



	TOC	S#	Slides (Published 08/2024)
	Title	1	<p>Unit 3 Section 1</p> <p>Introduction to Legal Issues</p> <p>New Family Service Worker Training</p>
	Introduction	2	<p>Welcome to the introduction on legal issues for New Family Service Workers.</p> <p>This section is one of the longer sections of the online training. There will be places where we suggest you stop and take a break. Walk around, talk with a colleague, or do something else to reboot your brain.</p>
	Legal	3	<p>Looking back to the first online lesson</p> <p>You will learn legal information the entire time you are with DCFS. Legal requirements are constantly changing.</p> <p>Develop tip sheets and reminders to help you retain the information covered.</p>
	Online	4	<p>Looking back to the first online lesson</p> <p>You are one of the trainers.</p> <p>This section may contain times when you are directed to stop, complete an assignment, and log back in.</p> <p>Return to the training right where you left to complete the section.</p>
	Good Practice	5	<p>It is not enough to engage in good practice.</p> <p>You must work within the framework of laws and policies.</p> <p>Laws and policies set out things you must do and limits on things you cannot do.</p>
	OCC	6	<p>Within the framework of law and policies is the Office of Chief Counsel (OCC).</p> <p>The Department of Human Services (DHS) employs many attorneys. The attorneys work for OCC.</p> <p>An OCC attorney has been assigned to your office. If/when you go to court, this attorney will represent DCFS.</p>
	OCC	7	<p>This is an important thing to remember.</p> <p>OCC represents DHS — not you. For that matter, YOU represent DHS when you are in court.</p> <p>You are there to support the recommendations of the agency.</p>
	Scavenger Hunt	8	<p>Before you go any further in training, look at the Scavenger Hunt handout.</p> <p>Print out this document, complete the handout, and bring it to class.</p>



	Scavenger Hunt	9	<p>Is that Scavenger Hunt sheet printed? If not, now is the time. The first question on your scavenger hunt is: Who is your OCC attorney?</p> <p>Find the name of the attorney who usually represents your office (Q1) and write down how to get in contact with them (Q2).</p> <p>The directory of County Legal Operations is a resource for you.</p> <p>Click on the words in blue to open documents.</p>
	OCC	10	<p>Now that you know who your OCC attorney is, enter their contact information into your phone.</p> <p>It's not ideal, but you may go to court before you finish your initial training.</p> <p>If so, contact your attorney and ask for help preparing for court. Let them know you are new.</p> <p>And ALWAYS involve your supervisor as well.</p>
	Federal Law	11	<p>Here are a few basics you need to know as we move forward.</p> <p>Think of "the law" as a train. Federal Law is the engine.</p>
	State Law	12	<p>States incorporate federal child welfare laws into their state laws. Arkansas is no exception.</p> <p>State law is the next car on the train.</p>
	Policies	13	<p>State departments and divisions operationalize state laws as policies and procedures.</p> <p>Policy is the 3rd car in the legal issues train.</p>
	Procedures	14	<p>Procedures are the 4th, 5th, etc... cars in the legal issues train.</p>
	Law Train	15	<p>Now we have a very long train!</p> <p>Federal Law is in front as the engine. State law is next. Policy is the third car. Procedures follow.</p>
	Funding	16	<p>Now, let's look at another layer ...</p> <p>Federal laws affect DHS policies and procedures and provide funding for much of the work you do with families.</p>
	Funding	17	<p>Some laws that impact practice and funding include:</p> <p>Title IV-E John H. Chafee Foster Care Program for Successful Transition to Adulthood CAPTA (Child Abuse Prevention and Treatment Act) Family First Prevention Services Act (FFPSA)</p>

Funding	18	<p>Some laws that impact practice and funding include:</p> <p>ASFA (Adoption and Safe Families Act) UCCJEA (Uniform Child Custody Jurisdiction and Enforcement Act) Fostering Connections Act ICWA (Indian Child Welfare Act)</p>
Scavenger Hunt	19	<p>STOP! Look at the Scavenger Hunt handout. Consider your primary job assignment.</p> <p>Google the law that corresponds with your primary job duty as set out below.</p> <p>ASFA and FFPSA if your primary job area is Foster Care, Resource Worker, or Adoption Specialist, or if you don't know your primary job area yet CAPTA if your primary job is Investigations Chafee if your primary job is a TYS Coordinator</p>
Scavenger Hunt	20	<p>In your search, look for summaries.</p> <p>There is no expectation that you read the entire law.</p> <p>Answer the question on the Scavenger Hunt for your law.</p> <p>Ready?</p>
Exit Activity	21	<p>STOP. Click [Exit Activity], complete your task, and rejoin this training.</p>
Compliance	22	<p>That type of search probably showed you more than you wanted to know.</p> <p>Remember that compliance with these laws impacts whether the state can receive money to provide services to children and families.</p> <p>Another quick note: While people tend to talk about "the law," multiple laws focus on and fund your work.</p>
Law Recap	23	<p>Federal Laws are the drivers. Federal Laws get incorporated into state laws. State laws get turned into policies and procedures. Compliance affects funding. And in the center of all this is the child and their family.</p>
Juvenile Court	24	<p>There are several types of courts in the state. The one you need to know about is the Juvenile Division of Circuit Court, AKA the Juvenile Court.</p> <p>This is where you will do most of your work on court-involved cases.</p> <p>If you have shadowed a worker to court, you were very likely in Juvenile Court.</p>

AR Statutes	25	<p>You also need to know about three main Arkansas statutes. These drive DCFS policies, procedures, and practices. Acceptable job performance involves complying with the provisions of these laws as reflected in policy.</p> <p>These laws are:</p> <p>Child Maltreatment Act (AR Code §12-18-101 et seq.) Arkansas Juvenile Code (AR Code §9-27-301) §9-28-111 (Case Plan)</p> <p>The following slides will introduce you to some of the issues addressed in these laws ...</p>
Maltreatment Act	26	<p>Maltreatment Act – establishes a system to:</p> <ul style="list-style-type: none"> Report and investigate alleged maltreatment Define maltreatment Protect and place maltreated children in a safe environment Track maltreatment victims and offenders (Central Registry) Administrative review of true findings – known as Fair Hearings to guarantee the rights of the alleged offender
Child Safety	27	<p>Sometimes, you can work with a family and the child can stay at home safely while the family works on the issues that came up in the investigation.</p> <p>In other words, you may have an in-home services case and the court is not involved.</p>
Juvenile Code	28	<p>However, sometimes you need the authority of the court to be sure that families follow through. Sometimes you cannot ensure the safety of the child if they stay in the home. Here is where the Juvenile Code comes in and provides the legal authority for:</p> <ul style="list-style-type: none"> Emergency removal and placement of children into DHS custody. Ongoing placement in DHS custody. Ordering services for children and families. Ensuring permanency for children who cannot be safely reunited with their families.
Case Plan	29	<p>§9-28-111 (Case Plan) – Case Plan</p> <p>This section of the code details what must be addressed and included in the family case plan. It sets out the criteria for a family case plan in an in-home services (protective services) case and the additional criteria for a family case plan in out-of-home cases.</p> <p>Remember, some of the federal laws we have already touched on require these elements in case plans in order for the state to get money to operate the program.</p>



Maltreatment Act	30	<p>Training focuses primarily on the Maltreatment Act and Juvenile Code from this point forward, but it is good to know about this part of the law because family case plans will be an important component of your job in any position (except investigator).</p> <p>Even investigators need to consider the assessment and plan for behavioral changes.</p>
Legislation	31	<p>For a better understanding of this area of Arkansas law, you can go to arkleg.state.ar.us</p> <p>Arkansas Law is on the top toolbar. Once there, click on Arkansas Code and Constitution of 1874. Click CONFIRM and then OK-Close. Search code number 12-18-101 for Child Maltreatment Act. Search code 9-27-301 for Arkansas Juvenile Code. Search code 9-28-111 for Case plan.</p>
Compliance	32	<p>The most important takeaway from this part of the training is this: You do not have to memorize the law (or the policy, for that matter), but you do need to know that much of your policy was developed to comply with these laws.</p> <p>If you choose not to follow policy, you may operate outside the law and incur individual liability for your actions.</p>
Law Box	33	<p>Let's do a quick review. Drag and drop the following statements into the "Law Box" where they fit best.</p> <p>Juvenile Code - Addresses ongoing placement of children in DHS custody - Allow DCFS to make a plan for permanency if children cannot remain in the home Case Plan - Requires family case plans on cases where the children remain in the home Child Maltreatment Act -</p>
Juvenile Code	34	<p>The authority to keep children in out-of-home care lies with the Juvenile Code</p> <p>Provisions for permanency are matters for the Juvenile Court</p>
Child Maltreatment Act	35	<p>The definitions for various types of child maltreatment are located in the Child Maltreatment Act</p> <p>The authority to investigate reports of maltreatment lies with the Child Maltreatment Act</p>
Family Case Plan	36	<p>While the Juvenile Code mentions case plans, the detailed requirement for the plan for both out of home cases but also in-home cases is in a different section of the code</p>
Major Laws	37	<p>So, we know about three (3) major laws that drive policy and procedure and set the parameters of child welfare practice in Arkansas.</p> <p>We have established that you will do most of your court work in the Juvenile Division of Circuit Court. Let's move on to the types of cases/hearings you will encounter.</p>


	Juvenile Court	38	<p>DCFS might be involved in three kinds of cases in Juvenile Court.</p> <p>These are:</p> <p>Dependency/Neglect cases (which also include Dependency cases). Family in Need of Services (FINS) cases. Delinquency cases.</p>
	ACT 61	39	<p>ACT 61: Arkansas Family Treatment Specialty Court</p> <p>This act authorizes a circuit court to establish a family treatment specialty court program for families involved in a dependency-neglect proceeding (under certain conditions).</p> <p>This court uses a multidisciplinary, collaborative approach to offer additional support for families in DN cases affected by substance use and mental health disorders.</p> <p>It will provide clinical and supportive services to meet the needs of each family member to address recovery, trauma, social, emotional, and developmental needs.</p> <p>Note: As of September 2023, only one jurisdiction in Arkansas has implemented this model. Ask your supervisor for details.</p>
	Case Types	40	<p>Click on the button below to open a PDF handout defining each case type. Print this handout or read it from your computer to answer the following questions.</p> <p>Using your handout, read the following scenarios and identify which type of case it addresses. Types of Cases Handout</p>
	Knowledge Check	41	<p>Jason, a 15-year-old child in out-of-home care, “borrowed” the neighbor’s car and went joyriding with his friends. He and his friends were arrested after they tried to buy beer using a fake ID, and the store owner called the police. None of the youth had a driver’s license. Jason has a court appearance next week.</p> <p>Type of case:</p> <p>A) Delinquent Juvenile B) Dependent-neglected juvenile C) Dependent juvenile D) Family in need of services (FINS)</p> <p>[Feedback: Since Jason is in out-of-home care, he and his family are under the court’s jurisdiction for dependency-neglect on some issue. HOWEVER, Jason’s court hearing mentioned in this scenario is a Delinquency Hearing.]</p>





	Knowledge Check	42	<p>The hospital called DCFS because they had a newborn baby whose mother died in childbirth. The mother was hitchhiking with a truck driver when she went into labor. He dropped her off at the nearest hospital but basically knows nothing about her. She had no identification on her. The hospital has been unable to locate any family. The baby is healthy and does not test positive for illegal substances.</p> <p>Type of case: A) Delinquent Juvenile B) Dependent-neglected juvenile C) Dependent juvenile D) Family in need of services (FINS)</p> <p>[Feedback: In this scenario, the baby’s mother is permanently incapacitated, but there is no indication that the newborn was exposed to an illegal substance (which is the only type of maltreatment that could have occurred before birth). So this is a Dependency case rather than a Dependency Neglect case.]</p>
	Knowledge Check	43	<p>Sarah, age 11, disclosed at school that her stepfather had vaginal intercourse with her and anal intercourse with her 9-year-old brother. Sarah has also been forced to perform sexual acts with her stepfather while her brother watched (and vice versa). She is worried about her 7-year-old half-sister because Sarah was 7 when her stepfather began coming into her room at night. All three children came into out-of-home care.</p> <p>Type of case: A) Delinquent Juvenile B) Dependent-neglected juvenile C) Dependent juvenile D) Family in need of services (FINS)</p> <p>[Feedback: Don’t be confused by the word neglect. When talking about hearings, neglect is a more general word that encompasses the risk of serious harm from several acts or omissions. One of the types of maltreatment included is sexual abuse. So, this is a Dependency-Neglect case.]</p>



	Knowledge Check	44	<p>Raymon and Desha are 13-year-old twins. They live with their 83-year-old grandmother. The twins are frequently tardy and occasionally truant. School personnel suspect they have been experimenting with drugs and suggested to the grandmother that she have them drug tested, but she has refused. The school has filed a petition asking the court to order drug testing and parenting classes for the grandmother because they feel she is too lenient with the twins, and they are at risk of developing significant problems.</p> <p>Type of case:</p> <p>A) Delinquent Juvenile B) Dependent-neglected juvenile C) Dependent juvenile D) Family in need of services (FINS)</p> <p>[Feedback: Just not following a recommendation by the school is not in and of itself neglect. Anyone can file a FINS petition with the court. Schools use this type of petition to access services for children.]</p>
	Knowledge Check	45	<p>Quick review: Pin the correct answer to the question.</p> <p>"What drives the "Legal Car?"</p> <p>What are the three types of cases you will get in Juvenile Court?</p> <p>Which two state statutes have a major impact on DCFS' work?</p> <p>[The answers are Federal Law, Dependency/Neglect, FINS, Delinquency, and Maltreatment Act, Juvenile Code.]</p>
	Child Needs	46	<p>Consider what you would think of a parent who:</p> <p>Did not attend to a child's medical needs promptly. Only saw the child once a month. Knew the child had experienced many traumatic events but did not attend to the child's mental health needs.</p>
	Law Concepts	47	<p>We ask these questions as an introduction to two concepts in the law. Parens Patriae. In Loco Parentis</p>
	Scavenger Hunt	48	<p>This is the last place in this section where we ask you to stop and find some information.</p> <p>Take your Scavenger Hunt sheet, go online, and find the definitions of Parens Patriae and In Loco Parentis. Look up the definition of "affidavit." On YouTube, look for tips for writing affidavits. Write down at least five (5). OK! Exit Activity, and go find it. After completing this part of the Scavenger Hunt, sign back into the training..</p>

Caregiver Role	49	<p>Take a moment to reflect.</p> <p>Regardless of my primary role, what does it mean for me to act in the role of the caregiver for every child in out-of-home care on my caseload, or for the children who come to DCFS' attention for possible abuse or neglect?</p> <p>What do I owe these children?</p>
Caregiver Role	50	To reflect on this role is a big ask. Take your time as you consider the impact you may have on these children and their families. Let's recap what we have covered so far.
Recap	51	We looked at three state laws that influence and direct your practice. Maltreatment Act. Juvenile Code. §9-28-111 (Case Plan)
Recap	52	We looked at three types of cases you will encounter in Juvenile Court. Dependency/Neglect. FINS. Delinquency.
Recap	53	You also looked up two key concepts. Parens Patriae. In Loco Parentis.
Reasonable Efforts	54	<p>The last key concept discussed in the training is one of the most important ones in terms of your work with families.</p> <p>This is the concept of REASONABLE EFFORTS.</p>
Reasonable Efforts	55	<p>What Are Reasonable Efforts?</p> <p>Citation: Ann. Code § 9-27-303</p> <p>'Reasonable efforts' are measures taken to preserve the family and can include reasonable care and diligence on the part of the Department of Human Services or agency to utilize all available services related to meeting the needs of the juvenile and the family.</p>
Reasonable Efforts	56	<p>There are three kinds of Reasonable Efforts. These are:</p> <ul style="list-style-type: none"> * Reasonable Efforts to Prevent Removal * Reasonable Efforts to Reunify * Reasonable Efforts to Achieve Permanency
Reasonable Efforts	57	No matter what job you do at DCFS, Reasonable Efforts are your responsibility. You must always be looking backwards, forwards, and all around.
Title IV-E	58	If you remember from one of the previous slides, Title IV-E is one of the federal "drivers" that determines whether federal dollars can be spent on a child in foster care. Roughly 75 cents of every \$1.00 spent on a IV-E eligible foster child is federal money.
IV-E Eligibility	59	<p>That is why we said you must look forward, backward, and all around. Reasonable Efforts are key to establishing IV-E eligibility. What exactly does looking backward mean?</p> <p>As you know, you may enter a case at any time. If you're not the first worker on the case, it's essential to look back (via CHRIS) and see what has been done and what hasn't when it comes to meeting the needs of the juvenile(s) and their family.</p>



	Child Safety	60	<p>Ideally, families who abuse or neglect their children make the needed changes in their behaviors to keep their children safe so the children can remain in their homes.</p> <p>However, there is always a chance—at all stages in a case—that the circumstances are such that children are removed.</p>
	IV-E Eligibility	61	<p>Four conditions must be met to establish initial eligibility for IV-E Foster Care Maintenance funds.</p> <p>The child has been removed from the home.</p> <p>DCFS made reasonable efforts to prevent removal from the home.</p> <p>Remaining in the home is contrary to the welfare of the child.</p> <p>The child is deprived. This refers to the income of the family from which the child was removed and is one of the reasons it is important to determine the family's income.</p>
	Time Limits	62	<p>Meeting the Eligibility criteria has time limits.</p> <p>If the family had an open DR, Investigation, or in-home or out-of home case in the past, things that were done or not done may be looked at in your current involvement with the family to see if DCFS made reasonable efforts.</p>
	Scenario	63	<p>You are going to look at reasonable efforts in the context of a case scenario.</p> <p>Download the scenario and keep it open or print it to refer back to.</p>
	Investigators	64	<p>What does reasonable efforts look like for investigators?</p> <p>Click on the door to find out more.</p>
	Knowledge Check	65	<p>Investigation: Looking Backwards, Forwards, and at the Here-and-Now</p> <p>As the investigator, which type of Reasonable Efforts will you be most involved in providing?</p> <p>A) Reasonable Efforts to prevent removal B) Reasonable Efforts to reunify C) Reasonable Efforts to achieve permanency</p> <p>[Feedback: During the investigation, you are most concerned with Reasonable Efforts to Prevent Removal. Reasonable Efforts to reunify and/or achieve permanency will fall most heavily on the caseworker if the children should come into care.]</p>
	Child Safety	66	<p>Throughout the investigation, DCFS must work to preserve the family and prevent the need for removal IF it is safe for the child to remain in the home.</p> <p>DCFS can communicate to the caregiver the specific worries about the impact of the caretaker's behavior on the child and what needs to happen to ensure the child can remain safely at home.</p>

	Services	67	<p>Reasonable efforts may include the provision of 'family services,' which are relevant services provided to a juvenile or their family, including, but not limited to, the following:</p> <ul style="list-style-type: none"> Child care Homemaker services Crisis counseling Cash assistance Transportation Family therapy Physical evaluation Psychological evaluation Counseling or treatment Postadoptive services
	Reasonable Efforts	68	<p>Instead of a Hotline report, let's say DCFS is called because Ms. Johnson was arrested on a DWI charge.</p> <p>The children were in the car. She would not provide the name of a friend or relative to care for the children, and they were brought into care.</p> <p>In this emergency situation, the court would make a judgement that reasonable efforts were made because there was no prior involvement with the family.</p>
	Reasonable Efforts	69	<p>If you're unsure of how an event might affect reasonable efforts, take the time to contact your supervisor and/or OCC attorney on how to handle these cases.</p>
	Looking Forward	70	<p>Looking forward ...</p> <p>No matter the case, circumstances can change. If you discover additional problems or if the children must be removed for any other reason, you can argue that DCFS made efforts to keep them at home.</p>
	In-Home	71	<p>What does reasonable efforts look like for in-home services?</p> <p>Click on the door to find out more.</p>
	Knowledge Check	72	<p>In-Home Services: Looking Backwards, Forwards and at the Here-and-Now As the in-home (Protective Service) caseworker, which type of Reasonable Efforts will you be most involved in providing?</p> <p>A) Reasonable Efforts to prevent removal B) Reasonable Efforts to reunify C) Reasonable Efforts to achieve permanency</p> <p>[Feedback: As an in-home caseworker, you are providing services to keep children safely at home. In this sense, you are performing actions that show Reasonable Efforts to Prevent Removal. Reasonable Efforts to Reunify and/or Achieve Permanency will fall most heavily on the caseworker if the children should come into care.]</p>

	Reasonable Efforts	73	<p>Reasonable efforts to prevent removal ...</p> <p>As part of the in-home service case, you must assess the needs of the family and children. The assessment will be used to create a collaborative family case plan. The plan should include the harm, worry, and goal statements along with identifiable achievable action steps.</p> <p>The assessment, case plan and DCFS follow-through on the case plan go toward establishing reasonable effort.</p>
	Knowledge Check	74	<p>Let's take the same situation of an open In-Home services case opened 12 months earlier. Only this time, as far as the documented record goes, you cannot see that any services were offered, there is no assessment and there is no family case plan. The case was closed six months after the true finding.</p> <p>Type one question you have for OCC on how to handle this kind of situation if you have to go to court on this family now for a removal.</p>
	In-Home	75	<p>As the in-home service worker, you are dependent not only on your own work with the family but also on the work of your co-workers who came before to have done whatever they reasonably could to prevent children from being removed.</p> <p>By the same token, DCFS workers who encounter this family in the future will be looking backward to see your reasonable efforts with the Johnson family.</p>
	Out-of-Home	76	<p>What does reasonable efforts look like for out-of-home services, resource workers, or adoption specialists?</p> <p>Click on the door to find out more.</p>
	Knowledge Check	77	<p>As the out-of-home caseworker, which type of Reasonable Efforts will you be most involved in providing? Pick all that apply.</p> <p>A) Reasonable Efforts to prevent removal B) Reasonable Efforts to reunify C) Reasonable Efforts to achieve permanency</p>
	Knowledge Check	78	<p>As the Transitional Youth Services (TYS) worker, which types of Reasonable Efforts do you think you will be most involved in providing? Pick all that apply</p> <p>A) Reasonable Efforts to prevent removal B) Reasonable Efforts to reunify C) Reasonable Efforts to achieve permanency</p>
	Knowledge Check	79	<p>As the Adoption Specialist, which type of Reasonable Efforts will you be most involved in providing? Pick all that apply.</p> <p>A) Reasonable Efforts to prevent removal B) Reasonable Efforts to reunify C) Reasonable Efforts to achieve permanency</p>



	Reasonable Efforts	80	<p>In addition to referrals to services and assistance with accessing those services, other ways that the Agency and/or workers are making reasonable efforts to reunify families include:</p> <p>Supporting and helping ensure that family time occurred. Helping caregivers understand the purpose of the visits. Involving caregivers in decision-making and planning for reunification. Helping the family build a support network.</p>
	Permanency	81	<p>In addition to referrals to services and assistance with accessing those services, other ways that the Agency and/or workers are making reasonable efforts to help children achieve permanency include:</p> <p>Helping the family's support network plan for children's safe and permanent living arrangements. Making efforts to help children maintain important relationships with the network.</p>
	The Future	82	<p>Remember, the actions or inactions of past workers can impact current reasonable effort findings.</p> <p>Always consider how your actions might affect not only DHS and the family but also any workers who collaborate with the family in the future.</p>
	Reunification	83	<p>While the investigator and Protective Services workers carry the brunt of establishing reasonable efforts to prevent removal, OOH workers carry the ball on reasonable efforts to reunify.</p> <p>Looking forward, they must also be mindful of the need for reasonable efforts to achieve permanency if reunification is not successful.</p>
	Teamwork	84	<p>So, the bottom line of reasonable efforts is that all DCFS workers — regardless of their specific roles — are dependent on their co-workers to do good casework throughout all stages of involvement with the family.</p> <p>Of course, funding tied to reasonable efforts is important. But there is a bigger issue.</p>
	Child Safety	85	<p>Providing reasonable efforts to prevent removal, reunify families, and/or find a permanent placement for children who cannot be reunited with their families reflects best practice.</p> <p>Children need safe, permanent homes. This is even more important for children who have suffered the trauma of abuse, neglect, and/or sexual abuse.</p>
	Knowledge Check	86	<p>The three types of reasonable efforts are:</p> <p><u>prevent removal, reunify, and achieve permanency</u></p>
	Knowledge Check	87	<p>The three types of cases you will encounter in Juvenile Court are:</p> <p><u>Dependency, Neglect, and FINS</u></p>


	Foundation	88	<p>We will cover legal aspects in more detail in class and examine policies in more detail in different sections of the training.</p> <p>However, hopefully, this section has given you some foundational knowledge of some of the most important legal issues you will encounter in your work.</p>
	Congratulations	89	<p>Congratulations! You completed Unit 3 Section 1.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

	TOC	S#	Slides (Published 08/2024)
	Title	1	Unit 3 Section 2 Dynamics of Child Maltreatment New Family Service Worker Training
	Introduction	2	This portion of your training will serve as an introduction to: The dynamics of child maltreatment Child maltreatment investigation response times Required interviews during a child maltreatment investigation Implementation of a 72-hour hold An affidavit overview
	Child Maltreatment	3	What do you think of when you hear “dynamics of child maltreatment?” [Short Answer]
	Dynamics	4	dynamics: a pattern or process of change, growth, or activity “The world of child abuse is not a world that polite company wants anything to do with ... it tends to stop communication. It tends to stop conversation.” It’s a part of your job to be educated on the dynamics of child maltreatment and to keep the conversation going. The next slide shows a video from Loma Linda University’s Behavioral Health program. The video is approximately 10 minutes long.
	Video	5	VIDEO
	Importance	6	Why do you think that it is important to discuss the dynamics of maltreatment? [Short Answer]
	Knowledge Check	7	The video talked about the significance of ACEs and their impact on health-related problems that arise because of childhood abuse and neglect. What does ACE stand for? Adverse Childhood Experiences
	Knowledge Check	8	Many victims of child maltreatment will have high ACE scores. What are some of the symptoms of abuse mentioned in the video clip? A) Depression B) Stress C) Sick to stomach D) All answers apply





ACEs	9	<p>ACEs include:</p> <ol style="list-style-type: none"> 1. Physical abuse - any intentional act causing injury or trauma to another person by way of bodily contact 2. Emotional abuse - the slow, systematic, intentional, and consistent process of breaking down the self-concept 3. Sexual abuse - also referred to as molestation, is undesired sexual behavior by one person upon another 4. Physical neglect - the failure, refusal, or inability on the part of a caregiver, for reasons other than poverty, to provide necessary care 5. Emotional neglect - the failure to provide adequate nurturing and affection to a child or the refusal or delay in ensuring that a child receives needed treatment for emotional or behavioral problems 6. Substance use in the home 7. Domestic violence in the home 8. Caregiver mental illness
Physical Abuse	10	<p>Physical and Behavioral Indicators of Physical Abuse</p> <p>Now that you've had an introduction to ACEs and why they're important in your work, let's look at the physical and behavioral indicators of abuse and neglect.</p> <p>Injuries on a child don't necessarily mean that a child has been the victim of physical abuse — all children are prone to accidents that may result in bruises.</p> <p>However, if a child is consistently being injured and the explanation doesn't match the injury, there may be cause for further investigation.</p>
Physical Abuse	11	[PHOTOS - Bruises, Burns or Scalds, Fractures of Broken Bones]
Physical Abuse	12	<p>Behavioral Indicators of Physical Abuse</p> <p>Children who ...</p> <ul style="list-style-type: none"> are very aggressive or unusually withdrawn are wary of adults or a particular individual dress in clothing that is inappropriate for the weather to conceal injuries run away from home have depression and feelings of hopelessness
Sexual Abuse	13	<p>Physical Indicators of Sexual Abuse</p> <ul style="list-style-type: none"> Anal or vaginal soreness Unusual vaginal discharge Sexually Transmitted Infection (STI) Pregnancy

Sexual Abuse	14	<p>Behavioral Indicators of Sexual Abuse</p> <p>The child might avoid being alone with people, such as family members or friends.</p> <p>The child might seem frightened of a person or reluctant to socialize with them.</p> <p>The child may exhibit sexual behavior that is not appropriate for their age.</p> <p>The child may use sexual language or know information that you wouldn't expect them to know.</p>
Sexual Grooming	15	<p>Sexual grooming means to knowingly disseminate to a child 13 or younger, with or without consideration, a visual or print medium depicting sexually explicit content to entice, induce, or groom the child to engage in the following with a person: sexual intercourse, sexually explicit conduct, or deviant sexual activity.</p> <p>Not limited to an act that takes place in the physical presence of a child. An affirmative defense is that the actor is not over three years older than the victim.</p>
Neglect	16	<p>Physical Indicators of Neglect</p> <p>May have a severe rash or other persistent skin disorders resulting from improper care or lack of hygiene</p> <p>Inadequately supervised or left alone for unacceptable periods of time</p> <p>Malnourished</p> <p>Extremely dirty or unwashed</p>
Neglect	17	<p>Behavioral Indicators of Neglect</p> <p>Demonstrates severe lack of attachment to other adults</p> <p>Poor school attendance or school performance</p>
Maltreatment	18	<p>As a Family Service Worker, you will meet children who are currently being victimized and unable to protect themselves from their abuser.</p> <p>You will also encounter alleged offenders who have experienced maltreatment as a child and are now repeating that cycle with their children.</p>
Current Data	19	<p>How big is the problem of child abuse and neglect in the United States?</p> <p>The current data shows that neglect is the most common type of maltreatment. This has been the trend since 1995 when the U.S. Department of Health & Human Services started to track the data.</p> <p>Closely related to the incidence of child maltreatment are risk factors that are present in the families that have been identified as being abusive and/or neglectful.</p>


	Factors	20	<p>Common factors associated with child maltreatment include:</p> <p>Caregiver factors Child factors Family factors</p> <p>Let's spend some time looking at each of the factors to aid in your understanding of the families that you will encounter.</p>
	Risk	21	<p>Research has shown that there are certain characteristics of caregivers that can place a child at greater risk for child abuse or neglect.</p> <p>These characteristics include a caregiver who:</p> <p>Has experienced trauma. Lacks adequate coping skills to handle stress. Has a mental health disorder.</p>
	Caregiver Factors	22	<p>Substance Use</p> <p>Substance abuse can negatively impact a caregiver's ability to properly care for a child.</p> <p>Teen Parenting</p> <p>Studies have shown that teenage mothers perpetuate high rates of physical abuse in comparison to older mothers. Low economic status, lack of support, and stress contribute to the correlation between young caregivers and abuse.</p>
	Child Factors	23	<p>Age: Younger children between the ages of 0-4 experience a higher rate of maltreatment.</p> <p>Health: Children born with health-related problems are at a greater risk for abuse.</p> <p>Disabilities: Children with different abilities usually require additional care, patience, consistent routines, and understanding.</p>
	Family Factors	24	<p>Children exposed to violence in the home may be unintended victims due to being near a caregiver who is the target of the physical attack.</p> <p>Witnessing abuse is also emotionally harmful to a child.</p>
	Knowledge Check	25	<p>What are some factors associated with child maltreatment?</p> <p>A) Age of the child B) Poverty C) Child with disabilities D) All of the above</p>
	Knowledge Check	26	<p>Based on the research, what type of caregiver is most likely to abuse their children?</p> <p>A) Teenage mother B) Older mother</p>

	Reflect	27	<p>Let's take a minute to reflect back.</p> <p>Remember from the life of a case that investigations happen early in the life of a case.</p> <p>Also remember from the legal section that laws shape policy and policy guides your practice.</p>
	Knowledge Check	28	<p>Quick review: Pin the correct answer to the question.</p> <p>What drives the "Legal Car?"</p> <p>What are the three types of cases you will get in Juvenile Court?</p> <p>Which two state statutes have major impact on DCFS' work?</p>
	Moving Forward	29	<p>You have had a brief introduction to Adverse Childhood Experiences, statistics, and risk factors.</p> <p>Now, let's move on to review the child maltreatment timelines. This information can also be viewed by visiting CHRISNet and reviewing Investigation of child maltreatment reports.</p>
	Garrett's Law	30	<p>First, let's look at the timeline for Garrett's Law cases.</p> <p>All Garrett's Law investigations must be initiated within 24 hours after receipt of a report by the Hotline.</p> <p>Garrett's Law - the presence of an illegal substance in either the bodily fluids or bodily substances in the mother or child at the time of birth resulting from the mother knowingly using any illegal substance.</p>
	CFS-101	31	<p>Upon receipt of the prenatal substance exposure report, investigators must meet with the family to gather information related to their health and substance use treatment needs. This information is used to develop a CFS-101: Prenatal Substance Exposure Plan of Safe Care.</p> <p>The plan of safe care is designed to ensure the safety and well-being of the infant and the family.</p>
	Priority I & II	32	<p>Priority I child maltreatment investigations must be initiated within 24 hours after receipt of a report by the Hotline.</p> <p>Priority II child maltreatment investigations will begin within 72 hours after receipt of a report by the Hotline.</p>
	Case Scenarios	33	<p>Let's take a look at some case scenarios, and you decide whether the report would fit the criteria for a Priority I or Priority II investigation.</p> <p>You may use the Agreement between DHS and The Arkansas State Police (CACD MOU) to assist you with this exercise. You may use the Agreement between DHS and The Arkansas State Police (CACD MOU) to assist you with this exercise.</p>

	Scenario	<p>34 The Hotline receives a report from a medical provider regarding concerns about her 3-year-old patient.</p> <p>The child has been a consistent patient of this provider since birth. The child is extremely underweight and has delayed motor and language skills, and the mother has repeatedly failed to adhere to the nutritionist's feeding plan for the child.</p> <p>Would this be a Priority I or Priority II investigation? Drag the correct answer onto the question. This would be a Priority I (Failure to Thrive)</p>
	Scenario	<p>35 The Hotline receives a report regarding a family with two children under the age of five and a third child under the age of ten. The reporter indicates that the children are living in hazardous conditions.</p> <p>The home is infested with rodents and roaches. Ten cats and two dogs also reside in the home. Animal feces are present throughout the home, especially in the kitchen, where the children gather to eat.</p> <p>Would this be a Priority I or Priority II investigation?</p> <p>Drag the correct answer onto the question. This would be a Priority II (Environmental Neglect)</p>
	Scenario	<p>36 A 15-year-old child presents to the nurse's office at school complaining of extreme abdominal pain. Upon further questioning, the nurse discovers that the child had been beaten by her father the night before.</p> <p>The nurse contacted the Hotline and is fearful that the child may have sustained some serious injuries as a result of the alleged beating and felt like the child needed to go to the hospital immediately.</p> <p>Would this be a Priority I or Priority II investigation? Drag the correct answer onto the question. This would be a Priority I (Internal Injuries)</p>
	Interviews	<p>37 The child maltreatment investigation includes the completion of a Structured Decision Making Assessment and interviews with:</p> <p>Alleged victim Caregivers, both custodial and non-custodial If neither caregiver is the alleged offender, the alleged offender Current or past healthcare providers when a healthcare provider reported the allegation of child maltreatment Relevant collaterals (includes siblings, other children under the care of the alleged offender, and all other persons who have significant in-home contact with the child, even those who may not live there but have a familial or intimate relationship with any person in the home). Collaterals - Collaterals refer to anyone who may have information about a child and family. Each case must be assessed, and people reasonably expected to know something should be identified and interviewed.</p>

	Interviews	38	<p>The assigned caseworker must be interviewed (prior to the interview with the alleged offender) if the alleged offender is a child in out-of-home care with allegations that could lead to a criminal or delinquency case.</p> <p>The caseworker is responsible for contacting the public defender to request representation of the child in out-of-home care.</p>
	Protective Custody	39	<p>The FSW Investigator will take the child into protective custody for up to 72 hours if:</p> <p>The circumstances present an immediate danger to the child's health or physical well-being; or,</p>
	Protective Custody	40	<p>The FSW Investigator will take the child into protective custody for up to 72 hours if:</p> <p>The child is neglected as defined under Garrett's Law 12-18-305, and the FSW investigator determines that the child and any other children, including siblings, are at substantial risk of serious harm such that the children need to be removed from the custody or care of the parent/legal guardian; or,</p>
	Protective Custody	41	<p>The FSW Investigator will take the child into protective custody for up to 72 hours for: Any child who is dependent.</p>
	Protective Custody	42	<p>The FSW should immediately notify the OCC attorney to inform them that protective custody was exercised and request an ex parte emergency order from the court.</p> <p>A list of the OCC attorneys can be found in Information and Resources Unit 3.</p>
	Protective Custody	43	<p>Custody shall not exceed 72 hours except in the event that the expiration of 72 hours falls on a weekend or holiday, in which case protective custody may be extended through the next business day following the weekend or holiday.</p> <p>Reference: Arkansas Juvenile Code 12-18-1001 (b)</p>
	Knowledge Check	44	<p>You must initiate a Priority I investigation within 48 hours.</p> <p>True/False</p>
	Knowledge Check	45	<p>Prenatal Substance Exposure Investigations (Garrett's Law) cases require a 24-hour initiation time frame.</p> <p>True/False</p>
	Knowledge Check	46	<p>Based on the information provided in this online training, whom should you notify immediately following your decision to take the child into protective custody?</p> <p>A) Area Director B) CASA C) OCC Attorney</p>




Affidavit	47	<p>We discussed investigation timelines, required interviews, and implementing a 72-hour hold.</p> <p>Once you decide to take a child into protective custody, you must prepare an affidavit.</p> <p>Let's take a look at the important elements of an affidavit that you want to make sure to include.</p>
Affidavit	48	<p>Reflect back to Unit 3, Section 1 on the work you did to find five tips on writing affidavits.</p> <p>Can you remember the five tips?</p>
Affidavit	49	<p>Tips for writing an affidavit:</p> <ul style="list-style-type: none"> Avoid vague statements Use simple language Keep sentences and paragraphs short Put in facts, not opinions Take your time Check for consistency Have someone else read it over
CFS-411	50	<p>We are aware that different counties may opt to use a different version of an affidavit template other than the standard form (CFS-411). Please bring whatever form is most widely used in your county/court.</p>
Affidavit	51	<p>An affidavit is a formal, legal statement of facts that supports a petition to the court for the court to take a particular action.</p> <p>The person (Affiant) completing the affidavit must affirm under oath that the information provided is true and correct to the best of their knowledge.</p> <p>Affidavits are required for the following:</p> <ul style="list-style-type: none"> Emergency Custody on New Cases Changes of Custody in Open Cases 30-Day Petitions Petitions for Order of Less than Custody Petitions for Order of Investigation Filing Protection Orders
Affidavit	52	<p>Components of an Affidavit - Identifying Information</p> <p>List the full names, dates of birth, and addresses of all the children, as well as the mother and father (putative and/or legal). If you don't know the address, put unknown, but list your efforts to locate the information.</p>
Affidavit	53	<p>Components of an Affidavit - Referral Information</p> <p>Include information on how the investigation began. If a referral was made to the hotline, state the date and a summary of the allegations or maltreatment types.</p>

	Affidavit	54	<p>Components of an Affidavit - Investigation</p> <p>Include the names of individuals you interviewed during your investigation and any relevant information provided. Remember not to identify the reporter's name in your affidavit.</p> <p>Also include any actions the Department took to ensure the safety of the child(ren) in question (e.g., implementing a 72-hour hold).</p>
	Affidavit	55	<p>Components of an Affidavit - Reasonable Efforts to Prevent Removal</p> <p>Include the reasonable efforts on the part of the Department to prevent the removal of the children from their homes.</p> <p>This includes listing all current or prior services provided to the family to prevent removal.</p>
	Affidavit	56	<p>Components of an Affidavit - History</p> <p>List all prior contact by the Department with the family.</p>
	Knowledge Check	57	<p>Drag & Drop Activity</p>
	Congratulations	58	<p>You have completed Unit 3 Section 2.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>



TOC	S#	Slides (Published 08/2024)
Title	1	Unit 3 Section 3 Introduction to Structured Decision Making: Safety, Risk, and Protective Factors New Family Service Worker Training
Introduction	2	This section provides a brief introduction to Structured Decision Making (SDM). The SDM system includes safety and risk tools created for child welfare practice, such as safety assessments.
Evident Change	3	The SDM system was developed by Evident Change, a nonprofit that uses data and research to improve our social systems. Evident Change partnered with DCFS and AR State Police CACD to develop assessment tools made by Arkansas for Arkansas.
SDM System	4	The SDM system is a decision-support system informed by: - research - policy - best practices Decision-support tools of SDM support the worker and promote safety and well-being for families.
SDM Tools	5	SDM assessment tools apply throughout the life of a case, from the Hotline intake through case closure. Although the tools are essential in DR Referrals and Investigations (the initial assessment of safety), the principles apply to in-home cases and out-of-home cases as well.
Decision	6	The SDM system focuses on key decision points and helps us to be intentional about decisions. It is easy to drift through decisions — especially those regarding case closing. The SDM system emphasizes the importance of clear, concise decision points.
Support	7	The SDM assessments support decision-making; they do not make the decisions. Assessments cannot make decisions; workers do. While the decisions are structured, no magic formula tells you what to do.
System	8	The SDM assessments fit together, each with a different purpose. It is important to understand the function of each assessment and how they fit together. Each SDM assessment serves only one purpose, and it is important to know the purpose of that assessment to get the best out of it.
Research	9	It is important to include research in our work. Remember, though, that our field is young and this research is still emerging.

Policy	10	<p>The policies for each SDM tool are tailored to individual jurisdiction based on legal and agency considerations — there is no “off-the-shelf” SDM assessment.</p> <p>The Arkansas system was designed based upon federal laws, Arkansas statutes, and DCFS policies and procedures.</p>
Best Practices	11	Assessments support workers in understanding the most effective practices and strategies in the social services field.
Goals	12	<p>Goals of the SDM System</p> <p>Promote safety</p> <p>Reduce harm</p> <p>Expedite permanency and safe reunification</p>
SDM Tools	13	<p>Tools help people make better decisions.</p> <p>During this training, we introduce you to the SDM Safety Assessment tools that will support you in your child welfare career.</p>
Framework	14	<p>The SDM System: A Comprehensive Framework</p> <p>The SDM system uses a series of assessments to help child protection workers assess families and make critical decisions throughout the life of an ongoing intervention case.</p> <p>Since the SDM model combines research with practice strategies, it offers child protection workers a framework for consistent decision-making. Additionally, it allows agencies to target in-demand resources toward the families that can benefit from them the most.</p>
Framework	15	[Photo connecting Family to Professional Judgement, Engagement, Structure, and Research]
Full System	16	<p>Assessments themselves are just one component of the SDM system.</p> <p>Its other essential components are:</p> <p>Integrating engagement strategies</p> <p>Research</p> <p>Professional judgment</p> <p>This full-system approach helps child protection workers serve their clients within solution-focused, family-centered practice.</p>
Decisions	17	<p>If all workers are provided the same framework for structuring their decisions, complex decisions can be made more accurately and consistently across Arkansas.</p> <p>[Image showing "What makes a decision good? Consistency. Accuracy. Equity. Utility."]</p>

Decision Theory	18	<p>Decision theory shows that making decisions in complex situations goes better when it's broken down and approached more methodically.</p> <p>The SDM system does this in a couple of ways.</p> <p>First, it looks at the critical decision points that occur during a family's involvement with the child welfare system; for each one, the SDM system has a relevant assessment.</p> <p>Second, it helps workers slow down their thought process at any decision point by providing a framework for considering these complex decisions.</p>
Decision Theory	19	<p>Decision theory helps us see the value of breaking down complex situations into more manageable pieces.</p> <p>Using the framework of the SDM system will bring a consistent methodology to our work.</p> <p>As you know, many types of information are gathered during contact with families. During this training, you will learn to determine what information is needed to make informed decisions about child safety.</p>
Structuring Decisions	20	<p>Structuring decisions helps us focus on the most important information needed to make a good point-in-time decision.</p> <p>The outer circle contains all the information about the family. The middle circle represents what we learn about the family as we work with them.</p> <p>The inner circle is the information needed to make the decision at hand, where the SDM assessments focus workers.</p>
Structuring Decisions	21	<p>As you know, the SDM system is a research-based decision-support system. This means that we have a set of tools to help us make decisions at certain points in the life of a DCFS case.</p> <p>We make those decisions through:</p> <p>consistency accuracy equity utility</p> <p>So what does that mean for you??</p>
Consistency	22	<p>Consistency is the first principle.</p> <p>In SDM, consistency means that given the same information, workers come to the same conclusion.</p>

	Accuracy	23	<p>While it is great to ensure people reach the same conclusion, it is also important to reach the correct conclusion. The SDM tools need to be valid and accurate, measuring the correct things.</p> <p>The risk assessment measures the likelihood of subsequent system involvement with a family and helps us answer the question, “Is the family likely to be reported to the agency again?”</p>
	Equity	24	<p>Next, the SDM tools aim to be fair and equitable by leveling the playing field.</p> <p>This means all clients go through the same process based on the same decision-making criteria.</p> <p>This equity begins with a safety assessment focusing on caregiver behavior and impacts on the child.</p>
	Utility	25	<p>Utility is making sure that the tools are useful — that they work in everyday practice.</p> <p>The best outcomes occur when decisions contain all four of these principles.</p> <p>Remember: SDM tools are a guiding framework for decision-making.</p> <p>They can never replace a worker’s professional judgment, valuable skills, and experience.</p>
	Knowledge Check	26	<p>The Arkansas SDM system is a decision-support system informed by research, policy, and best practices.</p> <p>True/False</p>
	Knowledge Check	27	<p>The AR SDM system was designed based on Federal laws, AR Statutes, Procedures, and _____.</p> <p>A) Policy B) Myths C) Recommendations</p>
	Knowledge Check	28	<p>What are the goals of the SDM system? Select all that apply.</p> <p>A) Promote safety B) Reduce harm C) Recruit resource homes D) Expedite permanency and safe reunification</p>
	Safety Assessment	29	<p>The safety assessment assists the worker in determining whether the child can remain safely in the home.</p> <p>The question to be answered is: Is the child in imminent danger of serious harm? Imminent danger requires immediate action from the worker. If a child is in imminent danger of serious harm, DCFS staff have two options: an Immediate Safety Plan or Removal.</p>

Safety Assessment	30	<p>When assessing whether a child is safe and can remain safe in their own home, child protection staff may use the words “safety threat or danger of imminent harm,” “serious and imminent,” and “risks and needs” interchangeably.</p> <p>However, when using the SDM system, each term has an important and distinct meaning.</p>
Keywords	31	<p>Let’s take a moment to review the definitions of these important words.</p> <p>“Safety threat or danger of serious and imminent harm” is about the short-term. When we talk about danger in the context of the SDM system, we are looking for serious and imminent threats to a child.</p> <p>“Serious” means the harm would require medical or mental health attention or emergency services. If the FSW does not think the threat can be contained, they would not leave the child in the home.</p> <p>“Imminent” means the FSW reasonably expects that harm will occur if no interventions are put into place.</p>
Safety Assessment	32	<p>Now, let's look at the Arkansas Safety Assessment tool.</p> <p>The SDM Safety Assessment lists safety threats (behaviors or conditions that describe a child being in imminent danger or serious harm). When conducting the safety assessment, staff will assess the household for each safety threat.</p> <p>Remember Caregiver + Behavior + Impact on the child (CBI) — all three together create the nexus needed to meet the threshold of a safety threat.</p>
Assessment Types	33	<p>Each household should have one initial assessment to be completed during the first face-to-face contact with the household where there are allegations. Initial assessments are completed only in investigations, DR assessments, 72-hour holds, and court-ordered out-of-home care cases.</p>
Assessment Types	34	<p>Any additional safety assessment after the initial assessment is most likely a reassessment unless it is conducted at the conclusion of an investigation or case.</p> <p>Case closure is a specialized reassessment completed when considering closing a case after investigation without providing ongoing services OR when closing an in-home or out-of-home case with at least one child in the home. This is required if the most recent safety finding was “Safe with immediate safety plan” or “Unsafe.”</p>
Risk & Needs	35	<p>Risk is about the long-term. Instead of imminent danger of serious harm, we ask about the likelihood of involvement with DCFS in the next one to two years.</p> <p>Needs are about underlying conditions in the home; in other words, the root causes that contribute to the DCFS concern. In some cases, needs may have contributed to the safety threats or the risk factors.</p> <p>When considering strengths and needs, we discuss the family’s capacity to provide for the child’s safety and well-being.</p>

	Risk & Needs	36	<p>We start with harm (and the safety assessment) to determine if there is a problem we need to address immediately.</p> <p>Then, we take more time to consider risk (and the risk assessment), because risk is further in the future.</p> <p>Needs (and the family case planning tool) are at the end of our list because they help us decide how to address any identified safety threats or risk factors.</p>
	Knowledge Check	37	<p>A safety threat or danger is about the _____.</p> <p>A) Long-term B) Short-term C) Next year</p>
	Knowledge Check	38	<p>If a child is in imminent danger of serious harm, DCFS staff have two options: an immediate safety plan or removal.</p> <p>True/False</p>
	TIPS	39	<p>T: Talk to caregivers and collaterals to learn how the family functions.</p> <p>I: Investigate to gain information about the current issues/concerns in the family.</p> <p>P: Put an immediate safety plan in place when a safety threat is identified.</p> <p>S: Safety of the child has to be monitored consistently when an immediate safety plan is implemented.</p>
	Protective Factors	40	<p>Now that we've spent some time discussing safety threats, let's look at some protective factors that may help mitigate or reduce the likelihood of child maltreatment within a family.</p> <p>Protective factors conditions or attributes in individuals, families, communities, or the larger society that, when present, increase the health and well-being of children and families (Child Welfare Information Gateway)</p>

Protective Factors	41	<p>Knowledge of Child Development - Understanding and utilizing child management techniques and having age-appropriate expectations for children's abilities</p> <p>Caregiver Resilience (Family Functioning) - Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems</p> <p>Social Connections/Support - Perceived information support (from family, friends, and neighbors) that helps provide for emotional needs</p> <p>Concrete Support for Caregivers - Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.</p> <p>Social and Emotional Competence of Children/Nurturing and Attachment - The emotional tie along with a pattern of positive interaction between the parent and child that develops over time</p>
Protective Capacity	42	Behavioral, cognitive, and emotional characteristics that can specifically and directly be associated with a person's ability to care for and keep a child safe.
Protective Capacity	43	<p>Assessment is an ongoing process during the life of a case within child welfare.</p> <p>As a family service worker, you will constantly be in a position of observing caregivers and obtaining information to determine if a child will be able to remain safely in their home or if the need to remove becomes necessary at some point to ensure the safety of the child.</p> <p>Identification of a caregiver's protective capacities is useful when making your determination about safety planning.</p>
Behavioral	44	<p>Behavioral Protective Capacity—This refers to specific actions, activities, and performances that are consistent with and result in parenting and protective vigilance (ACTION for Child Protection).</p> <p>Examples include:</p> <p>History of being protective — people who have raised children (now older) with no evidence of maltreatment or exposure to danger.</p> <p>Caregiver demonstrates impulse control — a person who is deliberate and careful; who acts in managed and self-controlled ways.</p>
Behavioral	45	<p>Examples include:</p> <p>Ability to set aside own needs in favor of a child — people who delay gratifying their own needs, who accept their children's needs as a priority over their own.</p> <p>Supports the child — actual, observable, sustaining, encouraging, and maintaining a child's psychological, physical, and social well-being.</p>

Cognitive	46	<p>Cognitive Protective Capacity</p> <p>Specific intellectual knowledge, understanding, and perceptions that contribute to protective vigilance (ACTION for Child Protection)</p> <p>Examples include:</p> <p>Caregiver plans and articulates a plan to protect the child — someone who is realistic in their ideas and arrangements about what is needed to protect a child.</p> <p>Caregiver is reality-oriented; perceives reality accurately — someone who can distinguish threats to child safety.</p>
Emotional	47	<p>Emotional Protective Capacity - Specific feelings, attitudes, and identification with the child and motivation that result in parenting and protective vigilance</p> <p>Caregiver:</p> <p>Expresses love, empathy, and sensitivity toward the child. Experiences specific empathy with the child's perspective and feelings. Relates to a child with expressed positive regard, feeling, and physical touching.</p>
SDM Takeaways	48	<p>The SDM system will be discussed further in the classroom.</p> <p>One of the key takeaways from this unit is that if a child is in imminent danger of serious harm, the FSW has two options:</p> <p>Implement an immediate safety plan in collaboration with the family's network. If an immediate safety plan is not a viable option, removal is warranted.</p>
Congratulations	49	<p>You completed Unit 3 Section 3.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>