



On-Going In Person Caseworker Training –April, May, and June 2024

Title	CAPS Locator #	Date & Time	Trainer	Location
Gangs, Cliques, and Crews: Understanding Gangs and Youth	9842	Tuesday March 26 th 9:00-4:00	Anthony President	Logan County Children Services 1855 OH-47, Bellefontaine
Combating Compassion Fatigue Through Self-Care	9844	Wednesday March 27 th 9:00-4:00	Anthony President	Tri-County Board of Recovery and MH Services, 1280 N County Rd 25A, Troy
De-escalation Skills for the Human Services	9900	Friday April 5 th 9:00-4:00	Darla Bolon	WORTC 1312 Research Park Drive, Dayton
But Words Can Always Hurt Me: The Impact of Emotional Abuse	13116	Monday April 8 th 9:00-4:00	Brian Bethel	WORTC 1312 Research Park Drive, Dayton
Street Smart Ohio: Substance Abuse Awareness and Recognition for Child Welfare Professionals	12845	Thursday April 11 th 9:00-4:00	Shawn Bain	Logan County Children Services, 1855 OH-47, Bellefontaine
Management of Children with Challenging Behaviors	12811	Monday April 15 th 9:00-4:00	David Zidar	Tri-County Board of Recovery and MH Services, 1280 N County Rd 25A, Troy
Reaching Higher: Increasing Competency in Practice with LGBTQ Youth in Child Welfare System	7366	Thursday April 25 th 9:00-4:00	Susan Darden Kautz	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
Adverse Childhood Experiences and Effects on Brain Architecture	7367	Friday April 26 th 9:00-4:00	Susan Darden Kautz	WORTC 1312 Research Park Drive, Dayton
Trust-Based Relational Intervention Module 1: Introduction	12565	Thursday May 9 th 9:00-4:00	Kristen King	WORTC 1312 Research Park Drive, Dayton
Burnout, Secondary Trauma, and Self-Care	12849	Tuesday May 14 th 9:00 – 4:00	Faye Perkins	Montgomery County Employment Opportunity Center, 4303 W. Third St, Dayton
Domestic Violence: Facts and Fundamentals	11114	Tuesday May 21 & May 22 nd 9:00-4:00	Brian Bethel	Sidney Holiday Inn Express 450 Folkerth Ave, Sidney



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Confidence in the Courtroom	12694	Thursday May 23 rd 9:00-4:00	Lauri Wolfe	Allen County CSB 123 W. Spring St, Lima
Supporting and Working with African-American Families: A Non-Stereotypical Approach	7605	Wednesday May 29 th 0:00-4:00	Verlinda Bennett	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
The Fine Line of Abuse: Abuse vs. Accident vs. Medical Condition	13037	Tuesday June 4 th 9:00-4:00	Jim Marlow	Sidney Holiday Inn Express 450 Folkerth Ave, Sidney
Preventing Foster and Adoption Care Disruptions	11237	Friday June 14 th 9:00-4:00	Jim Still-Pepper	Mercer County Department of Job and Family Services, 220 West Livingston St, Celina
The Culture of Addiction: A Missing Piece in the Puzzle of Addition	11064	Tuesday June 18 th 9:00-4:00	Brian Bethel	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
Take My Advice: Guidelines for Assessing and Advising Parents	12568	Friday June 21 st 9:00-4:00	Jody Johnston Pawel	WORTC 1312 Research Park Drive, Dayton
Trauma and Addiction: Fire and Ice	11067	Tuesday June 25 th 9:00-4:00	Brian Bethel	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
Trauma-Informed Care: The Neuroscience of Trauma and Resilience	12812	Thursday June 27 th 9:00-4:00	Faye Perkins	WORTC 1312 Research Park Dr, Beavercreek



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On-Going Virtual Caseworker Training – April, May, and June 2024

Title	CAPS Locator #	Date & Time	Trainer	Location
Using Films to Understand Factitious Disorder, Personality Disorder and Schizophrenia	12758	Friday April 12 th 9:00-4:00	Linda Davis	Zoom
Confidentiality Requirements and Avoiding Liability	12587	Tuesday April 16 th 9:00-4:00	Katy Mercer	Zoom
Psychotropic Medications: Questions to Ask about Kids on Meds	12589	Tuesday April 30 th 9:00–12:00	Stacy Simera	Zoom
DSM Pathologies in Winnie the Pooh’s World	12759	Friday May 3 rd 9:00–4:00	Linda Davis	Zoom
Race Matters for Transracial Adoptions: Preparing and Supporting Families to be Race-Conscious Advocates	13096	Thursday May 9 th 9:00 – 12:15	Laura Morello	Zoom
A Smooth Transition: Taking the Step from Worker to Supervisor	12592	Monday May 13 th 1:00-4:00	Diana Hoover	Zoom
ADHD among Children and Adolescents	12607	Wednesday May 29 th 9:00-12:00	Stacy Simera	Zoom
Teens in Foster Care and Emotional Resiliency	12807	Friday May 31 st 9:00-12:00	Jewel Harris	Zoom
Secondary Traumatic Stress: The Professional in Distress	12687	Friday June 14 th 9:00-4:00	Ruby Johnston	Zoom
Lifebooks: A Journey to the Future While Embracing the Past	12760	Tuesday June 18 th 9:00-4:00	Linda Davis	Zoom
Is Poverty Cultural? Strategies for Working with Families Living in Poverty	11985	Monday June 24 th 9:00-4:00	Dan Houston	Zoom

Training Descriptions

De-escalation Skills for the Human Services: Enhancing Safety through Verbal and Nonverbal Interventions

This class is designed to give caseworkers and others the skills and practice necessary to de-escalate angry and aggressive people. These skills are designed to enhance worker safety and improve communication with others. The training will address strategies for conflict resolution and workplace violence. According to the Occupational Safety and Health Administration, "Workplace violence is any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site. It ranges from threats and verbal abuse to physical assaults and even homicide." Direct service workers are faced with many volatile situations where verbal violence, harassment and intimidation are not uncommon. Because of this, it's essential that workers, who must also display patience, empathy, compassion, and a genuine desire to help people in crisis, learn and skills to help clients regulate their emotional intensity in the moment. Understanding and identifying the stages of escalation and aggression can help employees respond more effectively. Ultimately, learning to regain control of the situation before it becomes violent benefits everyone involved. Whether the escalated individual is angry, suicidal, dealing with a mental health crisis or under the influence of substances, the implementation of de-escalation strategies are effective in helping the parties communicate more efficiently and avoid harm.

Street Smart Ohio: Substance Abuse Awareness and Recognition for Child Welfare Professionals

Street Smart Ohio realizes that substance use affects so many Ohio families. Ohio is experiencing record numbers of overdose deaths, so now more than ever, it is important that anyone with a nexus to children understands the importance of recognizing the appearance, behavioral, and conduct indicators of drug abuse. Drugs do not discriminate and any of our families could be affected by addiction.

Management of Children with Challenging Behaviors

This course helps foster parents and staff develop interventions with children who lie or steal. The central goal of this course is to provide a better understanding of the "function" of these behavior. - Why do foster children lie and steal? Central to the discussion are the development of empathy for these children and determining the types of interventions that work best.



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Reaching Higher: Increasing Competency n Practice with LGBTQ Youth in Child Welfare Systems

This training is design to increase the awareness, knowledge, and skills of social workers and administrators in the child welfare system so that they may effectively and competently meet the needs of LGBTQ youth and their families.

Adverse Childhood Experiences and Effects on Brain Architecture

This workshop will increase child welfare workers' knowledge and understanding of the damaging effects of Adverse Childhood Experiences on brain development. To enhance understanding, this training includes hands-on "creation" of a trauma-affected brain.

Trust-Based Relation Intervention Module 1: Introduction

Module one of the Trust-Based Relational Intervention (TBRI®) series will focus on understanding the meanings behind child behaviors, the brain chemistry of a child from a hard place, and helping the child (and his/her family) heal and connect. Participants will learn tools they can put into action immediately. This module is a prerequisite for additional TBRI® modules.

Burnout, Secondary Trauma, and Self-Care

While burnout and secondary trauma are becoming more frequently discussed in the field of social services and exposure to trauma in helping work, symptoms of each often go unrecognized or mislabeled. This presentation seeks to provide an overview of the continuum of reactions experienced by helping professionals due to exposure to secondary and primary trauma in their work. A range of self-care domains will be discussed. The facilitator will guide participants through several experiential activities including a chair yoga demonstration, breathing exercises, guided meditation, and the development of an individualized self-care plan using SMART goals and the latest research in behavior management.

Domestic Violence: Facts and Fundamentals

Despite the growing prevalence of domestic violence in our society, it remains one of the most under-reported crimes in the United States. Unfortunately, the secrecy surrounding the issue of intimate partner violence has only served to perpetuate many myths and misconceptions about the causes and treatment of domestic violence. Child welfare professionals are commonly some of the first professionals who serve families in which domestic violence is present. Therefore, child welfare professionals must maintain competencies for working with all parties in domestic violence cases.

Completion of this learning meets OAC training requirements (5101:2-33-55; 5101:2-33-56) for domestic violence.

This educational curriculum offers an overview of domestic violence. Participants will be exposed to the dynamic of domestic violence, specific laws that address domestic violence in the state of Ohio, as well as

specific strategies for assessing risk in domestic violence cases, and developing and implementing safe plans once domestic violence is identified.

Supporting and Working with African American Families: A Non-Stereotypical Approach

This workshop explores African-American families in the United States by placing them within the context of culture. This highly interactive workshop fosters self-exploration and self-awareness of one's own culture, including traditions, values, and codes of conduct. Participants will explore common errors individuals make when examining culture and African-American families. By distinguishing between race and culture, participants will review dynamic forces affecting African-American families, parents, and children. Additionally, by using case studies, participants will explore a framework for supporting and proactively working with African-American families.

The Fine Line of Abuse: Abuse vs Accident vs Medical Condition

This six-hour workshop focuses exclusively on child physical abuse. Numerous case examples provide a comprehensive look at the parameters of these types of child maltreatment. Bruises, burns, abdominal injuries, fractures, and head injuries as results of physical abuse are discussed, with an emphasis on differentiating between inflicted and accidental injury. Medical conditions that can mimic abuse are also discussed. Cultural folk medicine practices that can be seen as abuse are addressed, as well.

Preventing Foster and Adoption Disruptions

Disruption does not have to determine the end of the relationship. This training will help participants know how to respond to youth who are struggling. Participants will discover what it takes to help youth feel like they belong. Foster and adoptive parents will learn the keys to staying on course and will explore how trust filters help prevent disruptions.

The Culture of Addiction: A Missing Piece in the Puzzle of Addiction

The disease of addiction has been described as an epidemic in American society. While there remains a consensus among professionals that addiction is a physical, psychological and behavioral illness, addiction is also a cultural phenomenon. Individuals with substance use disorders share common values, patterns of behaviors, similar forms of communication, and a shared identity. As such recent research has identified and discussed the culture of addiction. This training curriculum will explore the common practices of individuals with addiction including one's values, rituals, and relationships. In addition, ethnographic patterns of substance use will be encompassed within the content of this training.

Take My Advice: Guidelines for Assessing and Advising Parents

Many parents often hear and follow unhealthy advice or use quick-fix solutions that bring unhealthy, long-term results. These parents need clear guidelines and practical skills that help them think for themselves and plan healthy, individualized solutions to their parenting problems. This interactive workshop teaches a reliable, step-

by-step method for assessing and guiding parents. You can even use the practical skills in your work or home settings, with children of any age or adults, empowering everyone in life.

Trauma and Addiction: Fire and Ice

Although there are a multitude of factors that influence the onset and progression of addiction, there remains a consensus among mental health professionals that there is a strong correlation between trauma and the disease of addiction. As such, the marriage between an individual's traumatic experiences and substance use often creates significant challenges, as witnessed by social service professionals. This training will underscore the relationship between traumatic experiences and substance use disorders. The curriculum will also address the barriers commonly identified when servicing persons who confront the disease of addiction and have a history of trauma. Specific research-supported paradigms will be offered to assist professionals who serve this population.

Trauma-Informed Care: The Neuroscience of Trauma and Resilience

Participants will learn about the individualized nature of trauma, and how our clients' trauma responses can present as myriad maladaptive behaviors or symptoms. Using Dr. Bruce Perry's Neurosequential Model of Therapeutics and an orientation to Developmental Trauma, trauma will be explained from a biological perspective as well as an emotional one. We will learn how the brain is shaped by life experiences and discuss neuroplasticity in the context of both trauma and resilience. Participants will learn the importance of assessing for trauma to ensure trauma-responsive interventions and how to teach families about the impact of trauma on behavior, emotions, thinking, and relationships. They will learn how to deliver Trauma-informed care in their interactions with clients and will learn how to enhance resilience for both clients and themselves.

Using Films to Understand Factitious Disorder, Personality Disorder and Schizophrenia

This workshop will help participants learn how to identify mental health disorders. Popular Hollywood films will be used as case studies to help understand the criteria and the treatment methods for the disorders as described in the Diagnostic Statistical Manual of Mental Disorders.

The disorders that will be discussed are Schizophrenia Spectrum Disorder, Factitious Disorder, Autism Spectrum Disorder, Separation Anxiety, Antisocial Personality Disorder, and Social Anxiety Disorder. Small (breakout rooms) and large group discussions will occur. Three case examples of individuals diagnosed with Schizophrenia Spectrum Disorder will be evaluated and we will compare their level of functioning.

The computer game Kahoot will be played and trainees will need a second handheld device to log into the game page (Kahoot.it(<http://Kahoot.it>) or Kahoot.com(<http://Kahoot.com>)). The game questions will pertain to this workshop. Other computer programs will be used: Padlet, Mentimeter, and Doodly.

Confidentiality Requirements and Avoiding Liability

This one-day workshop will help participants learn confidentiality requirements – to whom can they share information and when. It will cover how breach of confidentiality can lead to legal liability, and participants will

learn ways to avoid being sued. The session will cover the confidentiality regulation, the Public Records Act, how to balance the CAPTA requirement of notice at first contact with the need to keep the reporter confidential, The Ohio Personal Information Systems Act, HIPPA, the release of information by federally assisted substance abuse treatment programs, informed consent, social worker privilege, and the duty to warn.

Psychotropic Medications: Questions to Ask about Kids on Meds

The purpose of this course is to educate caseworkers, foster parents and other stakeholders on psychotropic medication use in the treatment of mental disorders among children and adolescents. Specific attention will be paid to answering the questions most people ask, or should ask, regarding psychotropic medication.

DSM Pathologies in Winnie the Pooh's World

This workshop will provide information to child welfare workers, supervisors, and counselors about mental health disorders, as displayed by the characters in the childhood story of Winnie and the Pooh. The characters' diagnoses that will be discussed are (which are common in the child welfare client population): Attention Deficit Disorder (ADHD), Obsessive Compulsive Disorder (OCD), Generalized Anxiety Disorder (GAD), Dysthymic Disorder (Depression), Narcissistic Personality Disorder, and Dyslexia. The case studies from Winnie the Pooh will help illustrate the current criteria of the different disorders as described in the Diagnostic Statistical Manual of Mental Disorders (DSM). An explanation of the current treatment methods for the disorders will be presented. Small and large group exercises will be used to help understand the disorders.

DSM Pathologies in Winnie the Pooh's World

It can feel challenging to assess prospective adoptive parents who will be adopting a transracial child. Following MEPA (Multiethnic Placement Act) regulations may leave workers feeling perplexed about how to discuss race or racism during assessment or preparation with parents. This course seeks to address some of those concerns by exploring how to best support transracially adoptive families through exploring best practices, gleaned from adoptees themselves. As vital members of the adoptive family's journey, workers will also explore how systemic racism seeps its way into their work and result in unconscious biases. However, with understanding and the development of cultural humility, workers will be able to better support adoptive families around the issues of race and racism. With that understanding, adoptive parents and transracial adoptees will then have much better outcomes.

A Smooth Transition: Taking the Step from Worker to Supervisor

This workshop is designed for newer supervisors and lead workers with roles in overseeing people. Attendees will learn about the supervisory role, personal strengths, planning, decision making, delegating, worker accountability, and meeting management.

ADHD among Children and Adolescents

The purpose of this workshop is to educate attendees on the diagnosis and management of attention deficit hyperactivity disorder. DSM diagnostic criteria and evidence-based treatment practices will be of primary focus.

Teens in Foster Care and Emotional Resiliency

Regardless of where young people are placed in the child welfare system, they need to develop boundaries, emotional health, and the skills to build lifelong relationships. There are specific tools that can help young people overcome the trauma of their pasts and navigate adult relationships. This workshop has been designed to incorporate the insights of foster care alumni throughout the nation to equip professionals to facilitate the emotional development of youth in care. It includes national research on foster care alumni and post-traumatic stress disorder. Participants will leave with concrete tools to support adolescents in foster care with the development of personal boundaries and the skills to build trusting, restorative relationships.

Secondary Traumatic Stress: The Professional in Distress

This workshop will provide a concise overview of secondary traumatic stress, how it differs from stress and burnout, its potential impact on the professional and explore options for prevention and strategies to ensure workplace well-being. A review of PTSD and strategies to use in the workplace to keep oneself aware of the impact on their own personal health as well as how to manage the different warning signs of overwhelming stress.

Lifeworks: A Journey to the Future While Embracing the Past

This workshop will provide a concise overview of secondary traumatic stress, how it differs from stress and burnout, its potential impact on the professional and explore options for prevention and strategies to ensure workplace well-being. A review of PTSD and strategies to use in the workplace to keep oneself aware of the impact on their own personal health as well as how to manage the different warning signs of overwhelming stress.

Is Poverty Culture? Strategies for Working with Families Living in Poverty

Working in child welfare, a caseworker or supervisor will inevitably encounter children and families living in poverty. This workshop provides caseworkers and supervisors the characteristics of children and families living in poverty. It provides strength-based strategies and creates climates of mutual respect and mutual purpose that empowers children, youth and families to solve problems associated with poverty. It examines how and why people view clients in poverty from a deficit rather than a strengths-based approach. The workshop explores a framework for developing strategies to enhance the professional's ability to work with individuals living in generational poverty.



**Any trainings beyond this point are
only open to OAC Caseworkers and
Supervisors**



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CORE 2.0 Caseworker Training – Round 1 Continued – March, April, and May 2024

NOTE: Each of the following classes have prerequisites, please see CAPS for more details

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
CW Core 1.0/2.0 Module 6: Service Planning and Delivery in Family-Centered Child Protective Services	11805	Wednesday, Thursday, and Thursday March 20 th -21 st and March 28 th 9:00 – 4:00	Melanie Hale	Zoom
Working Towards Successful Reunification: Strengthening Relationships Between Primary and Resource Families	10113	Thursday April 18 th 9:00-4:00	Kristin Sparks	WORTC 1312 Research Park Dr., Beavercreek
Courtroom Testimony Skills Practice	10179	Tuesday Apr 23 1:00-4:00	John Everett	Zoom
Preparing For and Completing Case Closure	10114	Monday May 6 th 9:00-1:00	Kristin Sparks	WORTC 1312 Research Park Dr., Beavercreek
Preparing For and Completing Case Closure	8724	Monday May 13 th 9:00-1:00	Kelly Crampton	Allen County Children Services, 123 W. Spring St., Lima
Assuring Child Safety within KPAs	10112	Wednesday May 22 nd 9:00-4:00	Dave Thomas	WORTC 1312 Research Park Dr., Beavercreek
Assuring Child Safety within KPAs	8725	Tuesday May 28 th 9:00-4:00	Kelly Crampton	Allen County Children Services, 123 W. Spring St., Lima



CORE 2.0 Caseworker Training – Round 2 – March – September 2024

NOTE: Each of the following classes have prerequisites, please see CAPS for more details

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
Collaboration and Teaming	11641	Monday March 18 th 10:00 – 3:30	Lauri Wolfe	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Engagement and Interviewing Sills Practice	11642	Friday April 5 th 9:00 - 4:00	Diana Hoover	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Interviewing Children	11357	Friday April 19 th 9:00 – 12:45	Kristie Heckman	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Fact Gathering Skills Practice	11732	Monday April 22 nd 9:00 – 12:30	Kristin Sparks	Zoom
Determining if Abuse or Neglect Occurred	11455	Tuesday April 30 th 9:00 – 4:00	Kelly Crampton	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Assessing Risk of Future Harm	11661	Friday May 17 th 9:00 – 4:00	Ashley Bowers	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?	11358	Monday May 20 th 9:00-4:00	Kelly Crampton	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Managing Effects of Separation	11430	Thursday June 13 th 10:00 – 3:00	Dave Thomas	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
CW Core 1.0/2.0 Module 6: Service Planning and Delivery in Family-Centered Child Protective Services	11432	Wednesday, Thursday, and Friday July 31 st – August 2 nd 9:00 – 4:00	Dave Thomas	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families	11359	Thursday August 8 th 9:00 – 4:00	Kristin Sparks	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Courtroom Testimony Skills Practice	11433	Friday August 16 th 9:00 – 12:00	John Everett	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy



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Preparing For and Completing Case Closure	11434	Thursday August 29 th 10:00 – 2:45	Dave Thomas	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
Assuring Child Safety within KPAs	11360	Monday September 9 th 9:00 – 4:00	Kelly Crampton	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy



**FINAL Statewide ROUND CORE 1.0 Caseworker Training
March, April, May and June 2024**

Title	CAPS Locator #	Date & Time	Trainer	Location
Core 1 Family Centered Approach	12276	Thursday and Friday May 2 nd – 3 rd 9:00 – 4:00	Michelle Rivas	Zoom
Core 2 Engaging Families	12792	Monday May 20 th 9:00-4:00	Miranda Borland	Zoom
Core 3 Legal Aspects of Family-Centered	11210	Wednesday and Thursday April 17 th – 18 th 9:00-4:00	Linda Julian	Zoom
Core 3 Legal Aspects of Family-Centered	12638	Thursday and Friday June 27 th -28 th 9:00-4:00	Katy Mercer	Zoom
Core 4 Assessment and Safety Planning	11321	Tuesday and Wednesday April 9 th – 10 th 9:00-4:00	Melanie Hale	Zoom
Core 5 Gathering Facts in Family -Centered CPS	11192	Wednesday March 27 th 9:00-4:00	Melanie Hale	Zoom
Core 6 Case Planning and Delivery in Family - Centered	8464	Tuesday, Wednesday, and Thursday Apr 8 th -10 th 9:00-4:00	Dave Thomas	Zoom
Core 7 Child Development: Implications for Family -Centered Child Protective Services	7946	Tuesday, Wednesday, and Thursday May 7 th - 9 th 9:00-4:00	Linda Davis	Zoom
Core 8 Separation, Placement, and Reunification	7889	Tuesday, Wednesday, and Thursday June 4 th - 6 th 9:00-4:00	Warne Edwards	Zoom
Core 8 Separation, Placement, and Reunification	12110	Tuesday, Wednesday, and Thursday August 27 th -29 th 9:00-4:00	Linda Davis	Zoom

Training Descriptions

Core 1.0 classes

Family-Centered Approach to Child Protective Services

Caseworker Core module 1 defines and describes the child protective process within the context of a strength-based and family-centered model; explores social work and child welfare values; introduces definitions and statutes that provide the legal bases for child welfare practice; reviews issues of cultural humility; introduces the identification and assessment process for physical abuse, neglect and sexual abuse; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, diversity competent child welfare best practice in collaboration with community agencies.

Engaging Families in Family-Centered Child Protective Services

This workshop presents the key concepts of engagement and rapport-building between the child welfare caseworker and the family being served. Participants explore the child protective services casework engagement approach, explore the dynamics of resistance, and are introduced to interviewing strategies to promote engagement in child protective services

Child Development: Implications for Family-Centered Child Protective Service

This workshop will start with an overview of the fundamentals of child development. Participants will discuss the ways maltreatment and trauma can impact child development. Participants will review the normal development and common developmental difficulties of infants, toddlers, preschoolers, school-age children, and adolescents. For each stage of development, we will address possible developmental difficulties and mental health concerns. Throughout the training, participants will consider two key elements from CAPMIS - Vulnerability of the Child and Protective Capacities of the Adult - as they relate to development. Participants will have the opportunity to apply the knowledge learned to engage, screen, and assess children at different developmental stages. Participants will explore resources they can use for their continued learning and to share with families.

Assessment and Safety Planning in Family-Centered Child Protective Services

Caseworker Core Module 4 establishes the child protective services process of assessment as the fundamental and critical prerequisite for all case decision-making. Seven steps of critical thinking are applied to assessing safety and risk, as well as strengths and needs. New caseworkers will develop a fundamental understanding about how safety plans must be driven by the assessment of safety.



Gathering Facts in Family-Centered Child Protection Services

Caseworker Core Module V explores fact-finding principles common to all child welfare cases, as well as unique fact-finding principles for cases of sexual abuse, physical abuse, and neglect. Participants learn the factors to consider in planning and conducting comprehensive fact finding, including the application of CAPTA to respect parents' Fourth and Fourteenth Amendment rights.

Service Planning and Delivery in Family-Centered Child Protective Service

Caseworker Core Module 6 establishes the child protective services process of service provision as a fundamental and critical responsibility throughout the life of a case. The workshop provides framework for assessment-driven service planning to reduce the risk of future harm through accurate identification of services by engaging families in the case planning process.

Legal Aspects of Family-Centered Child Protective Services

State and federal laws both create and guide Child Protective Services (CPS). These laws also determine how the court system operates and how CPS and the courts work together on behalf of children and families. In this two-day workshop, legal concepts will be examined using a CAPMIS lens. This workshop will provide participants with an overview of juvenile court and address the requirements for requesting various court interventions.

Separation, Placement, and Reunification in Family-Centered Child Protective Services

This workshop addresses the knowledge and skill required for child welfare caseworkers to provide services related to removal and child placement. The workshop focuses on the traumatic effects of separation on children and their families, placement prevention, the proper way to place children to prevent further trauma, involving children and families in the placement process, choosing the least restrictive placement while maintaining safety, working with substitute caregivers and families as part of the service team, strategies for promoting timely reunification, and the importance of permanence for all children.

Core 2.0 classes

Collaboration and Teaming

Collaboration is vital for effective service delivery to families involved in the child protection system. When caseworkers recognize families as experts on their situation, the family is empowered to make decisions, which can encourage them to participate in the case process and follow through with services. It is equally important for caseworkers to practice a teaming approach with service providers, community supports, and external stakeholders. Encouraging an ongoing effort of collaboration and teaming can help build trust, a vital component of any relationship. This workshop explores collaboration and teaming in child protection and offers strategies to improve it between families, caregivers, and other partners.

Engagement and Interviewing Skills Practice

Effective engagement and interviewing skills take practice. During this course, you'll take the skills you've learned in the Introduction to Engagement and Introduction to Interviewing courses and use them to build rapport and elicit information from your peers.

Interviewing Children

Interviewing children is a vital casework task. Interviews with children are done for various reasons, such as to gather information, plan for permanency, and amplify their voices. Children and youth are vulnerable, and your interviews should be planful and done with care to not cause additional trauma. This course provides an opportunity to practice engagement skills and interview strategies. Using a trauma-informed approach, you'll practice several scenarios involving children of different developmental levels, explore relationship-building techniques, and some typical challenges with interviewing children.

Fact Gathering Skills Practice

Child protection cases require a fact-gathering process to collect relevant information to inform case decisions. The fact-gathering process occurs throughout the entire life of a case. This means every caseworker involved in the case is tasked with gathering information to make informed decisions. In this scenario-based course, you will develop a plan to gather information for your assigned case and follow through with the plan by conducting interviews. You'll also practice using engagement strategies and interviewing methods.

Determining if Abuse or Neglect Occurred

Every caseworker needs to be able to identify physical, emotional, and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect. Caseworkers will use this information when determining if abuse or neglect occurred, including recognizing if injuries to children are inflicted or accidental. Furthermore, caseworkers must know the difference between Ohio's legal definitions of abuse and neglect, and the options and rationale of child protective services case dispositions.



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Assessing Risk of Future Harm

Within the CAPM framework, an assessment of risk of future harm contains two types of assessments: a clinical assessment (Strengths and Needs Assessment) and an actuarial assessment (Family Risk Assessment). Both assessments are necessary to develop a comprehensive understanding of the family's situation and what if any, services are necessary to help reduce the risk of future maltreatment to the child. This course will cover the scope and purpose of assessing risk of future maltreatment, how the assessment of risk is conducted throughout the life of a case at specific case decisions, how to gather and analyze relevant information and assess risk of future harm, and how to analyze and synthesize information to inform case decisions.

Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?

One of the most important responsibilities of all caseworkers is to assess safety during every contact with the child and family. This course allows you to practice completing a formal initial assessment of safety. Using a case scenario, you'll create a plan to gather information, practice information-gathering strategies, and use your critical thinking skills to formulate a safety response. Additionally, you'll document your findings in the Ohio SACWIS training environment.

Managing Effects of Separation

Placement in out-of-home care is sometimes necessary to keep children safe. When every interaction is approached using the skills reviewed in this course, it is not only best practice but also essential for minimizing the trauma of separation, assuring safe placements for children, and ultimately successful outcomes for families.

Learners should walk away from this workshop having gained confidence, competence, and motivation to reduce separation-induced trauma for children and families and skills to support families before, during, and after separation.

Service Planning and Delivery in Family-Centered Child Protective Service

Caseworker Core Module 6 establishes the child protective services process of service provision as a fundamental and critical responsibility throughout the life of a case. The workshop provides framework for assessment-driven service planning to reduce the risk of future harm through accurate identification of services by engaging families in the case planning process.

Working Towards Successful Reunification: Strengthening the Relationship Between Primary and Resource Families

The child, primary family, resource family, and caseworker all benefit from collaboration when working toward successful reunification. This course will help you learn ways to support everyone involved by focusing on



strengthening the relationships between primary and resource families. You also will explore strategies to keep families engaged during placement, including visitation.

Courtroom Testimony Skills Practice

Testifying in court is an essential function of a caseworker's job. Providing effective testimony can significantly impact the outcome of a case and the orders made by the judge or magistrate. In this course, you'll be guided by an expert facilitator and given scenarios to practice providing testimony at different court hearings.

Preparing For and Completing Case Closure

Closing a case is an ending to a journey taken with families through the child protection system. To some families and caseworkers, it is a welcomed ending. To others, it may be the loss of a relationship or support system and could prompt a grief or trauma response. This course will look at the progression to case closure, determining when a case is ready to close, its impact, and the steps to complete the closure in Ohio SACWIS.

Assuring Child Safety in Key Practice Areas

Assessing and assuring child safety is one of the most important tasks a caseworker completes with children and families. This task can become even more complex when substance use, intimate partner violence, or mental health disorders are involved. In this course, learners will practice thinking critically about these key practice areas and how they affect child safety, planning assessment of safety interviews, practicing interviews, and documenting these interviews in OHIO SACWIS. They will also practice selecting an appropriate intervention to control active safety threats (safety planning).



Western Ohio
Regional Training Center

WORTC SUPERVISOR CORE 2.0
March – December 2024

Title	CAPS Locator #	Date & Time	Trainer	Location
Supervisor Self - Care	10048	Tuesday March 19 th 9:00 – 1:00	Markell Mettler	Zoom
Race, Equity, and Inclusion in Supervision	10998	Tuesday and Wednesday April 2 nd – 3 rd 9:00 – 12:00	Randi Burlew	Zoom
Trauma-Informed Supervision	10052	Tuesday April 23 rd 9:00 – 12:00	Katherine Bedwell	Zoom
Supervision Strategies for Managing Conflict	10049	Tuesday and Wednesday May 7 th – 8 th 9:00 – 12:00	Michelle Rivas	Zoom
Supervision Strategies for Leading Change	10110	Monday and Wednesday June 10 th and June 12 th 9:00 – 11:30	Diana Hoover	Zoom
Staff Development: The Coaching Mindset in Action	10053	Monday and Tuesday August 5 th – 6 th 9:00 – 12:00	Jewell Good	Zoom
Managing for Outcomes: Using Ohio SACWIS Data to Improve Performance	10106	Friday August 23 rd 9:00 – 12:45	Barb Cline	Zoom
Assessing and Evaluating Staff Performance	10107	Monday and Tuesday September 9 th – 10 th 9:00 – 12:00	Ruby Johnston	Zoom
Supervision Strategies to Promote Through Assessments of Safety	10050	Monday and Tuesday September 23 rd - 24 th 9:00 – 12:00	Kelly Crampton	Zoom
Examining the Supervisors Role and Impact of Screening with in the Agency	10051	Tuesday October 15 th 10:00 – 3:00	Kenyetta Lomax Lee	Zoom



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SUPERVISOR CORE 2.0

**March, April, May, June, July, August, September, October, November, and December
2024**

Title	CAPS Locator #	Date & Time	Trainer	Location
Supervising Work with Kin	10108	Monday October 28 th 9:00 – 2:45	Tim Merle	Zoom
Supervising Separation and Placement Decisions	10182	Tuesday and Wednesday November 12 th – 13 th 9:00 – 12:00	Warne Edwards	Zoom
Assuring Effective court Testimony	10229	Monday and Tuesday November 18 th – 19 th 9:00 – 12:00	Lauri Wolfe	Zoom
Case Consultation and Critical Thinking	10321	Monday and Tuesday December 9 th – 10 th 1:00 – 4:00	Diana Hoover	Zoom



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STATEWIDE SUPERVISOR CORE 2.0
March, April, May, June, July, and August 2024

Title	CAPS Locator #	Date & Time	Trainer	Location
SC1: Supervising Casework Practice	10395	May 1, 2, 21, & 23 9:00am to 12:30pm	Melanie Hale	Zoom
SC 2: Leadership in Child Welfare	10603	April 15 & 16 9:00am to 12:30pm and April 22 & 23 1:00pm to 4:30pm	Diana Hoover	Zoom
SC 3: Leading Change and Managing Conflict	10399	May 14, 15, 16, & 17 9:00am to 12:30pm	Ruby Johnston	Zoom
SC 4: Assessing and Evaluating Individual Staff Performance	7954	April 8, 9, 16, 17 1:00pm to 4:30pm	Diana Hoover	Zoom
SC 4: Assessing and Evaluating Individual Staff Performance	12085	July 9, 12, 15, 17 1:00-4:30pm	Diana Hoover	Zoom
SC5: Professional Development of Staff	7951	May 7, 8, 14, 15 9:00am to 12:30pm	Melanie Hale	Zoom
SC5: Professional Development of Staff	12102	August 7, 8, 14 and 15 9am-12:30pm	Melanie Hale	Zoom
SC 6: Building a Highly Effective Unit	7888	June 3, 4, 10, 11 1:00pm to 4:30pm	Diana Hoover	Zoom
SC 6: Building a Highly Effective Unit	12143	August 12, 13, 20, 21 1pm-4:30pm	Diana Hoover	Zoom

Training Descriptions

Supervisor Self-Care

Professionals who work with vulnerable populations often experience extreme amounts of stress and forget the importance of self-care. Child and adult protective services supervisors face even more of a challenge as you are responsible for supporting staff affected by burnout, compassion fatigue, secondary traumatic stress, and vicarious trauma. In this course, you'll learn the various domains of stress, pinpoint some of your stressors, identify some of your obstacles to implementing self-care strategies, and develop a self-care plan that you can take back to the job and implement immediately.

Race, Equity, and Inclusion in Supervision

This course will prepare learners to lead diverse teams and build inclusive work environments. Supervisors will gain skills and strategies for recognizing biases, understanding culture and social justice issues, creating fairness and equity, and improving communication about racial equity and inclusion across the organization.

Trauma -Informed Supervision

In this course, you will learn how to support trauma-informed practice with families, strategies for providing trauma-informed supervision, and prevention of secondary traumatic stress in caseworkers.

Supervision Strategies for Managing Conflict

Conflict occurs in all aspects of our lives. Learning how to effectively manage conflict is essential. This workshop will show you how to manage conflict as supervisors. We will explore triggers for conflict, communication styles and how to adapt them, and respecting individual diversity as a strategy to manage conflict, as well as other conflict management strategies. Through discussion, reflection, and activities, supervisors will learn how to help their unit through conflict.

Supervision Strategies for Leading Change

In this workshop, you will learn and practice strategies to help effectively plan for, implement, and sustain change. Supervisors will learn strategies to help them lead change successfully and have an opportunity to develop their own plans for change. Each strategy may not be used in every situation, but learning and knowing the skills to lead change will give you the tools you need when you are called upon to lead change.

Staff Development: The Coaching Mindset in Action

Every conversation and interaction with staff are opportunities to be developmental. Supervisors who adopt a coaching mindset and incorporate effective coaching skills in their day-to-day interactions will make their job and that of their staff easier while simultaneously improving services to children, families, and older adults. This workshop pulls together and builds on several concepts learned in the pre-requisite courses, such as the



coaching mindset, the learning principles and levels of learning, the learning partnership, the 70:20:10 model and transfer of learning, and strategies to enhance staff competence, confidence, and motivation.

Managing for Outcomes: Using Ohio SACWIS Data to Improve Performance

This course will provide supervisors with knowledge and skills in navigating and interpreting data to manage the work within their units and improve performance. This workshop dives into various Ohio Statewide Automated Child Welfare Information System (Ohio SACWIS), Results Oriented Management (ROM) reports, and Ohio Department of Job and Family Services (ODJFS) Dashboards that will support you in your supervisory role. Learners will need to have access to the ODJFS Dashboard for this course. If possible, learners should also have access to the ROM Dashboard for this course.

Assessing and Evaluating Staff Performance

In this workshop, learners will be introduced to two essential practices: the performance assessment and performance evaluation of the individual staff in their unit. Assessment and evaluation are continuous processes and discrete functions necessary to produce competent and confident caseworkers. Learners will acquire knowledge of strategies for conducting ongoing performance assessments and walk through the process of developing a quality performance evaluation.

Supervision Strategies for to Promote Through Assessments of Safety

This course is designed to help supervisors gain skills to better supervise the process of assessing safety. Information and activities on assessing safety and supervision strategies will be provided, as well as multiple opportunities to practice applying these skills. You will learn from each other by sharing your experiences and expertise; the trainer will facilitate this process, but your participation is critical to the success of the workshop.

Note: You will need to access a completed Safety Assessment from your unit and its accompanying activity logs. You may print these materials prior to the class and bring them with you or access them electronically during the class.

Examining the Supervisors Role and Impact of Screening within the Agency

This workshop is designed to help supervisors across various roles within an agency understand their impact and role within the screening process. It is not only meant for supervisors directly involved in screening, but also for those in other areas of the agency who can indirectly affect the screening process.

By the end of this workshop, learners will be able to make informed decisions about what information should be collected for a referral, make basic screening decisions, and recognize potential biases of the referent and screener; ultimately improving the agency's response to reports of child abuse or neglect.



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Supervising Work with Kin

Regardless of what type of unit you supervise, your staff works with kinship supports and caregivers. This workshop will show you how to supervise through a kinship lens and infuse kin-first values into your unit culture. The connections between kinship dynamics and child safety, well-being, and permanency will be explored, as well as strategies to assist caseworkers in understanding those connections. Through discussion, reflection, and activities, you will learn how to effectively work with kin and help your unit become more aware of kinship opportunities.

Supervising Separation and Placement Decisions

In this workshop, supervisors will learn and practice strategies to help them effectively guide caseworkers in working with primary parents and children during separation. These strategies include using a trauma-informed approach when gathering documentation, planning, and conducting placements; promoting stability; and selecting the best, least restrictive placement option for children in child protective services.

Assuring Effective Court Testimony

This course provides new supervisors with information to assist them to educate, monitor, and support casework activity related to court-involved cases. These tasks include working effectively with law enforcement, county prosecutors, agency legal staff, and the court system. Supervisors will also learn strategies to help caseworkers prepare case records for court and provide effective court testimony.

Note: You must be able to access or bring two assessments that will be or already have court involvement during this course. It can be any CAPM assessment from a case of your own or one of your caseworkers.

Case Consultation and Critical Thinking

This workshop provides supervisors with the skills and knowledge they need to excel in case consultations. Through interactive discussions and thought-provoking activities, supervisors will explore the intricacies of critical thinking, delve into the ever-important issue of implicit bias, and discover the keys to balanced decision-making. They will also discover how to use CAPM tools to promote fairness, equity, and collaboration in decision-making – all while staying true to Ohio's practice model.

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