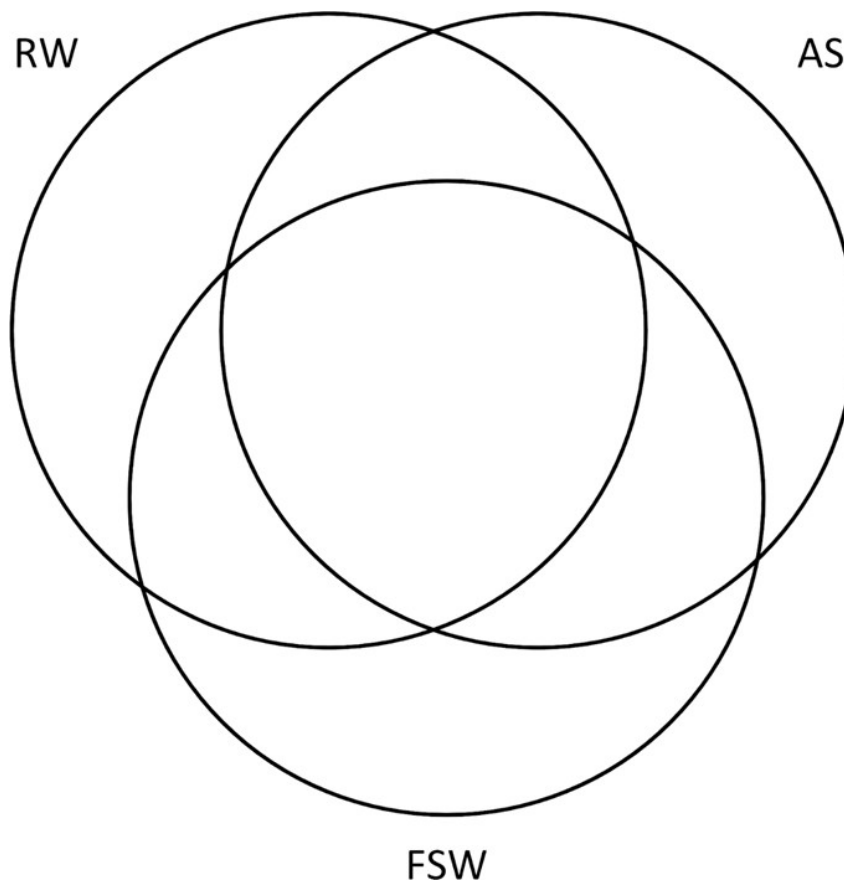
1. Ask the class to stand. Direct them to go to each flipchart paper.
2. Note a job duty common to all roles, both specialty and regular (if the duty is already on the page, they can move to the next sheet, or they may choose to write it again).
3. On the regular FSW sheet, note duties that may get the information needed by the specialty positions.

OPTION 2 – Venn Diagram (Limited to three job descriptions):

1. Draw a giant three-circle Venn diagram on the board (or flip chart)
 - Make sure the middle (where all three overlap) is the largest chunk of your Venn diagram (or else you'll run out of room).
2. Once their time is up, start filling out the Venn diagram while you debrief the activity.
 - Start with the responsibilities that are only shared between two positions, then do the things that are shared between everyone.
 - Go from group to group, giving each a turn to answer (until a group is out of answers and/or you're done).

TEACHING NOTES

Example of Venn Diagram for Job Description Responsibilities Comparison
RW = Resource Worker, AS = Adoption Specialist



Activity Summary

Quickly look over the lists and note the commonalities.

These may include:

- Recruitment
- Engagement/families and community
- Supporting families
- Monitoring
- Collaborating with team members
- Documentation

TEACHING NOTES

TEACHING NOTES

Activity Recap/Segue

Remember, recruitment is everyone's job!

Participants can take notes on **page 25, Quick Recap**.

Ask the participants, "Before you began Unit 6 training, what did you think of when you thought about recruitment?"

It is easy to think about recruiting families, supporting families, and matching children with families as someone else's job. However, investigators, protective service workers, and foster care workers must ask themselves, "How can I support recruitment and retention?"

As FSWs work through the practice activities and test their skills, it will become apparent that some form of recruitment occurs during every contact. Everyone needs to know enough about each role to assist in gathering the information needed to recruit and retain a resource home or adoptive placement. That is why engagement and gathering information go hand in hand.

**ACTIVITY: Resource Workers
in the Community****Purpose**

This activity, Resource Workers in the Community, is a short brainstorming activity. Participants will list ways to support recruitment and retention by recruiting resources in the form of items or goods from which resource families may benefit.

Instructions

1. Instruct participants to turn to **page 26, Resource Workers in the Community**, to document their responses.
2. Divide participants into smaller groups. If possible, group participants together from different areas. In their smaller groups, instruct them to brainstorm ideas for the following questions:
 - What resources in the community will benefit resource families?
 - What goods and items do resource families need?
 - Who can you contact for those goods and items?



ACTIVITY: Michael & Renee

Purpose

This shared learning experience allows participants to interview their coworkers and learn how things are done in other areas of the state.

Instructions

1. Divide the participants into groups (Each table can represent a group).
2. Assign each table a role. For example, table one will take the tasks and questions for the investigators, and table two will take the tasks and questions for caseworkers. It is okay for more than one table to have a given role.
3. Give participants 5 to 10 minutes to read the details of **Michael and Renee's case (pages 27-29)** and review the questions for discussion on the **Michael & Renee Placement Options (page 30)**.
 - Ask participants to note the questions developed on a flip chart according to their assigned table role.
 - If there is an adoption specialist in the group, give this person a moment to share how the information they are getting on each topic will be valuable to them should this case eventually result in a finding of TPR with Consent to Adopt.
4. Once the small groups have had a chance to complete their work, ask the class members to stand, go to each flip chart, and review the work of the other groups. Invite them to add any information to the flip charts they have that is different from the work done by the group.

Remind participants that gathering information is done during each contact with the family. **Information & Roles (page 31)** contains examples of information obtained during the investigation's initiation. This information is crucial to determining the child's safety and future placement.

5. Next, ask all the groups to also look at the questions on **How We Do It Where I Come From (page 32)** and jot down their thoughts there.

TEACHING NOTES

TEACHING NOTES

There are no right or wrong answers, necessarily. These questions aim to raise participants' awareness of the impact of their decisions on the lives of children and families.

Do you do something because it is in the child's best interest, or do you do it because of external pressure or because it is easier for you? Be prepared to respond to participants rushing to place the children because they have other cases to work on. The focus is always on the children and what is in their best interest, not the workers' schedule.

Activity Summary

It is easy to focus on your specific role and only obtain the necessary information to complete your part of the case. By gathering information and obtaining the names of people who can serve as collateral contacts, you are recruiting for the child.

The family members you identify may be able to serve as a provisional placement, respite provider, or volunteer. They can support the children and family. Keep this in mind and make the most of every contact. Again, the information and contacts available at the beginning of the investigation may not be available in the future.

DAY 2

Day 2, Section 4: Retention and Support

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will brainstorm ways they can support retention in their roles. FSWs will engage with other participants on supporting resource families from inquiry through approval and beyond. FSWs will think critically about the idea of “normalcy” for children and youth in out-of-home care
Competencies:	<ul style="list-style-type: none"> 201-1
Participant Manual:	<ul style="list-style-type: none"> Retention Brainstorming (Page 33) Cultural Considerations Tipsheet (Page 34)
Trainer Materials:	<ul style="list-style-type: none"> Trainer Resources: Job Descriptions Highlighters or markers (at least two colors) Flipchart paper or whiteboard

**ACTIVITY: Retention Brainstorming****Purpose**

This activity aims to generate a list of things participants can do to retain resource/adoptive parents.

Instructions

1. Direct participants to **Retention Brainstorming (page 33)**.
2. In small groups, participants will brainstorm ideas on retaining resource parents.
3. Then, in the larger group, allow participants to share a few of their answers.

Remind participants that the agency's needs must be shared to recruit families. Be sure to educate the family on the youth's hardships and cultural considerations to aid in permanency.

For more information, refer participants to **Cultural Considerations (page 34)**. When a family has been recruited and has gone through the process to be opened as a resource/adoptive home, how will you keep supporting them?

TEACHING NOTES

Activity Summary

According to The Chronicle of Social Change: Children and Youth, Front and Center, “Nearly half of the [resource] parents quit in their first year due to lack of support, poor communication with caseworkers, insufficient training to address the child’s needs, and lack of say in the child’s well-being.”

So, it is as important to retain families as it is to recruit them. Equipped with this knowledge, ensure your plan for retaining resource families includes:

- Ongoing training (and possibly combined training) with resource families and FSWs to generate an atmosphere of collaboration
- Hosting events and other opportunities to show appreciation
- Support resource families throughout the process, from beginning (inquiry) to end (approval). This includes communicating with transparency, helping them complete the paperwork, and being available to answer questions.

TEACHING NOTES

DAY 2

Day 2, Section 5: Recruitment Ad Presentations

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will present a PSA on recruitment/retention utilizing information learned from the past two days (plus online training). FSWs will engage with and give feedback to other participants regarding their communication strategies and recruitment goals. FSWs will show an understanding of their potential audience for the PSA.
Competencies:	<ul style="list-style-type: none"> 102-1, 102-6 104-5, 104-6, 104-8
Participant Manual:	<ul style="list-style-type: none"> Presentation (brochures, posters, digital files, etc.)
Trainer Materials:	<ul style="list-style-type: none"> Classroom computer and TV to showcase presentations

**ACTIVITY: Retention Ad Presentations****Purpose**

This activity gives participants the opportunity to present their advertisement/PSA related to recruitment and/or retention.

Instructions

Give each group about five minutes (up to thirty minutes, depending on the time) to meet before they present their recruitment ad.

Call time and allow the groups to present to one another.

TEACHING NOTES

DAY 2

Day 2, Section 6: Recap * Knowledge Check * Evaluations

Time Estimate:	<ul style="list-style-type: none"> 1 Hour
Learning Outcomes:	<ul style="list-style-type: none"> FSWs will reflect on the information learned from the past two days. FSWs will think critically about strategies related to recruitment. FSWs will consider ways to encourage safety, permanency, and well-being by supporting provisional and traditional resource homes/applicants
Competencies:	<ul style="list-style-type: none"> 102-1, 102-6 104-5, 104-6, 104-8
Participant Manual:	<ul style="list-style-type: none"> My Takeaways (Page 35)
Trainer Materials:	

**ACTIVITY: Recap****Instructions**

1. Break participants into three or four smaller groups.
2. Assign each group two or three topics from below. The number of topics assigned per group will depend on the number of groups.
 - Barriers to engaging fathers
 - Questions to ask youth to help determine the placement options
 - Questions for kinship to help determine placement options
 - Partners in Recruiting
 - Recruitment Strategies
 - Retention Strategies
 - Transitional Youth Services
3. Instruct each group to identify what they learned about their topic. This should include information gathered during online training and the two days of classroom training. Allow 20 minutes for the small groups to interact.
4. After 20 minutes, call time and allow a representative from the smaller groups to share with the larger group the information they gathered.

Be sure to cover any information in the Knowledge Check that participants don't mention.

TEACHING NOTES



ACTIVITY: My Takeaways

Purpose

The day's final activity will allow participants to reflect on the information they have received over the past two days and develop an action plan.

Instructions

1. Instruct participants to turn to **My Takeaways (page 35)** and answer the questions.
2. Allow five to ten minutes for them to complete this activity.
3. After five to ten minutes, ask a couple of volunteers to answer each question.

Activity Summary

Remind participants that each role supports the others. Additionally, the agency's practice model represents the collective vision that every child deserves a safe, stable, and nurturing family every day.

Address any questions or concerns.



ACTIVITY: Knowledge Check/Evaluations

Move to the lab for the Knowledge Check and Evaluation.

TEACHING NOTES

SUPPLEMENTARY TRAINER RESOURCES

- At One Table Value 2
- CFS-450 (R. 11/2023 - Discipline Methods Section R. 05/2024)
- PUB-14: Kinship Resource Home Guide (R. 08/2023)
- DCFS Every Child Arkansas One-Pagers for Adoption (R. 12/2023)

- **Best Practice Cards:**
- Relatives & Fictive Kin: Identification, Notification & Assessment
- Supporting Relatives and Fictive Kin

- SOP Deep Dive Modules 1-4 Handouts “Things to Try: Resource & Adoptions”
- SOP for Resource Handout (2023)

- DCFS Internal Procedures related to Resource Homes/Applicants
- DCFS Internal Procedure 500: Placing Children on and Removing Children from the Heart Gallery (R. 07/2023)

TEACHING NOTES