

# THE INDIVIDUAL TRAINING NEEDS ASSESSMENT (ITNA) & DEVELOPMENT PLAN IN CAPS LMS

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## Steps for the Assessee's Supervisor

### Overview:

There are **TWO distinct processes** all PCSA caseworkers and PCSA supervisors are required (per OAC 5180:2-33-55 and 5101:2-33-56) to complete in CAPS LMS to comply with OAC Rule: 1) **Completion of their assigned ITNA** in conjunction with their supervisor, and 2) **Creation of an individual development plan (IDP)** with their supervisor's input and approval. Instructions to complete both are included in this guide. The initial ITNA should be completed after the individual completes their mandated Core training.

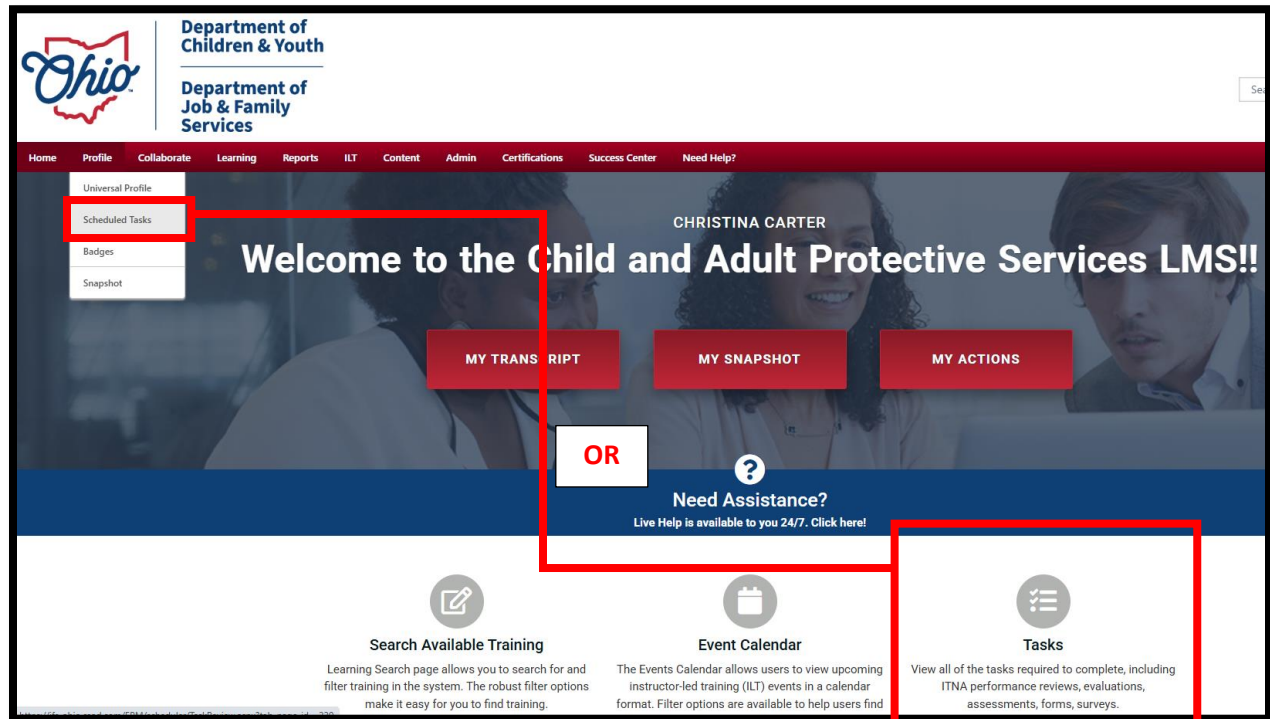
*Individual Training Needs Assessments (ITNAs) – known as competency assessment tasks in CAPS LMS-- are assigned every two years by DCY in CAPS LMS to your direct reports and to you, as their supervisor. Your direct report completes the assessment from their perspective, and you add your supervisory perspective on their learning needs. Once both perspectives are collected, together you review and discuss the results and decide which recommended development actions (instructor-led and self-directed courses, videos, materials, coaching) your worker will add to their corresponding development plan. While plans are created by the worker in CAPS LMS, they still require your supervisory approval. These plans guide the worker's learning priorities and are automatically updated as they complete learning interventions indicated in the plan.*

### Contents:

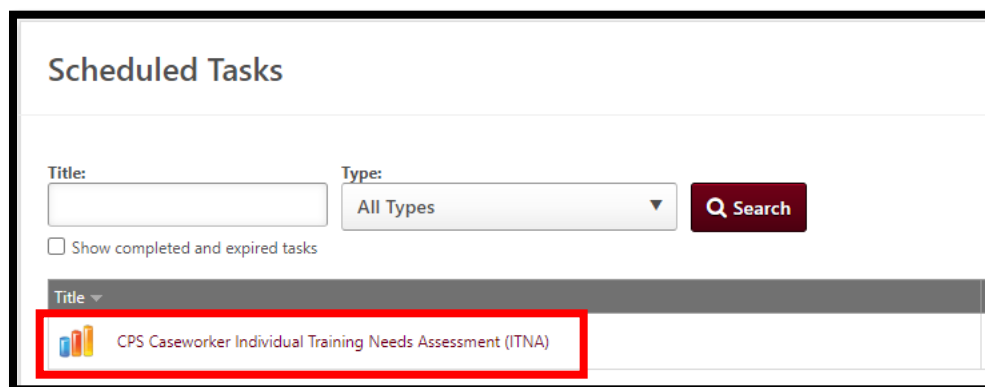
1. [Completing Supervisor-Perspective ITNAs](#)
  2. [Reviewing Results with Your Direct Reports](#)
  3. [Reviewing, Editing, and Approving Development Plans](#)
  4. [Technical Assistance Options](#)
- [APPENDIX: Key Practice Area Search Criteria](#)

## 1. COMPLETING SUPERVISOR-PERSPECTIVE ITNAS

To locate your assigned ITNA for your worker, select **Scheduled Tasks** from the **Profile** menu tab **OR** select the **Learner Tasks** options on your **Welcome Page**:



Select the title of your direct reports' competency assessment task. If you supervise caseworkers, this will be CPS Caseworker Individual Training Needs Assessment (ITNA). If you supervise multiple caseworkers, you will only see the CPS Caseworker task listed one time:



*NOTE: You may also see an assigned ITNA listed for your own position (e.g., CPS Supervisor Individual Training Needs Assessment (ITNA)). There is a separate guide to walk you through completing your own ITNA. This guide is solely for working with your direct reports' ITNAs and IDPs. If you do not see an*

assigned ITNA for your direct report, check the box to “show completed and expired tasks.” If your task appears with expired status or is still not listed, contact [capslms@childrenand youth.ohio.gov](mailto:capslms@childrenand youth.ohio.gov).

Review the task instructions and select **Continue**:

**Task Instructions**

1) Read the competency title and description. 2) Review the Assessment Summary By dropdown to Recommended Action.

If you supervise more than one person, you will see a list of individuals to be assessed. Select **Begin** to the right of an individual to get started:

CPS Caseworker Individual Training Needs Assessment (ITNA): Competency Assessment Summary		
Ten competencies assessed from both the individual's and manager's perspective by rating the behavioral indicators within each competency. A competency's score is the average of its behavioral indicator ratings. After both parties complete the assessment, both can view combined assessment results. A draft development plan assessment results and lives within the Snapshot section of the individual's Universal Profile in the CAPS.		
<input checked="" type="checkbox"/> Show Completed Assessments		
ASSESSMENT	STATUS	OPTIONS
Manager assessment of Jane Smith	Complete	Review
Manager assessment of John Doe	Not Started	Begin
Manager assessment of Harry Martin	Not Started	Begin
Manager assessment of Stephanie Adams	Not Started	Begin
Manager assessment of Michael Thomas	Not Started	Begin
Manager assessment of Helen Taylor	Not Started	Begin
Manager assessment of Elizabeth Marshall	Not Started	Begin
Manager assessment of Sam Collins	Not Started	Begin

Review the **Rating Scale** you will use throughout the assessment (shown at the top of the assessment):

Rating Scale		
SCORE	RATING	DESCRIPTION
0	Not part of my job responsibilities	This rating should only be used for behaviors that are not part of the individual's specific job responsibilities.
1	Can't tell you anything about this	The individual can't tell you anything about this behavior.
2	Can tell you basic information about this	The individual can tell you basic information about this behavior.
3	Can tell you why this is needed	The individual can tell you why this behavior is needed.
4	Can incorporate this	The individual can incorporate this behavior.
5	Can achieve desired results	The individual can achieve desired results for this behavior.

Review and rate your direct report on each behavioral indicator listed under the ten competencies:

CPS caseworker engages individuals, families, community partners, and other involved parties						Ratings					
						0	1	2	3	4	5
The caseworker recognizes and respects the needs and perspectives of team members, children, and families and engages in a way that is responsive to their diverse cultural values and experiences.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker actively involves children and parents/caregivers in all aspects of the case by using activities such as scaling, life circles, genograms, strengths and needs exercises, and pointing out what is going well in the family.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker utilizes effective, respectful, and transparent communication and interactional helping skills (e.g., listening, questioning, reflecting) to develop and maintain trusting relationships with team members, children, and families.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker uses strength-based, respectful, unbiased, nonjudgmental, and empowering language in all communication and interaction with youth, individuals, family members, and significant stakeholders.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker is transparent in providing accurate, understandable, and complete information to help the individual and/or family make informed decisions and recognizes that many factors, such as trauma experience and education level, may affect a person's ability to understand information.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker actively listens to each individual and solicits perspectives from all involved – for example, by summarizing what was said, encouraging individuals to tell their stories without interruption, and allowing individuals to speak more than the worker.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caseworker employs interviewing strategies (e.g., active listening) to help individuals comfortably express and discuss their feelings, concerns, and opinions.						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:											

[OPTIONAL] Add context to your ratings by adding notes in the **Comments** box beneath each competency. NOTE: Comments are visible to both you and your direct report.

If needed, you can select **Save & Return** at the bottom to finish completing the assessment at another time. Otherwise, when finished rating all items, select **Continue** to proceed to the list of key-practice area questions:

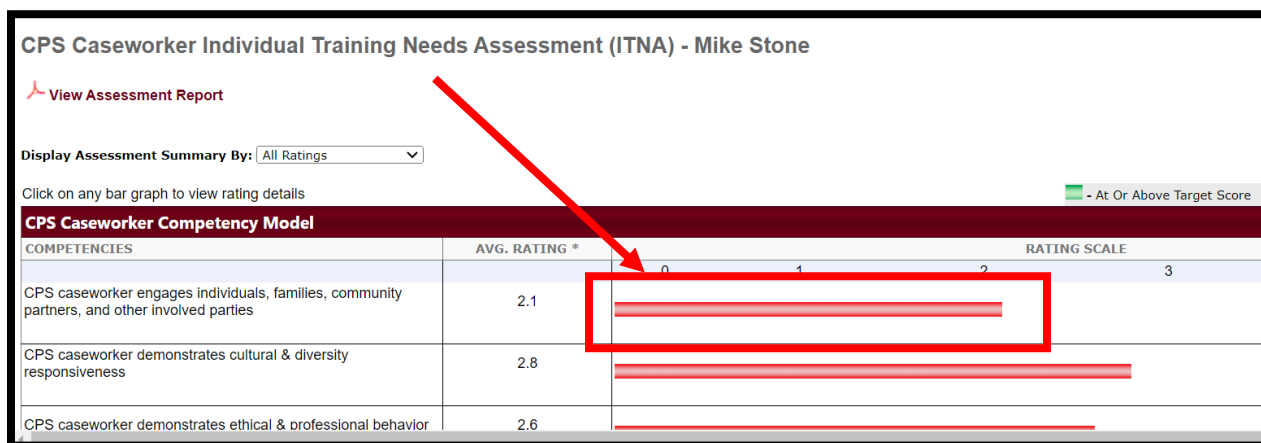


The final part of the ITNA is a series of required questions to determine development needs in key practice areas. If the practice area is not a development need, type NO. If it is a development need, type YES along with a description (max 3500 characters) of their development needs in that area:

When you have answered all key-practice-area questions, select **Submit Assessment** to see your results:



To quickly determine whether your direct report has completed their side, click on the first colored bar in your assessment results:



If you do not see a “self” rating column (sample below), **STOP**. Your direct report has not yet completed their side of the assessment:

CPS Caseworker Individual Training Needs Assessment (ITNA) - Alicia Scott

View Assessment Report

Display Assessment Summary By: All Ratings

CPS caseworker engages individuals, families, community partners, and other involved parties

ITNA	AVG. RATING	SELF	MANAGER
The caseworker recognizes and respects the needs and perspectives of team members, children, and families and engages in a way that is responsive to their diverse cultural values and experiences.	2.5	2.0	3.0
The caseworker actively involves children and parents/caregivers in all aspects of the case by using activities such as scaling, life circles, genograms, strengths and needs exercises, and pointing out what is going well in the family.	2.5	3.0	2.0
The caseworker utilizes effective, respectful, and transparent communication and interactional helping skills (e.g., listening, questioning, reflecting) to develop and maintain trusting relationships with team members, children, and families.	2.5	3.0	3.0
The caseworker uses strength-based, respectful, unbiased, nonjudgmental, and empowering language in all communication and interaction with youth, individuals, family members, and significant stakeholders.	2.9	2.0	2.0
The caseworker is transparent in providing accurate, understandable, and complete information to help the individual and/or family make informed decisions and recognizes that many factors, such as trauma experience and education level, may affect a person's ability to understand information.	3.0	3.0	3.0
The caseworker actively listens to each individual and solicits perspectives from all involved – for example, by summarizing what was said, encouraging individuals to tell their stories without interruption, and allowing individuals to speak more than the worker.	2.0	2.0	2.0
The caseworker employs interviewing strategies (e.g., active listening) to help individuals comfortably express and discuss their feelings, concerns, and opinions.	2.0	3.0	3.0
Overall Competency Rating	2.5	2.4	2.6

Next Competency

AVG. RATING *	SELF	MANAGER
2.5	2.0	3.0
2.5	3.0	2.0
2.5	2.0	3.0
2.0	2.0	2.0
3.0	3.0	3.0
2.0	2.0	2.0
3.0	3.0	3.0
2.5	2.4	2.6

Alert your direct report that you have completed your side of the assessment and are waiting on their input to proceed. Ask them to notify you when they have completed their part of the assessment. When their part is complete, arrange a meeting time to discuss results and build their plan. When ready, proceed to the next section.

## 2. REVIEWING RESULTS WITH YOUR DIRECT REPORTS

If you are not already looking at your direct report’s ITNA results screen (if you needed to wait for them to complete their side of the ITNA), you’ll need to navigate back to their ITNA results.

Select **My Snapshot** from your **Welcome Page**:

Department of Children & Youth  
Department of Job & Family Services

Home Profile Collaborate Learning Reports ILT Content Admin Certifications Success Center Need Help?

Universal Profile  
Scheduled Tasks  
Badges  
Snapshot

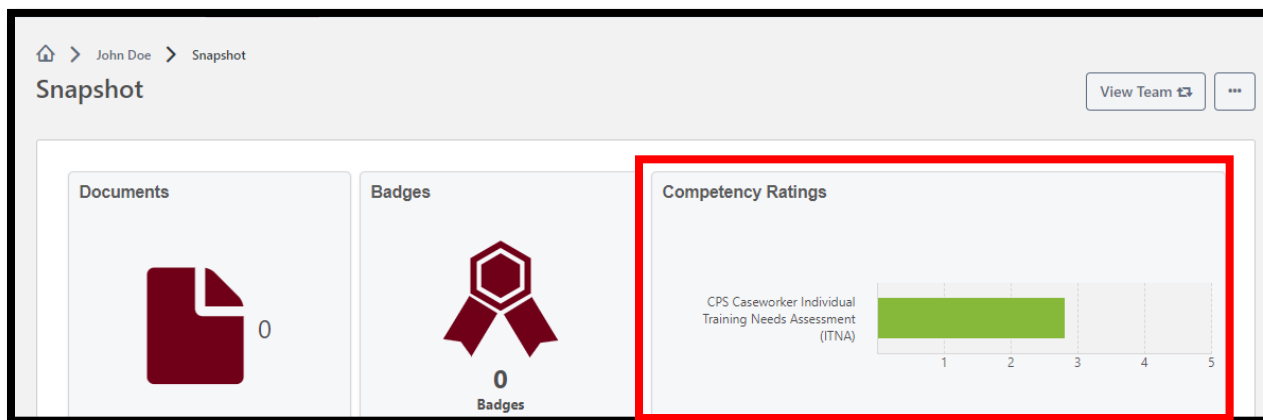
CHRISTINA CARTER

Welcome to the Child and Adult Protective Services LMS!!

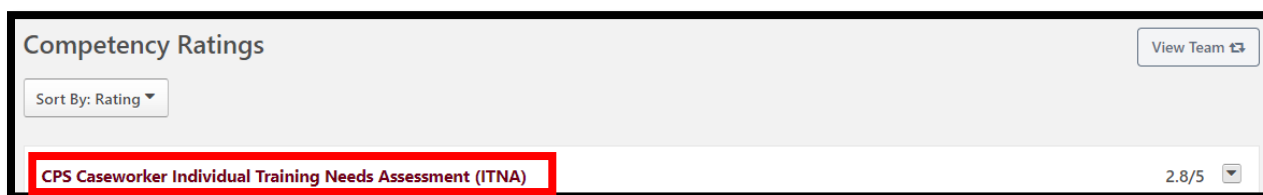
MY TRANSCRIPT MY SNAPSHOT MY ACTIONS

Select **View Team** on the top right of the resulting screen and select the staff member in your team list.

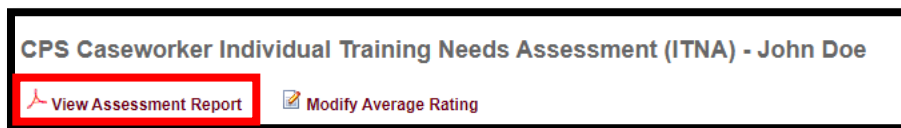
Select their **Competency Ratings** tile:



Select the name of their ITNA to open it:



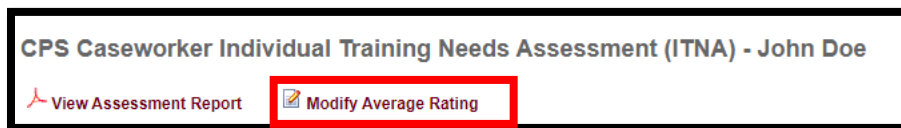
Select **View Assessment Report** at the top of the competency assessment results screen:



Save the report when prompted, then open and review it with your direct report. NOTE: Your direct report has the same ability to view the results report. Discussion may include strengths and weaknesses, areas where you disagreed on ratings, review of contextual comments, etc.

Make note of any key practice areas that you agreed are development needs. The worker will add objectives for these to their development plan in Step 4 of their instructions.

If you decide that a change should be made to an overall competency rating, return to the results screen and select Modify Average Rating from the top of the screen (this can only be done by the supervisor):



On the resulting popup, enter the new score to the right of each competency to be modified and select **Save** when finished:

Competency	Current Score	Target Score	Input Field
families, community partners, and other involved parties	5.0	2.4	<input type="text"/>
CPS caseworker demonstrates cultural & diversity responsiveness	5.0	2.8	<input type="text"/>
CPS caseworker demonstrates ethical & professional behavior	5.0	2.8	<input type="text"/>
CPS caseworker demonstrates core values & principles	5.0	3.1	<input type="text"/>
CPS caseworker plans services & interventions with individuals, families, or other involved parties	5.0	2.9	<input type="text" value="3.5"/>
CPS caseworker implements plans with individuals, families, or other involved parties	5.0	2.8	<input type="text"/>
CPS caseworker adjusts plans in response to changing circumstances	5.0	3.0	<input type="text"/>
CPS caseworker assesses individuals and/or families	5.0	2.9	<input type="text"/>
CPS caseworker provides written and oral communication	5.0	3.0	<input type="text"/>
CPS caseworker advocates for individuals, families, and communities	5.0	2.6	<input type="text"/>

When finished discussing assessment results and making any needed score adjustments, review the list of recommended development actions (instructor-led and self-directed courses, materials, videos, coaching) with your direct report and decide which they'll select to include in their resulting development plan. NOTE: While development plans are created by the worker, they require your supervisory approval before they are finalized.

To review your direct report's recommended development actions, return to their assessment results screen and select **Recommended Actions** from the dropdown to the right of **Display Assessment Summary By:** at the top of the screen:

**CPS Caseworker Individual Training Needs Assessment (ITNA) - John Doe**

[View Assessment Report](#) [Modify Average Rating](#)

Display Assessment Summary By:

Click on any bar graph to view rating

**CPS Caseworker Competency** **Recommended Actions**

You will see a scrolling list of recommended development actions, based on their assessment results. These are different options (not requirements) to increase knowledge and skill in a competency. Some will be more appropriate than others to meet their specific needs. Some may not have current offerings scheduled.

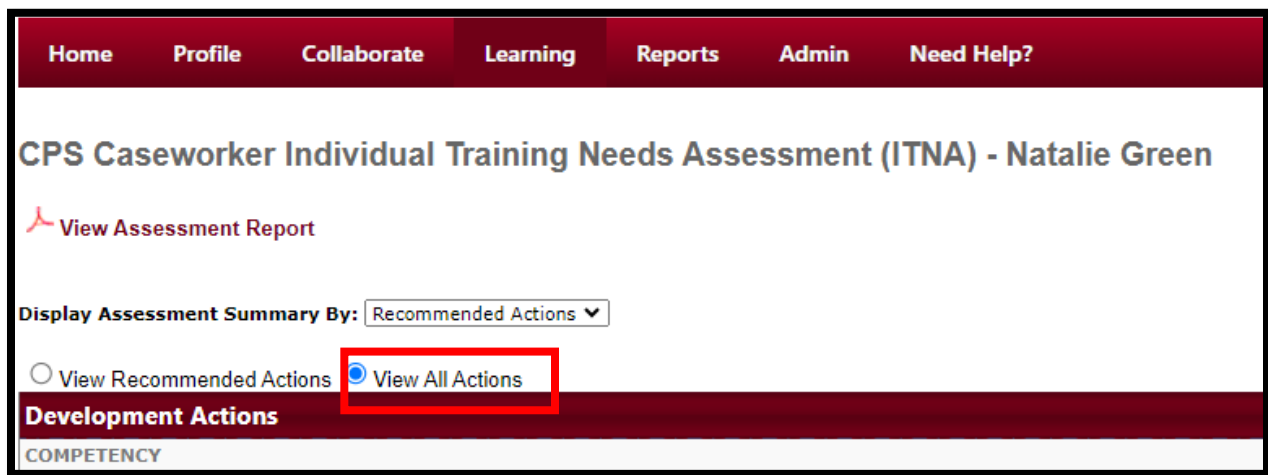
The expectation is for the worker to select one or more development actions from the list under each competency to be added to their development plan. For example, you will see the coaching request form appear as an option if a competency was rated a 4 or 5, because coaching may be the best intervention if they've already completed training and still need further development to master a skill.



Recommended actions are grouped under their respective competencies. Your direct report will select one or more items under each competency to add to their development plan (they see selection boxes next to each option).

Click on an item's title to see more about it. Your direct report is instructed to aim to select at least one item under each competency—but they can select as many as you both agree are appropriate.

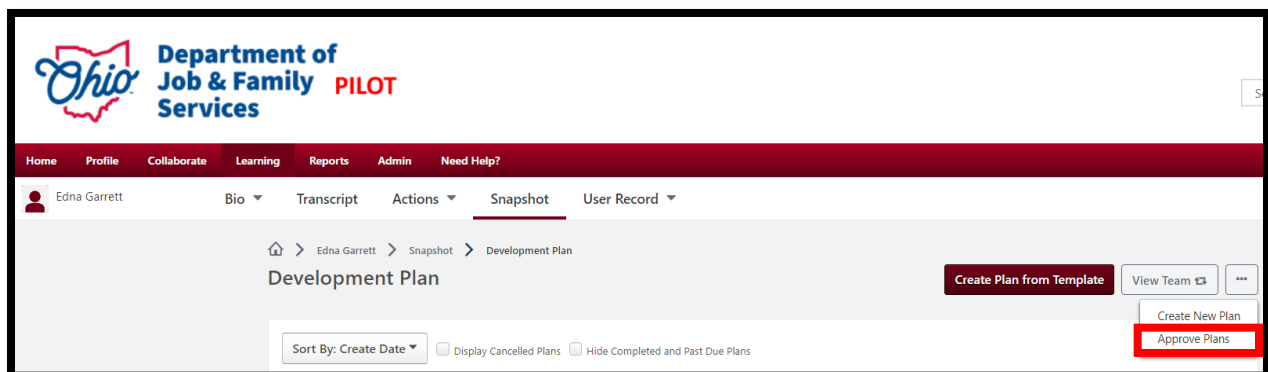
**NOTE:** If you feel there are not enough recommended actions listed based on competency ratings, scroll to the top of the list of recommended development actions and toggle from **View Recommended Actions** to **View All Actions** to see all development actions associated with that competency, regardless of scoring:



When you are finished reviewing the list together, you (as the supervisor) will select **Done** at the bottom of your screen. The supervisor does not see an option to **Create Dev Plan** on their side of the assessment. **Your worker will make the actual selections on their screen and will select Create Dev Plan on the bottom of their screen when finished (as directed in their worker-side instructions).** You will be notified via email when their plan is ready for your approval.

### 3. REVIEWING, EDITING, AND APPROVING DEVELOPMENT PLANS

To access draft development plan needing your review and approval, select **Development Plans** under the **Learning** menu tab and then select **Approve Plans** under the ellipsis on the resulting screen:





Select the plan title from the list to review it:

## Development Plan Approval

### Pending Development Plans

<input type="checkbox"/>	Employee Name	Plan Title	Status	Date Submitted	Due Date	Progress
<input type="checkbox"/>	Christina Carter	Christina Carter Individual Development Plan (IDP) Ending December 2025	Pending Acceptance Approval	11/1/2023	12/30/2025	0%


DenyApprove

Scroll through the resulting plan to review its contents and due dates. Each objective represents a competency or key practice area from their ITNA. Click on learning intervention titles within objectives to see details about each.

Select **Add a Comment** under an objective or in the **Plan Comments** section to communicate with your direct report regarding the plan or an individual objective. Comments become threaded discussions:

### Plan Comments

Add a Comment



Mary Jones

July 21, 2023 at 2:22 PM

We'll want to review your list of courses again after your job responsibilities change in January. We may need to make some adjustments then.

Reply Edit Delete

If no changes are needed to the plan contents, select **Approve** at the top of the plan:

Home > Snapshot > Dev Plan > Manage Plan

## Christina Carter Individual Development Plan (IDP) Ending December 2025

Approve

Deny

Options

Due Date

12/31/2025

Plan Category

Assignee

Christina Carter

0%

Completed

If you need to make edits, select **Edit Development Plan** from the **Options** dropdown at the top:

## Jane Smith 2024 Individual Development Plan (IDP)

Options

Print Development Plan

Edit Development Plan

Due Date

2/20/2026

Plan Category

Assignee

Christina Carter

0%



Completed

Description:



To add or remove learning actions or adjust due dates, select the **Pencil** icon to the right of an objective:

**Development Objectives**

[Add Objective](#)

CPS caseworker engages individuals, families, community partners, and other involved parties  

Category:










	<b>Achieving Permanency through Roundtables (YCPRT Values) (Content 5.5 Hours, Scheduling Varies)</b> Learning Type: <b>Event</b> Progress: <b>Not Started</b> Due Date: <b>7/17/2024</b>
	<b>Beyond the Silence: Forensic Interviewing Part One (Content 13.75 Hours, Scheduling Varies)</b> Learning Type: <b>Event</b> Progress: <b>Not Started</b> Due Date: <b>7/17/2024</b>

Remove learning objects by clicking the **X** to the right of that object:

**Learning and Development**

[Search For Learning](#) [Browse Recommended](#) [Add Development Action](#)

Find learning opportunities to help you achieve your objective. Browse learning and development actions that are recommended for you. Create your own actions to make your objective happen.

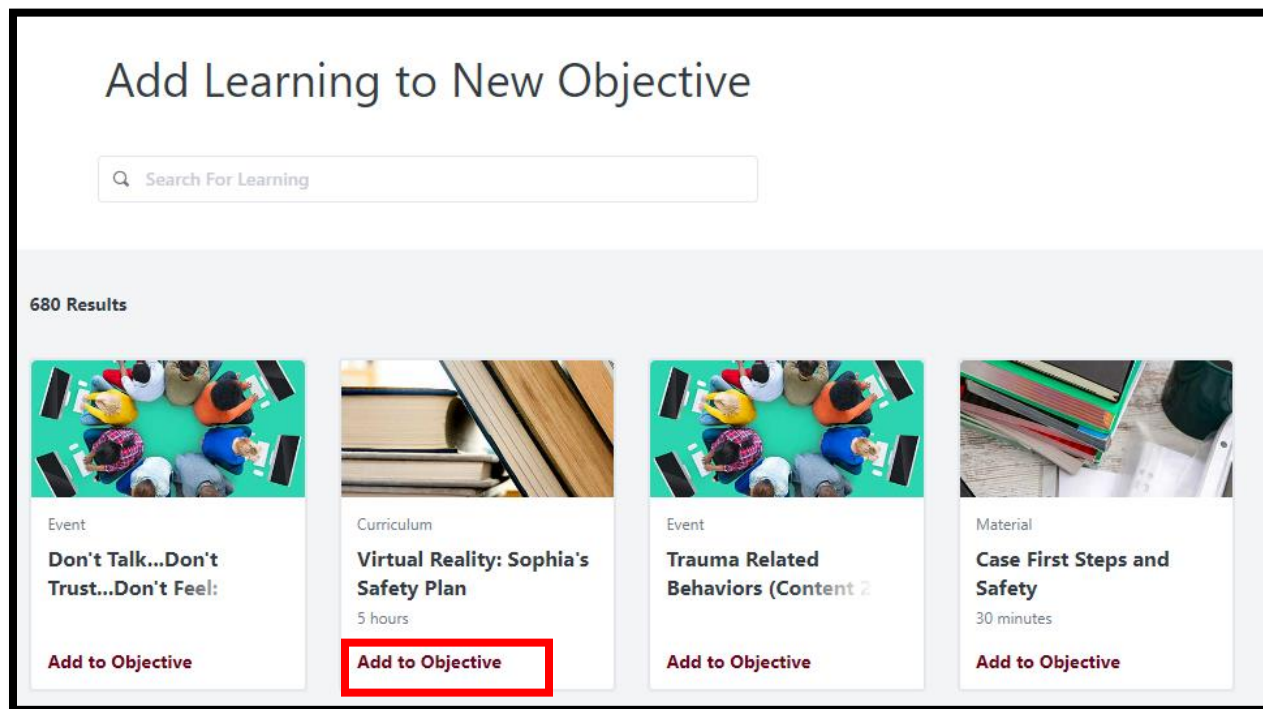
	<b>The Social Worker in Court: Preparation and Testimony (Content 5.5 Hours, Scheduling Varies)</b> Learning Type: <b>Event</b> Due Date: <b>7/19/2024</b> 	
	<b>Confidentiality Requirements and Avoiding Liability (Content 5.5 Hours, Scheduling Varies)</b> Learning Type: <b>Event</b> Due Date: <b>7/19/2024</b> 	
	<b>Confidence in the Courtroom (Content 5.5 Hours, Scheduling Varies)</b> Learning Type: <b>Event</b> Due Date: <b>7/19/2024</b> 	

Use the **Search for Learning** button to search for and add new learning actions to the plan:

**Learning and Development**

[Search For Learning](#) [Browse Recommended](#) [Add Development Action](#)

To add learning actions from search results to your plan, select **Add to Objective** at the bottom of the learning action tile:



When finished searching for or adding new learning actions, select **Return to Objective** at the bottom of your search results screen:



Your direct report should have already adjusted the **Due Dates** of actions to match their two-year ITNA cycle end date. Initially, dates will only extend one year. Check to make sure dates have been correctly adjusted:



When finished adjusting actions and dates within an objective, select **Save and Return to Plan**:



To add a new objective to a plan (e.g., in response to changing job responsibilities or a new agency initiative—or to represent an identified key practice area development need), select **Add Objective** immediately beneath the **Development Objectives** subheading:



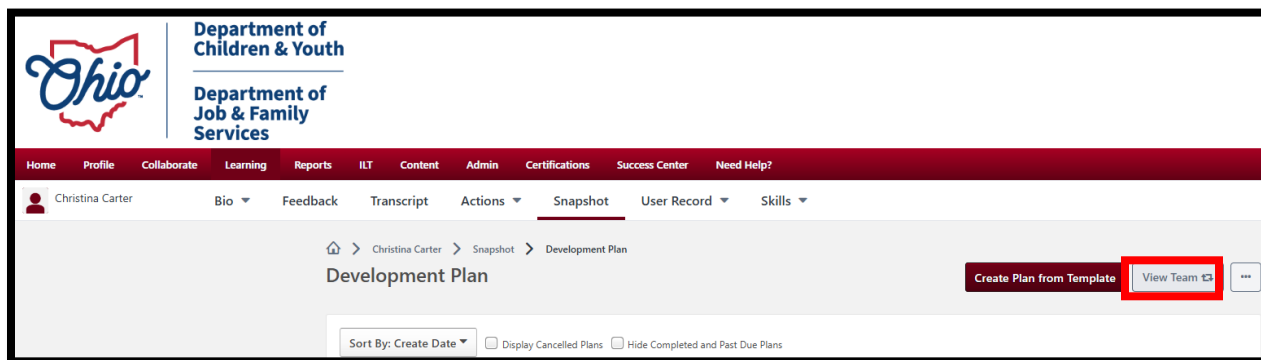
Enter a title for the new objective and follow the earlier instructions to search for and add learning actions to the new objective. If the new objective represents a key practice area, use the [Appendix](#) to refine your learning search. Select **Save and Return to Plan** when finished creating the new objective.

When finished editing the plan, select **Submit Plan** which both saves the edits and approves the plan:



## REVIEW OR EDIT AN EXISTING PLAN

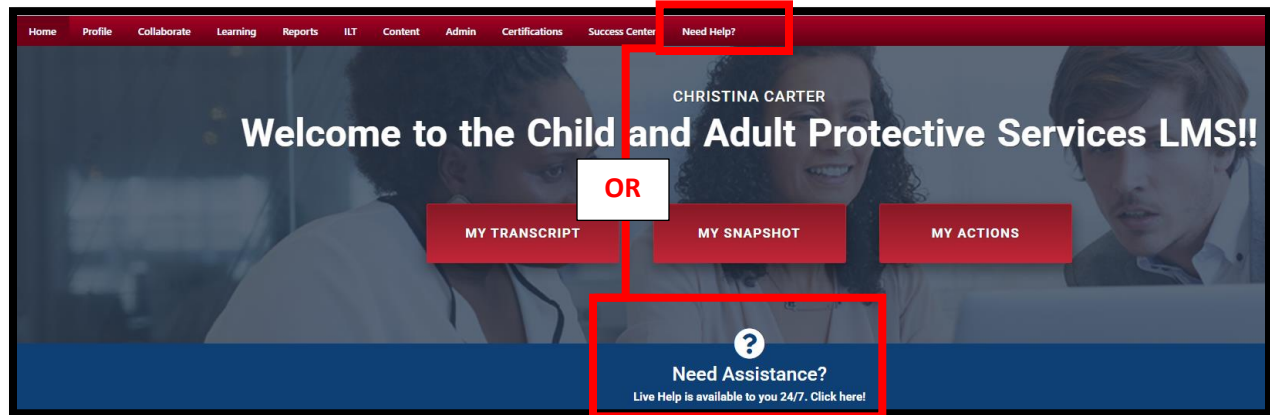
To review or edit an already approved development plan, select **Development Plans** under your **Learning** menu tab and then select **View Team** on the top right of the resulting screen:



Once you select your staff member from your team list, you'll select their development plan title to review it and use the instructions from the previous section to edit it.

## 4. TECHNICAL ASSISTANCE OPTIONS

Select **Help** under the **Need Help** menu tab or select **Need Assistance** from your **Welcome** page:



Select the **Live Support** option to connect with 24/7 support staff. Or select **Training Center** for contact info for your RTC.

## APPENDIX: KEY PRACTICE AREA SEARCH CRITERIA

The lists below provide learning catalog search criteria to match each PCSA Caseworker and PCSA Supervisor Key Practice Area. This will assist you in finding learning activities to address key practice areas identified as priority needs in your direct report's ITNA.

### PCSA Caseworker Key Practice Areas

Key Practice Area	CAPS LMS Catalog Search Criteria
Domestic Violence	Domestic Violence
Substance Use	Substance Use
Mental Health	Mental Health
Crisis Intervention	Crisis Intervention
Working with Older Youth Transitioning Out of Care	Independent Living Pathway: Life Skills Pathway Pathway: Resource Family Readiness Population Served: Adults-Young
Human Trafficking	Human Trafficking
Workload Management	Workload Management
Trauma-Informed Practice	Series: NCTSN's Child Welfare Trauma Training Toolkit
Criminal Justice System	Legal Aspects Legal Aspects: Courts Legal Aspects: Courtroom Preparation Legal Aspects: Legal Rights Legal Aspects: Mediation Legal Aspects: Testimony

Sexual Abuse	Maltreatment: Abuse-Sexual
Physical Abuse	Maltreatment: Abuse-Physical
Neglect	Maltreatment: Neglect
Secondary Trauma	Trauma: Secondary

## PCSA Supervisor Key Practice Areas

Key Practice Area	CAPS LMS Catalog Search Criteria
Leadership	Leadership
Conflict Management	Conflict Management
Staff Performance	Staff Performance
Staff Development	Professional Development Professional Development: Coaching Professional Development: Development Plans Professional Development: Orientation Professional Development: Training Needs Assessment
Team Development	Collaboration/Teaming: Intra and Inter-Agency Teams Collaboration/Teaming: Team Development
Change Management	Leadership Supervision