


|  | TOC                      | S# | New Slides (Published 08/08/2023)  |
|--|--------------------------|----|--|
|  | Title                    | 1  | Unit 2 Section 1<br><br>Introduction to Family Centered Values<br><br>New Family Service Worker Training   |
|  | Welcome Back             | 2  | Welcome back to the online training.<br><br>As you know, training includes supervision, field training, online training, and classroom training.<br><br>Your time is respected, and you won't be asked to do an activity in online training unless it is important to the learning experience.                                       |
|  | Policy Manual            | 3  | In Unit 1, you were introduced to DCFS' Policy Manual and learned about using the Policy Manual as a guideline in your work.<br><br>Another important guideline for your work is the Mission of the agency.  |
|  | The Mission              | 4  | The Mission statement gives you the core purpose of your work and helps provide focus for the work of child welfare.<br><br>The Mission is the "why" of our practice. It tells us why we do the work we do.  |
|  | Three Themes             | 5  | There are three themes that underlie all of DCFS' work with children and families:<br><br>Safety<br>Permanency<br>Well-Being   |
|  | Mission Statement Review | 6  | These themes are evident in the Mission statement.<br><br>Please review it now.  |
|  | DCFS Mission Statement   | 7  | DCFS Mission Statement<br><br>To keep children safe and help families.<br><br>DCFS will respectfully engage families and youth and use community-based services and supports to assist parents in successfully caring for their children.<br><br>We will focus on the safety, permanency, and well-being for all children and youth. |

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| <b>Practice Model</b>            | <p><b>8</b> The Arkansas Practice Model: <a href="#">At One Table</a> tells us what we need to do in order to fulfill the Mission <a href="#">and values of the division</a>. Think of these as the “what” of our work.</p> <p>The practice model is the way our systems work together to serve children and families. It outlines an approach that values and supports families at every step of a family’s encounter with the system.</p> <p>Click Arkansas Practice Model: <a href="#">At One Table</a> to review the model to help you with an upcoming exercise.</p> |
| <b>Matching Review</b>           | <p><b>9</b> Safely keep children<br/>C) with their families</p> <p>Enhance well-being<br/>A) in all of our practices with families.</p> <p>Use resource parents and other placements as temporary services<br/>B) to help achieve reunification.</p>  |
| <b>Matching Review</b>           | <p><b>10</b> Adoptions are<br/>C) timely, well-supported, and life-long.</p> <p>When reunification is NOT possible<br/>A) permanent placement with kin/fictive kin is the preferred permanency option.</p> <p>Youth have access to an array of resources to help<br/>B) successful transition to adulthood.</p>   |
| <b>Safety Organized Practice</b> | <p><b>11</b> Safety Organized Practice (SOP)</p> <p>If the Mission is the “why” of our work and the practice model is the “what,” Safety Organized Practice (SOP) is the “how.”</p> <p>SOP tools, strategies, and practices show us how to get our work done.</p>   |
| <b>SOP Strategies</b>            | <p><b>12</b> Mission: Why we do the work</p> <p>Arkansas practice model: What we do</p> <p>Safety Organized Practice: How we do it</p> <p>SOP strategies and techniques align with the belief that a child and their family are the central focus and that the partnership between the agency and the family exists to find solutions that ensure safety, permanency, and well-being for children.</p>  |

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| <b>Family-Centered Services</b> | <b>13</b> | <p>Family-centered services are not new to child welfare work. In fact, the ideal approach to child protection emphasizes the use of family-centered casework combined with the appropriate use of authority.</p> <p>Services that are considered family-centered are based on the belief that the best place for children to grow up is in a family.</p> <p>The most effective way to ensure children’s safety, permanency, and well-being is to provide services that engage, involve, strengthen, and support families.</p>  |
| <b>Family-Centered Approach</b> | <b>14</b> | <p>A family-centered approach is characterized by six key strategies. Click on the graphics to reveal the strategies.</p> <p>Working with the family unit to ensure the safety and well-being of all family members</p> <p>Strengthening the capacity of families to function effectively by focusing on solutions</p> <p>Engaging, empowering, and partnering with families throughout the decision- and goal-making processes</p> <p>Developing a relationship between caregivers and service providers characterized by mutual trust, respect, honesty, and open communication</p> <p>Providing individualized, culturally responsive, flexible, and relevant services for each family</p> <p>Linking families with collaborative, comprehensive, culturally relevant, community-based networks of supports and services</p> |
| <b>Focusing on Solutions</b>    | <b>15</b> | <p>SOP provides you with evidence-based tools and techniques to assist with implementing family-centered strategies.</p> <p>Chief among these tools are methods of posing questions designed to provide a rigorous and balanced family case assessment and to help families protect children by constructing solutions rather than focusing on problems.</p> <p>Evidence-based:</p> <p>A practice that has been rigorously assessed in experimental evaluations and shown to make a positive, statistically significant difference in important outcomes.</p>   |
| <b>Three Questions</b>          | <b>16</b> | <p>For each case you work on, you’ll organize your thinking and your conversation with the family around three main questions:</p> <p>What are we worried about?</p> <p>What is going well?</p> <p>What needs to happen next?</p>   |

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|   | <b>Solution-Focused Questioning</b>       | <p><b>17</b> In order to answer the “Three Questions” in ways that lead to actions of protection on the part of a caregiver, you’ll use a technique called solution-focused questioning.</p> <p>Solution-focused questions help you and the family carefully search through their life experiences to discover the behaviors and resources needed to construct a sustainable solution.</p>   |
|   | <b>Solution-Focused Questions</b>         | <p><b>18</b> There are five types of solution-focused questions, each of which is designed to elicit information about a family’s capabilities in a slightly different way.</p> <p>Click on the type of question to reveal an example.</p> <p><b>Exception</b><br/>Has there ever been a time when the problem could have happened, but it did not?</p> <p><b>Scaling</b><br/>On a scale from 0 to 10, where 10 is your child was totally safe, and 0 is real danger, where things when...</p> <p><b>Position</b><br/>If your child were here right now, what do you think your child would say they were worried about?</p> <p><b>Coping</b><br/>What you are going through is not easy. How have you survived?</p> <p><b>Preferred Future</b><br/>In six months, if all the things we are working on were taken care of, what would be different in your family?</p> |
|  | <b>Solution Focused Questions Handout</b> | <p><b>19</b> Remember these question types. You will use them frequently in your practice.</p> <p>Print out the Solution Focused Questions handout for a quick reference.</p> <p>Click here to open the Solution Focused Questions Handout [Handout 2.1.1 link]</p>  |

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| <b>SOP Objectives</b>  | <b>20</b> | <p>The Three Questions and solution-focused questioning help DCFS achieve the overarching objectives of SOP, which—in turn—lead to safety, permanency, and well-being:</p> <p>Develop good working relationships that lead to a shared focus among all stakeholders.</p> <p>Use critical thinking and decision-support tools to enhance consistency in key case decisions.</p> <p>Build collaborative plans to enhance daily child safety.</p> <p>You'll learn much more about each of these objectives in the instructor-led training for this unit.</p> |
| <b>Three Questions</b> | <b>21</b> | <p>Throughout your work you will use the Three Questions <b>and solution-focused questions</b> with families to determine how, or if, the caregiver's behavior is impacting the child. It's important to create collaborative, behaviorally specific solutions that ensure the day-to-day safety of children.</p>   |
| <b>Congratulations</b> | <b>22</b> | <p>Congratulations!</p> <p>You have completed Unit 2 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)  |
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| <b>Title</b>                  | <b>1</b> | Unit 2 Section 2<br><br>Confidentiality<br><br>New Family Service Worker Training  |
| <b>Welcome</b>                | <b>2</b> | Welcome back!<br><br>In Unit 1, you learned how to search the online policy <b>and procedure</b> manual.<br><br>One of the examples used was the agency's policy on confidentiality (I-E).   |
| <b>Confidentiality Policy</b> | <b>3</b> | Details on who information can be released to is included in the agency's confidentiality policy.<br><br>Click on the policy image to go to the DCFS information page, then click on DCFS Policies in the left column.<br><br>Use CTRL+F for Policy I-E.<br><br>Please read the policy on confidentiality.   |
| <b>DHS Policy</b>             | <b>5</b> | DHS Policy 1006<br><br>You will talk more about confidentiality when you attend the classroom training.<br><br>Another policy that you need to be aware of is the DHS Policy 1006 Ethical Standards for DHS Employees.<br><br>Public employment is a public trust. DHS employees must not only avoid any potential conflict of interest, but also must avoid any appearance of impropriety.<br><br>DHS employees must conduct themselves so as to foster public confidence in the integrity of state government. |
| <b>DHS Policy</b>             | <b>6</b> | DHS Policy 1006<br><br>Public employment is a public trust.<br><br>The DHS Policy 1006 Ethical Standards for Employees reminds staff that "DHS employees must not only avoid any potential conflict of interest, but also must avoid any appearance of impropriety."<br><br>Impropriety: a failure to observe standards or show due honesty or modesty; improper language, behavior, or character (Oxford Dictionary)  |

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| <b>Agency Values</b>     | <b>7</b>  | <p>“Employees are expected to perform their jobs and communicate with the public, clients, and other employees in a manner that supports the intent of our DHS Mission/Vision, Beliefs, and our agency’s values of Compassion, Courage, Respect, Integrity, and Trust.”</p> <p>Compassion<br/>Courage<br/>Respect<br/>Integrity<br/>Trust</p>  |
| <b>Online Behavior</b>   | <b>8</b>  | <p>It’s clear.</p> <p>As an employee of DHS and DCFS, you occupy a position of trust and responsibility.</p> <p>This expectation about behavior and performance includes your behavior online.</p> <p>The many ways we use social media in our daily lives continues to increase.</p>  |
| <b>Social Media</b>      | <b>9</b>  | <p>The agency recognizes that social media can help with:</p> <p>Staff recruitment collaboration</p> <p>Fundraising</p> <p>Finding and supporting Resource parents</p>   |
| <b>Social Media</b>      | <b>10</b> | <p>The children, youth, families, and resource parents we work with are not going to stop using social media because of their involvement with child welfare.</p>  |
| <b>Social Media Tips</b> | <b>11</b> | <p>Here are some important social media tips:</p> <p>Protect privacy and confidentiality.</p> <p>Do not identify a child or youth as a child in out-of-home care, post the child’s name, or talk about case-specific information.</p> <p>Talk with resource parents about posting family pictures that include a child or youth in their care and safeguards to ensure the child’s privacy and safety.</p> |
| <b>Social Media</b>      | <b>12</b> | <p>Social media is all about communication and connections. If you use social media, you cannot assume that what you put online is private or that it only applies to your personal life.</p>  |
| <b>Digital Footprint</b> | <b>13</b> | <p>What is your “digital footprint”?</p> <p>Click on the picture.</p> <p>Your digital footprint is the information about you on the internet that is a result of your online activity:</p> <p>A trail that is left when you visit a website, send email, comment on a post, upload pictures or videos, or shop online.</p>   |

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| <b>Social Media Presence</b> | <b>14</b> | <p>As a DHS-DCFS employee, remember that when you share something online you have certain responsibilities AND there can be professional consequences for personal posts if you are identifiable as a DHS-DCFS employee.</p> <p>Your presence on social media creates a permanent and very public record about you. It can impact not only you, but also your employer.</p> |
| <b>Social Media Policy</b>   | <b>15</b> | <p>DHS has adopted a policy regarding social media and agency communication. DHS Policy 1010 provides guidelines for state employees and their use of social media.</p> <p>Take a minute and review the entire <a href="#">policy</a> (DHS 1010).</p> <p>Click the image for a PDF version of an infographic that has the key points about the social media policy.</p>     |
| <b>Quiz</b>                  | <b>16</b> | <p>Many of the responsibilities as a public employee are “common sense” and you probably already do these things (or do not do these things) even now.</p> <p>Take this quick self assessment quiz to see how you are doing.</p>  |
| <b>True/False</b>            | <b>17</b> | <p>True/False</p> <p>I have posted comments or images online that are obscene, threatening, harassing, or discriminatory.</p>   |
| <b>True/False</b>            | <b>18</b> | <p>True/False</p> <p>I have used my work email to register a social media account.</p>  |
| <b>True/False</b>            | <b>19</b> | <p>True/False</p> <p>I would NEVER post a comment or image online that condemned the agency.</p>  |
| <b>True/False</b>            | <b>20</b> | <p>True/False</p> <p>I have complained about my supervisor or co-workers online.</p>  |
| <b>True/False</b>            | <b>21</b> | <p>True/False</p> <p>I would NEVER make comments online about children or families I work with.</p>   |
| <b>True/False</b>            | <b>22</b> | <p>True/False</p> <p>I know NOT to access websites or materials that are considered obscene or inappropriate when using a work computer or phone.</p>   |
| <b>True/False</b>            | <b>23</b> | <p>True/False</p> <p>It is not acceptable to use my work computer or phone to conduct romantic relationships (even if it is consensual).</p>  |
| <b>True/False</b>            | <b>24</b> | <p>True/False</p> <p>I understand that one of the most important ethical codes as a human service provider is to DO NO HARM.</p>  |



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| <b>Knowing Better</b>        | <b>25</b> | <p>When you were reading the quiz questions, did you think,</p> <p>“That is a no-brainer” or “That is so obvious, everybody knows not to do X, Y or Z” ?</p> <p>Unfortunately, it is not always the case that something is “obvious” or that “everyone knows better.”</p> <p>Just because we KNOW better does not mean we always DO better.</p>                           |
| <b>Social Media Settings</b> | <b>26</b> | <p>Are you aware of your privacy settings for all of your social media?</p> <p>Although you may have your own settings fairly under control, remember that when you comment on someone else’s posts or are tagged in another’s posts, you are no longer in control of who sees the interaction.</p>   |
| <b>Considering a Post</b>    | <b>27</b> | <p>When considering whether to post, share, or tag, remember this phrase,</p> <p>“Do not be the example.”</p> <p>If in doubt, do NOT post, share, or tag.</p> <p>If your post does not foster public confidence in your integrity, the integrity of your employer, OR if your post does ANYTHING that shares or exposes client information, then it is not advisable.</p> |
| <b>FSW Mary</b>              | <b>28</b> | <p>Read this brief situation and answer some questions</p> <p>Mary has been working for DCFS for about six months. Mary is an avid Facebook and Instagram user. She has seen and heard that other workers have connected with clients on social media.</p>  |
| <b>FSW Mary</b>              | <b>28</b> | <p>Mary checks Facebook and discovers that she has a friend request from Alice who is one of her clients.</p> <p>What should Mary do?</p> <p>Accept Friend Request<br/>Ignore Friend Request</p>  |
| <b>FSW Mary</b>              | <b>30</b> | <p>If Mary ignores the friend request should she say anything to her client?</p> <p>Yes, say something<br/>No, don’t say anything</p>   |
| <b>FSW Mary</b>              | <b>30</b> | <p>If Mary accepts the friend request, will she be at risk of having a dual relationship with her client?</p> <p>Yes<br/>No</p>   |
| <b>FSW Mary</b>              | <b>32</b> | <p>Mary should act like nothing happened.</p> <p>Sorry, Mary needs to have a conversation with her client about the nature of the helping relationship and clarify her role.</p>  |

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| <b>FSW Mary</b>               | <b>33</b> | <p>Mary can ignore the request.</p> <p>YES, she needs to have a conversation with her client about the nature of the helping relationship and clarify her role.</p>   |
| <b>Correct</b>                | <b>34</b> | <p>Correct</p> <p>All professional codes of ethics warn against dual relationships.</p>   |
| <b>Incorrect</b>              | <b>35</b> | <p>Incorrect</p> <p>Sorry, Mary would be entering into a dual relationship with her client, and all professional codes of ethics warn against dual relationships.</p> <p>Mary needs to have a conversation with her client about the nature of the helping relationship and clarify her role.</p> |
| <b>Appropriate Boundaries</b> | <b>36</b> | <p>Dual or multiple relationships with clients can undermine the helping process and cause harm to the client.</p> <p>It is always the professional's responsibility to maintain appropriate boundaries.</p>  |
| <b>Investigator Bill</b>      | <b>37</b> | <p>Bill is an investigator and regularly searches social media to gain information about clients who have an open investigation for allegations of child maltreatment.</p>  |
| <b>Bill's Social Media</b>    | <b>38</b> | <p>What do you think of Bill's use of social media?</p> <p>Would you use (or have you used) a client's social media accounts to gain information about the client?</p> <p>Yes<br/>No</p>  |
| <b>Bill's Social Media</b>    | <b>39</b> | <p>Yes</p> <p>Everyone does it.<br/>Social media content is considered public domain.<br/>It is not private.</p>  |
| <b>Bill's Social Media</b>    | <b>40</b> | <p>Is it okay?</p> <p>I'm doing it for the "greater good" to keep kids safe.</p>  |
| <b>Bill's Social Media</b>    | <b>41</b> | <p>No</p> <p>If everyone does it and it is even encouraged, how can you avoid it?</p>   |
| <b>Bill's Social Media</b>    | <b>42</b> | <p>No</p> <p>You may not be able to.</p>  |
| <b>Bill's Social Media</b>    | <b>43</b> | <p>Is it okay for your clients to "troll" you?</p> <p>Yes<br/>No</p>  |

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| <b>Bill's Social Media</b> | <b>44</b> | No<br><br>I'm not under scrutiny.   |
| <b>Bill's Social Media</b> | <b>45</b> | Yes<br><br>I have nothing to hide.  |
| <b>Bill's Social Media</b> | <b>46</b> | Using Social Media<br><br>If you are using social media in this way, you can expect those you work with to do the same.   |
| <b>Bill's Social Media</b> | <b>47</b> | Using Social Media<br><br>More professions are using information gained from social media to make decisions about client behaviors.   |
| <b>Bill's Social Media</b> | <b>48</b> | Using Social Media<br><br>If Bill is using social media for investigations, he needs to talk to his supervisor about accessing social media sites at work for specific investigative purposes according to DHS Policy 1010.   |
| <b>Social Media</b>        | <b>49</b> | Social media is here to stay.<br><br>More professions are looking at social media in the course of investigations.<br><br>This includes law enforcement, schools and universities, insurance companies, and even potential employers.   |
| <b>Friend Request</b>      | <b>50</b> | Tiffany is a youth living in an Out-of-Home placement. She's been having a rough time and has a history of running away.<br><br>You have been working with her and seem to be making progress. She is stable for now.<br><br>Tiffany sends you a friend request on Facebook.<br><br>What do you do?<br><br>Accept Friend Request<br>Ignore Friend Request |
| <b>Friend Request</b>      | <b>51</b> | If you accept, will you be at risk of entering into a dual relationship?  |
| <b>Friend Request</b>      | <b>52</b> | Yes, but it is okay.<br><br>It is more important to keep a relationship with Tiffany than to worry about a "dual" relationship.<br>I can keep an eye on her.  |
| <b>Friend Request</b>      | <b>53</b> | Is there potential for you to do more harm than good?<br><br>Yes<br>No  |

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| <b>Friend Request</b>   | <b>54</b> | Yes ...<br><br>But I will do everything I can to reduce the risk of harm.   |
| <b>Friend Request</b>   | <b>55</b> | No ...<br><br>The benefit of the connection will clearly outweigh the potential for harm.   |
| <b>Friend Request</b>   | <b>56</b> | You need to have a conversation with Tiffany about the nature of the helping relationship and your role.  |
| <b>Friend Request</b>   | <b>57</b> | When you ignore the friend request, should you say anything to the client?<br><br>Yes<br>No   |
| <b>Friend Request</b>   | <b>58</b> | I will use this as an opportunity to discuss my professional role and expectations for our relationship.  |
| <b>Friend Request</b>   | <b>59</b> | Sorry, you need to have a conversation with Tiffany about the nature of the helping relationship and your professional role.  |
| <b>Social Media</b>     | <b>60</b> | There will be more discussions on social media as training continues.<br><br>Society is grappling with understanding the role that social media will play in our public life. Social media is not a trend that is going away.                                       |
| <b>Clear Boundaries</b> | <b>61</b> | It is important for you to be prepared, have a plan, and establish boundaries about your use of social media while you are a public employee.<br><br>As the professional, it is ALWAYS your responsibility to establish and maintain clear boundaries with clients. |
| <b>Remember</b>         | <b>62</b> | And Remember...<br><br>Dance like no one is watching.<br>Email and post on social media like it could be in a headline.   |
| <b>Congratulations</b>  | <b>63</b> | Congratulations!<br><br>You have completed Unit 2 Section 2.<br><br>Click [Exit Activity] at the top of the page to exit the training.  |

| TOC           | S# | New Slides (Published 08/08/2023)  |
|---------------|----|--|
| Title         | 1  | Unit 2 Section 3<br><br>Working with and Across Differences<br><br>New Family Service Worker Training  |
| Welcome Back  | 2  | Hello and welcome back.<br><br>Congratulations on finishing the previous training sections.<br><br>This portion of online training is designed to introduce you to concepts around the practice of cultural humility.<br><br>(Click on words in blue for a definition.)<br><br>Cultural humility is the ongoing practice of respectful engagement, self awareness, and openness to learning about the diverse backgrounds and experiences of others.   |
| Marcel Proust | 3  | “The only real voyage of discovery consists not in seeking new landscapes but in having new eyes.”<br><br>~Marcel Proust   |
| Ms. L         | 4  | Ms. L. has a Hispanic surname and speaks with an accent. She is often upset when she calls the county office or goes in for an appointment, and staff assume she does not speak or understand English.<br><br>Sometimes this assumption leads staff to speak slowly and loudly. Other times they will have a Spanish-speaking staff person interact with her.<br><br>Although she is pleased that some child welfare professionals make an effort to have Spanish speakers available for families who require this level of language assistance, she wishes they would ask about her specific needs. |
| Reflection    | 5  | Reflection...<br><br>What assumptions have staff made about Ms. L?<br><br>How could these assumptions impact working with Ms. L?   |
| Ms. T         | 6  | Let's look at another cultural issue that can affect interactions between providers and families.<br><br>Ms. T. is caucasian and middle class. Her child is on Medicaid because of a state waiver program. She shared that when she arrives for doctor's appointments, she is asked for her insurance card.<br><br>When Ms. T. pulls out her Medicaid card, she frequently notes a change in attitude and a coldness or rudeness in staff.   |

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|  | <b>Reflection</b>        | <b>7</b>  | <p>Reflection...</p> <p>What assumptions have staff at the doctor's office made about Ms. T?</p> <p>How could these assumptions affect their relationship with Ms. T?</p>   |
|  | <b>Amy</b>               | <b>8</b>  | <p>Amy is a 16-year-old Caucasian female who has been in foster care since age 11. Amy came into foster care as a result of sexual abuse by her mother's live-in boyfriend.</p> <p>She was sexually abused by this man beginning at age 6. She disclosed the abuse when she began to worry about getting pregnant and her mother's boyfriend would not allow her to have friends and do things outside the home.</p> <p>Amy has recently disclosed to her resource parent that she <b>has been sneaking out out of the house at night to meet up with her boyfriend</b>. The resource parent is unsure if she will be able to allow Amy to continue living in her home.</p> |
|  | <b>Reflection</b>        | <b>9</b>  | <p>Reflection...</p> <p>What assumptions did you make as you read about Amy?</p> <p>How could these assumptions affect your relationship with both Amy and the resource parent?</p>   |
|  | <b>The Martín Family</b> | <b>10</b> | Meet the Martíns  |
|  | <b>The Martín Family</b> | <b>11</b> | <p>Let's consider the Martín family:</p> <p>Mateo (age 5 years)<br/> Lil (age 5 years)<br/> Gabby (age 2 years)<br/> Marta (age 30 years)<br/> Luis (age 29 years)</p> <p>Marta and Luis immigrated from Colombia 7 years ago. English is their second language.</p> <p>The mom and dad work different shifts. There is a 1-2 hour time gap when Marta leaves for work and Luis comes home. Marta and Luis usually have help from a neighbor and/or close family friend.</p>  |

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| <b>The Martín Family</b>    | <b>12</b> | <p>Let's consider the Martín family: (cont.)</p> <p>Another neighbor called the trailer park manager to report that the three children were left unsupervised at least 3 times in the past 2 weeks.</p> <p>The park manager went to the trailer and found the children alone.</p> <p>He saw piled up trash and dirty dishes and clothes in the living room and in the kitchen. The manager had fleas jumping on him from a dog the Martíns had living in the mobile home.</p> <p>The manager called in the report.</p> |
| <b>Reflection</b>           | <b>13</b> | <p>Reflection...</p> <p>Are there assumptions about the Martíns that you made as you were reading the scenario?</p>  |
| <b>Reflection</b>           | <b>14</b> | <p>Reflection...</p> <p>How could your assumptions impact your work with this family?</p>  |
| <b>Assumptions</b>          | <b>15</b> | <p>Assumptions affect ...</p> <ul style="list-style-type: none"> <li>· your approach</li> <li>· how you engage the family</li> <li>· what questions you ask</li> <li>· the strengths you are able to identify</li> <li>· how you involve the family in identification and assessment of the situation or in the development of the family case plan.</li> </ul> <p>We'll come back to the Martíns in a few minutes.</p>  |
| <b>Cultural Differences</b> | <b>16</b> | <p>Most of us coming into human services work are mindful of cultural differences and the importance of being curious and open to those who do not share our backgrounds <b>or</b> beliefs.</p>  |
| <b>Cultural Humility</b>    | <b>17</b> | <p>This openness and willingness to learn is part of cultural humility.</p>  |
| <b>Cultural Humility</b>    | <b>18</b> | <p><b>Cultural humility IS NOT</b></p> <ul style="list-style-type: none"> <li>· a final end point</li> </ul> <p><b>Cultural humility IS</b></p> <ul style="list-style-type: none"> <li>· a commitment</li> <li>· <b>respectful</b> engagement</li> <li>· a lifelong process that individuals enter into on an ongoing basis with children, families, communities, coworkers, and themselves</li> </ul>   |
| <b>Different Ways</b>       | <b>19</b> | <p>People see, interpret, and evaluate things in different ways.</p> <p>What is considered appropriate in one culture may be considered inappropriate in another. <b>Individuals and families are unique.</b></p>  |

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| <b>Learn</b>        | <b>20</b> | <p>An important part of cultural humility is making the effort to learn as much as you can about the acceptable behaviors, courtesies, customs, and expectations of the diverse families you help.</p> <p>As you learn, frequently check in with the family members and seek feedback about your growing understanding. <b>Misunderstandings happen when we apply our own meanings to make sense of others' actions.</b></p>   |
| <b>Stereotyping</b> | <b>21</b> | <p>Have you ever said something like “Men are _____” or “Women are _____” or “Old people shouldn’t _____”?</p> <p>At one time or another, we have all assumed that people who belong to a group will behave like others from that group.</p> <p>Believing that the values, practices, and behaviors associated with the group are shared by ALL members of the group is called stereotyping.</p>   |
| <b>The Martins</b>  | <b>22</b> | <p>Remember the Martins? (You read about them earlier.)</p> <p>What are some cultural considerations you anticipate when working with the Martins?</p> <p>A) Language<br/>B) Distrust of child welfare services<br/>C) Difficulties engaging the family<br/><b>D) All of the above (correct)</b></p>   |
| <b>Reflection</b>   | <b>23</b> | <p>Reflection...</p> <p>Back to the Martins</p> <ul style="list-style-type: none"> <li>· What kinds of things do you need to find out from the Martins?</li> <li>· How can you engage them in a culturally humble way?</li> <li>· What would culturally sensitive questions look like?</li> </ul>  |
| <b>Questions</b>    | <b>24</b> | <p>Choose the best questions to learn more about the Martins.</p> <p>Drag and drop the questions to the Ask Question or Don’t Ask Question board.</p> <p>Ask Question</p> <ul style="list-style-type: none"> <li>-Who helps you when you are stressed out or need assistance?</li> <li>-What has been going well for you and your family?</li> <li>-Family means something different to everyone. Who do you consider family?</li> </ul> <p>Tell me about your family.</p> <p>Don’t Ask Question</p> <ul style="list-style-type: none"> <li>-You realize that if you leave Mateo alone again, he could be removed from your care and placed in foster care.</li> </ul> |



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| <b>Questions</b>            | <p><b>25</b> Choose the best questions to learn more about the Martíns.</p> <p>Drag and drop the questions to the Ask Question or Don't Ask Question board.</p> <p><b>Ask Question</b></p> <ul style="list-style-type: none"> <li>-What kinds of changes have you and your family had in the past few months?</li> <li>-What are your family's strengths?</li> <li>-Tell me about your dreams for your family.</li> </ul> <p><b>Don't Ask Question</b></p> <ul style="list-style-type: none"> <li>-Why would you leave your child home alone?</li> </ul>   |
| <b>Questions</b>            | <p><b>26</b> Choose the best questions to learn more about the Martíns.</p> <p>Drag and drop the questions to the Ask Question or Don't Ask Question board.</p> <p><b>Ask Question</b></p> <ul style="list-style-type: none"> <li>-What do you need to help your family stay together?</li> <li>-What kinds of things can Mateo do for himself?</li> <li>- Tell me about a typical day for your family.</li> </ul> <p><b>Don't Ask Question</b></p> <ul style="list-style-type: none"> <li>-Don't you want services to keep your family together?</li> </ul>                                       |
| <b>Shared Meanings</b>      | <p><b>27</b> The goal is to move from "My way is the only way" toward "My way and their way can both work" to "We can adapt and adjust to create new shared meanings."</p> <p>"You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist."</p> <p>-Friedrich Nietzsche</p>  |
| <b>Examples</b>             | <p><b>28</b> EXAMPLES</p> <p>Examples of My Way = The Only Way statements</p> <ul style="list-style-type: none"> <li>-Why don't people who immigrate here learn to speak English?</li> <li>-Why don't they go back where they came from?</li> <li>-They come here and take our jobs.</li> </ul> <p>Examples of Adapting to Create Shared Meaning</p> <ul style="list-style-type: none"> <li>-I don't know enough about the Martíns.</li> <li>-I need more information.</li> <li>-How would I feel/behave if I were living in their circumstances?</li> <li>-What are the circumstances?</li> </ul> |
| <b>Growing in Awareness</b> | <p><b>29</b> You will use many of the same approaches to engage and learn about the Martíns as you would with any of your families.</p> <p>Becoming culturally humble requires learning and growing in awareness and building skills to respond to a variety of people and situations.</p>   |

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|  | <b>Why?</b>                             | <b>30</b> | Why is this important?  |
|  | <b>Improve Assessments and Outcomes</b> | <b>31</b> | <p>Understanding the cultural factors that shape and influence families will improve your assessment.</p> <p>Increased cultural humility can help improve outcomes for the children and families of Arkansas.</p> |
|  | <b>Congratulations</b>                  | <b>32</b> | <p>Congratulations!</p> <p>You have completed Unit 2 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)   |
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| <b>Title</b>                | <b>1</b> | Unit 2 Section 4<br><br>Introduction to Normal Development<br><br>New Family Service Worker Training  |
| <b>Welcome Back</b>         | <b>2</b> | Welcome back to your online training.<br><br>This section will introduce you to some key development milestones for children.<br><br>Although every child is unique, being able to assess for potential developmental delays in children allows for early treatment and supportive services.  |
| <b>Milestones Video</b>     | <b>3</b> | Watch this video for an overview of key developmental milestones during the first 2 years of life.  |
| <b>Milestones Video</b>     | <b>4</b> | Developmental Milestones in Children Video (7:34) <a href="https://youtu.be/SBFnO2FCdeE?si=DfUgvAncQ4hYe5-q">https://youtu.be/SBFnO2FCdeE?si=DfUgvAncQ4hYe5-q</a>   |
| <b>Universal Milestones</b> | <b>5</b> | Individual children will develop at unique rates.<br><br>However, there are universal milestones or benchmarks when most children should be able to do certain things.  |
| <b>Review</b>               | <b>6</b> | For our discussion, we will focus on these areas (or domains) of child development.<br><br>Click on a domain to review.<br>· Physical<br>· Cognitive<br>· Social/Emotional<br>· Language  |
| <b>Physical Development</b> | <b>7</b> | Physical Development Domain<br><br>The physical domain covers:<br>· the development of physical changes<br>· growing in size and strength<br>· the development of gross motor skills and fine motor skills<br><br>This domain includes the development of the senses and using them.<br>Physical development can be influenced by nutrition and illness.<br>Source: <a href="https://www.verywell.com/definition-of-domain-3288323">https://www.verywell.com/definition-of-domain-3288323</a> |

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| <b>Cognitive Development</b>        |  | <p><b>8 Cognitive Development Domain</b></p> <p>This domain includes intellectual development and creativity.</p> <p>Children develop the ability to process thoughts, pay attention, develop memories, understand their surroundings, make and implement plans and accomplish them. Creativity is also expressed.</p> <p>Jean Piaget outlined four stages of cognitive development:</p> <ul style="list-style-type: none"> <li>· sensorimotor stage from birth to age 2</li> <li>· the preoperational stage from ages 2 to 6</li> <li>· the concrete operational stage from age 7 to 11</li> <li>· formal operational stage from age 12 to adulthood</li> </ul> <p>Source: <a href="https://www.verywell.com/definition-of-domain-3288323">https://www.verywell.com/definition-of-domain-3288323</a></p>             |
| <b>Social/Emotional Development</b> |  | <p><b>9 Social/Emotional Development Domain</b></p> <p>This domain includes the growth of a child in understanding and controlling their emotions.</p> <p>They also identify what others are feeling.</p> <p>The child develops:</p> <ul style="list-style-type: none"> <li>· attachments to others and learns how to interact with them</li> <li>· the ability to cooperate, show empathy, and use moral reasoning</li> <li>· many relationships, from parents and siblings to peers, teachers, coaches, and others in the community</li> <li>· self-knowledge and how they identify with different groups</li> </ul> <p>Their innate temperament also comes into play.</p> <p>Source: <a href="https://www.verywell.com/definition-of-domain-3288323">https://www.verywell.com/definition-of-domain-3288323</a></p> |
| <b>Language Development</b>         |  | <p><b>10 Language Development Domain</b></p> <p>Language development depends on the other developmental domains.</p> <p>The ability to communicate with others grows from infancy.</p> <p>Aspects of language include:</p> <ul style="list-style-type: none"> <li>· phonology (creating the sounds of speech)</li> <li>· syntax (grammar - how sentences are put together)</li> <li>· semantics (what words mean)</li> <li>· pragmatics (communicating in social situations both verbally and non-verbally)</li> </ul> <p>Children develop these abilities at different rates.</p>  |




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| <b>Domain Review</b>          | <b>11</b> | Click on the statement below and drag it to the domain that it represents.<br><br>Language/Communications<br><br>This area covers the ability to communicate and understand others' communications, both verbally and non-verbally.   |
| <b>Domain Review</b>          | <b>12</b> | Click on the statement below and drag it to the domain that it represents<br><br>Cognitive (learning, thinking, problem-solving)<br><br>This area includes intellectual development and creativity: processing thoughts, making plans, solving problems.  |
| <b>Domain Review</b>          | <b>13</b> | Click on the statement below and drag it to the domain that it represents.<br><br>Social/Emotional<br><br>This area includes the development of emotions, attachments and relationships, and the ability to cooperate and show empathy.   |
| <b>Domain Review</b>          | <b>14</b> | Click on the statement below and drag it to the domain that it represents.<br><br>Physical<br><br>This area covers the development of physical changes, changes in size and strength, and the development of gross and fine motor skills.   |
| <b>Flashcard Introduction</b> | <b>15</b> | Next, review domains of development and age range using the flashcards.   |
| <b>Flashcard Review</b>       | <b>16</b> | Baby is smiling, cooing, gurgling<br>Touching things<br>Can support their own head<br>Dribbling<br>Begins pushing up when on tummy  |
| <b>Flashcard Review</b>       | <b>17</b> | 0-3 months  |
| <b>Flashcard Review</b>       | <b>18</b> | <ul style="list-style-type: none"> <li>· Holds head steady</li> <li>· Showing interest in surroundings by:               <ul style="list-style-type: none"> <li>- following with eyes</li> <li>- reaching arms to touch things</li> </ul> </li> <li>· Becoming increasingly mobile</li> <li>· Rolling over</li> <li>· Moving legs</li> <li>· Sits</li> <li>· Some may pull up to standing with support</li> <li>· Showing a preference for people</li> <li>· Smiling and babbling</li> <li>· Has facial and vocal expressions</li> <li>·</li> </ul> |
| <b>Flashcard Review</b>       | <b>19</b> | Around 6 months   |

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| <b>Flashcard Review</b> | <b>20</b> | <ul style="list-style-type: none"> <li>· Looking for objects out of sight</li> <li>· Crave attention affection and close attachment with special person</li> <li>· May show fear of strangers</li> <li>· Sits unsupported</li> <li>· Rolls over both ways</li> <li>· Crawling or scooting (all babies do not crawl in the classic sense)</li> <li>· Walking with support</li> <li>· May stand and walk alone</li> <li>· Can feed self</li> <li>· Hold objects with one hand</li> <li>· Shake, drop, and pick up objects</li> <li>· Open and close objects</li> <li>· Makes a lot of different noises, copies sounds</li> </ul> |
| <b>Flashcard Review</b> | <b>21</b> | Around 12 months   |
| <b>Flashcard Review</b> | <b>22</b> | <ul style="list-style-type: none"> <li>· Show increasing desire to do things on their own</li> <li>· Crave adult assurance and support</li> <li>· Learning language</li> <li>· 2-3 word phrases</li> <li>· Walking, running, kicking, throwing balls, imitating adults</li> <li>· Stack toys, make towers</li> <li>· Make marks with pencil, crayon, paint</li> <li>· Open doors</li> <li>· Take off clothes</li> </ul>  |
| <b>Flashcard Review</b> | <b>23</b> | By 2 years   |
| <b>Not on Target</b>    | <b>24</b> | What would you do if you are aware of a child who is not on target?  |
| <b>Age for Concern</b>  | <b>25</b> | <p>Review some of the most glaring reasons for concern and choose the age for concern:</p> <p>If you notice that a child is not smiling or babbling or cannot support their head by themselves ...</p> <p>By 3 months</p>  |
| <b>Age for Concern</b>  | <b>26</b> | <p>Review some of the most glaring reasons for concern and choose the age for concern:</p> <p>If you notice a child not rolling over or cannot sit up without support ...</p> <p>By 6 months</p>   |
| <b>Age for Concern</b>  | <b>27</b> | <p>Review some of the most glaring reasons for concern and choose the age for concern:</p> <p>If you notice a child cannot say any words or does not point to objects or stand unsupported ...</p> <p>By 12 months</p>   |

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| <b>Age for Concern</b> | <b>28</b> | <p>Review some of the most glaring reasons for concern and choose the age for concern:</p> <p>If you notice a child does not walk or has stiff legs when walking, does not say 2 word phrases or cannot follow simple commands ...</p> <p>By 2 years</p>   |
| <b>Stop</b>            | <b>29</b> | <p>Stop and think about the children you may have seen in your work.</p> <p>If you have not had any contact with children in your work, think about children you have been around as they developed: for example, your own children, brothers and sisters, nieces and nephews, or children within your community.</p> <p>Think about these children and the age when one began walking or another talking or another toilet trained.</p>   |
| <b>Reminder</b>        | <b>30</b> | <p>Reminder</p> <p>Screening and assessment for potential developmental delays in children allows for early treatment and supportive services.</p> <p>Challenges in one area can impact development in other areas. Medical conditions, trauma, and negative experiences at home can all delay a child's development.</p>  |
| <b>Resources</b>       | <b>31</b> | <p>There are many resources online that FSWs in training can access.</p> <p>One good resource is the Zero to Three Website, which has a wealth information on development, early learning, and information about resources and services.</p> <p><a href="https://www.zerotothree.org/">https://www.zerotothree.org/</a></p> <p>The Child Welfare Information Gateway has a searchable library, publications, and tools and resources.</p> <p><a href="https://www.childwelfare.gov/">https://www.childwelfare.gov/</a></p> |
| <b>Resources</b>       | <b>32</b> | <p>You can connect with a number of programs and offices through The Administration for Children and Families: for example, the Office of Early Childhood Development and the Office of Head Start.</p> <p><a href="http://www.acf.hhs.gov/">www.acf.hhs.gov/</a></p>  |

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|   | <b>Resources</b>       | <b>33</b> | <p>We have made several resources available. The Centers for Disease Control Checklists of Developmental Milestones (available in both English and Spanish) is a good resource.</p> <p>There is also information on developmental considerations and parenting information for middle childhood and teenagers.</p> <p>The website has a number of resources that you will find useful to learn more about developmental screening, specific conditions, children and mental health, and materials and media.</p> <p><a href="http://www.cdc.gov/ncbddd/actearly/milestones/index.html">www.cdc.gov/ncbddd/actearly/milestones/index.html</a></p> |
|  | <b>Misty and Avery</b> | <b>34</b> | <p>Take a minute to review <a href="#">the scenario on Misty and Avery</a>.</p> <p>Pay particular attention to the information that Kathy, the maternal grandmother, shares about Avery.</p>   |
|   | <b>Misty and Avery</b> | <b>35</b> | <p><b>SCENARIO:</b> During an interview, Kathy, a maternal grandmother expressed concern <a href="#">that her 5 month old granddaughter, Avery</a>, isn't rolling over or talking like other babies her age.</p>   |
|   | <b>Misty and Avery</b> | <b>36</b> | <p>Is this normal for a child of this age?</p> <p>Avery is 5 months.</p> <p>As you move forward, consider what you know about childhood development milestones AND what the family is saying about the children.</p>   |
|   | <b>Problem</b>         | <b>37</b> | <p>If there is a problem, won't it be detected at the well-baby check-up?</p>  |
|   | <b>Problem</b>         | <b>38</b> | <p>It will likely be detected if the child is taken to her well-baby visit AND if concerns are voiced.</p>   |
|   | <b>Problem</b>         | <b>39</b> | <p>I don't know.<br/>Who can I ask?</p> <p>Supervisor<br/>Field Trainer</p>  |
|   | <b>Supervisor</b>      | <b>40</b> | <p>Supervisor</p> <p>It could be normal, <a href="#">but it may be a good idea to follow up on the last well-child visit</a></p>   |
|   | <b>Field Trainer</b>   | <b>41</b> | <p>Field Trainer</p> <p>If the grandmother, Kathy, has expressed concerns, you need to take it seriously.</p>  |
|   | <b>Reminder</b>        | <b>42</b> | <p><b>Family Centered</b> Practice Reminder:</p> <p>Remember that "family is the expert" is a culturally responsive approach to practice.</p> <p><a href="#">People closest to the problems are also close to the solution.</a></p>  |



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|  | <b>Resource</b>        | <b>43</b> | <p>Show Misty the Normal Child Development Resource from the CDC.</p> <p><a href="#">View the Normal Childhood Development Resource</a></p>   |
|   | <b>Follow Up</b>       | <b>44</b> | <p>This needs follow up!</p> <p>According to Policy - II-J, the following needs to happen:</p> <ul style="list-style-type: none"> <li>· Make DDS 0-3 referral.</li> <li>· Well-baby appointment is made.</li> <li>· Ensure the child attends the appointment.</li> <li>· May need to assure transportation needs are met.</li> </ul>  |
|  | <b>Resources</b>       | <b>45</b> | <p>You will spend more time discussing child development, especially the impact of abuse and neglect on development, in the classroom portion.</p> <p>Before coming to Day 1 of classroom training for Unit 2, you may want to read the following resources about the effects of maltreatment on development ...</p> <p>“Understanding the Effects of Maltreatment on Brain Development” AND “Supporting Brain Development in Traumatized Children and Youth.”</p>  |
|  | <b>Before Class</b>    | <b>46</b> | <p>You can access these articles online at:</p> <p><a href="http://www.midsouth.ualr.edu/NewFSWTrainingResources/U2_Online_S4_CWIG_BrainDev_09-2017.pdf">www.midsouth.ualr.edu/NewFSWTrainingResources/U2_Online_S4_CWIG_BrainDev_09-2017.pdf</a></p> <p><a href="http://www.midsouth.ualr.edu/NewFSWTrainingResources/U2_Online_S4_CWIG_EffectsMaltxOnBrain_04_2015.pdf">http://www.midsouth.ualr.edu/NewFSWTrainingResources/U2_Online_S4_CWIG_EffectsMaltxOnBrain_04_2015.pdf</a></p> <p>Take note: These articles are long and will require some time to read prior to class.</p> |
|   | <b>Congratulations</b> | <b>47</b> | <p>You have completed Unit 2 Section 4.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>   |