



**On-Going In Person Caseworker Training – March, April, May, and June 2025**

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Overview of Medication-Assisted Treatment (MAT) in Substance Abuse</b>	18340	Wednesday March 5 <sup>th</sup> 9:00 – 4:00	Maureen Keating	Champaign County DJFS 1512 S. US Highway 68, Urbana
<b>Address the Stress: Secondary Trauma in Child Welfare (Allen County workers only)</b>	14725	Friday March 7 <sup>th</sup> 9:00 – 4:00	Lauri Wolfe	Allen County CSB 123 W. Spring St, Lima
<b>Gender Identity: Increasing Skills When Working with Gender Diverse or Transgender Youth and Families</b>	18342	Tuesday March 18 <sup>th</sup> 9:00 – 4:00	Susan Kautz	WORTC 1312 Research Park Drive, Dayton
<b>Adverse Childhood Experiences and Effects on Brain Architecture</b>	18343	Wednesday March 19 <sup>th</sup> 9:00 – 4:00	Susan Kautz	WORTC 1312 Research Park Drive, Dayton
<b>Child and Adolescent Psychiatric Disorders</b>	20505	Thursday April 10 <sup>th</sup> 9:00 – 4:00	Paul Martin	WORTC 1312 Research Park Drive, Dayton
<b>Psychiatric Medications</b>	20506	Friday April 11 <sup>th</sup> 9:00 – 4:00	Paul Martin	WORTC 1312 Research Park Drive, Dayton
<b>Safe and Together: Domestic Violence-Informed Documentation and Case Planning</b>	19987	Monday and Tuesday April 14 <sup>th</sup> – April 15 <sup>th</sup> 9:00 – 4:00	Ashley Bowers	Allen County CSB 123 W. Spring St, Lima
<b>Achieving Permanency through Roundtables (YCPRT Values)</b>	19660	Tuesday April 22 <sup>nd</sup> 9:00 - 4:00	Val Larkin and Lamar King	Clark County DJFS 1345 Lagonda Ave, Springfield
<b>Youth-Centered Permanency Roundtables Skill Training</b>	19661	Friday April 25 <sup>th</sup> 9:00 – 4:00	Val Larkin and Lamar King	Clark County DJFS 1345 Lagonda Ave, Springfield
<b>Building and Maintaining Boundaries</b> <b>Meets Ethics Requirement</b>	20499	Monday April 28 <sup>th</sup> 9:00 – 2:30	Lauri Wolfe	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
<b>Burnout Prevention</b>	20574	Tuesday May 6 <sup>th</sup> 9:00 – 4:00	David Zidar	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy



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<b>Making Room in the Family: Understanding the Impact of Foster Care/Adoption on Bio/Permanent Children</b> <b>NEW</b>	21079	Wednesday May 7 <sup>th</sup> 9:00 – 12:00	Jayne Schooler	Miami County Ohio Means Jobs 2040 N. County Rd. 25A, Troy
<b>Examining Ethical Issues in Adoption: Are You Ethically Fit?</b> <b>Meets Ethics Requirement</b>	21083	Wednesday May 7 <sup>th</sup> 1:00 – 4:15	Jayne Schooler	Miami County Ohio Means Jobs 2040 N. County Rd. 25A, Troy
<b>Resilience as a Leader: Building Confidence and Skills</b>	20667	Friday May 9 <sup>th</sup> 9:00 – 4:00	Ruby Johnston	WORTC 1312 Research Park Dr, Dayton
<b>Keep Your Cool and Help Others Calm Down</b>	20578	Thursday May 15 <sup>th</sup> 9:00 – 4:00	Jody Johnston Pawel	Madison Lakes Learning Center 581 Olive Rd, Dayton
<b>Support, Secondary Trauma and Emotional Health: Helping Caseworkers Navigate Emotional Challenges</b> <b>NEW</b>	20990	Tuesday May 20 <sup>th</sup> 9:00 – 12:00	Lisa Fleischer	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
<b>Support, Secondary Trauma and Emotional Health: Helping Caseworkers Navigate Emotional Challenges</b> <b>NEW</b>	20991	Tuesday May 20 <sup>th</sup> 1:00 – 4:00	Lise Fleischer	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
<b>S.E.E.K. Search, Engage, Explore, Kinnect</b>	20971	Wednesday May 28 <sup>th</sup> 9:00 – 4:00	Rick Dencer	Champaign County DJFS 1512 S. US Highway 68, Urbana
<b>Working with Youth who Display Psychotic Features: Double Checking Reality</b> <b>NEW</b>	20668	Monday June 2 <sup>nd</sup> 10:00 – 3:00	Jim Still Pepper	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Survival in the Workplace: Observation, Awareness, Options</b> <b>NEW</b>	20551	Wednesday June 4 <sup>th</sup> 9:00 – 12:00	Thomas Durlinger	WORTC 1312 Research Park Drive, Dayton
<b>Survival in the Workplace: Observation, Awareness, Options</b> <b>NEW</b>	20552	Wednesday June 4 <sup>th</sup> 1:00 – 4:00	Thomas Durlinger	WORTC 1312 Research Park Drive, Dayton
<b>Management of Children with Challenging Behaviors</b>	20576	Wednesday June 11 <sup>th</sup> 9:00 – 4:00	David Zidar	Madison Lakes Learning Center 581 Olive Rd, Dayton



<b>Working with Youth at Risk for Human Trafficking</b> <b>Meets HT Requirement</b>	17280	Monday June 23 <sup>rd</sup> 9:00 – 4:00	Russelle' Pratt	Allen County CSB 123 W. Spring St, Lima
<b>Beyond the Bruises: Effects of Domestic Violence on Children</b>	19746	Monday June 30 <sup>th</sup> 9:00 – 4:00	Brian Bethel	WORTC 1312 Research Park Drive, Dayton

### Sexual Abuse Intervention Series

This is the “foundational” block of the Sexual Abuse Intervention Series. Please register for the curriculum in CAPS to take these trainings and access the self-directed pre-requisite classes. You will need a CAPS account to take the Sexual Abuse Intervention Series due to the self-directed pre-requisites.

Please contact me with any questions – [Jillian.Hedrick@jfs.ohio.gov](mailto:Jillian.Hedrick@jfs.ohio.gov)

<b>Applying Personal Values and Diversity Considerations to Child Sexual Abuse Cases</b>	19452	Friday March 14 <sup>th</sup> 10:00 – 2:45	Elliott Fullenkamp	Mercer County DJFS 220 West Livingston St, Celina
<b>Understanding a Child's Experience of Sexual Abuse</b>	20031	Friday April 11 <sup>th</sup> 9:00 – 4:00	Elliott Fullenkamp	Mercer County DJFS 220 West Livingston St, Celina
<b>Understanding a Family's Experience of Sexual Abuse</b>	20032	Friday May 2 <sup>nd</sup> 9:00 – 4:00	Elliott Fullenkamp	Mercer County DJFS 220 West Livingston St, Celina



**On-Going Virtual Caseworker Training – March, April, May, and June 2025**

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Is Poverty Culture? Strategies for Working with Families Living in Poverty</b>	18155	Tuesday March 4 <sup>th</sup> 9:00 – 4:00	Dan Houston	Zoom
<b>Fetal Alcohol Spectrum Disorders: A Hidden Struggle</b>	18144	Monday March 10 <sup>th</sup> 9:00 12:00	Karen Chennells	Zoom
<b>Addressing Reoccurring Mental Health Issues in Families</b>	18156	Thursday March 20 <sup>th</sup> 9:00 – 4:00	Linda Davis	Zoom
<b>Working with Youth at Risk for Human Trafficking</b> <b>Meets HT Requirement</b>	17279	Wednesday March 26 <sup>th</sup> 9:00 – 4:00	Russelle' Pratt	Zoom
<b>Fetal Alcohol Spectrum Disorders, Part 2: Strategies in the Home and School</b> <b>New Has Pre-Requisites</b>	20637	Wednesday April 2 <sup>nd</sup> 9:00-1:45	Karen Chennells	Zoom
<b>Ethics of "The Office": Lessons Learned from Employees of Dunder Mifflin</b>	20638	Friday April 4 <sup>th</sup> 9:00-12:15	Stacy Simera	Zoom
<b>Anxiety Disorders: Joy, Fear, Anger, Disgust, and Sadness all Working Together</b>	20687	Monday April 21 <sup>st</sup> 9:00 – 4:00	Linda Davis	Zoom
<b>Elements of Empathy: Why Empathy Matters</b>	20639	Monday April 21 <sup>st</sup> 9:00AM– 12:15PM	Kelly (Markell) Mettler	Zoom
<b>Addressing Reoccurring Mental Health Issues in Families</b>	20689	Friday May 2 <sup>nd</sup> 9:00 – 4:00	Linda Davis	Zoom
<b>Is Poverty Culture? Strategies for Working with Families Living in Poverty</b>	20852	Friday May 2 <sup>nd</sup> 9:00 – 4:00	Dan Houston	Zoom
<b>Take My Advice: Guidelines for Assessing and Advising Parents</b>	18314	Wednesday May 7 <sup>th</sup> 9:00 – 4:00	Jody Johnston Pawel	Zoom
<b>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b> <b>Meets DV Requirements</b>	19743	Thurs, Fri, Thurs, Fri May 22 <sup>nd</sup> – May 23 <sup>rd</sup> May 29 <sup>th</sup> - May 30 <sup>th</sup> 9:00 – 12:00	Ashley Bowers	Zoom
<b>Ethics for Supervisors: From Aristotle to Instagram</b>	20640	Friday June 13 <sup>th</sup> 9:00 – 12:15	Warne Edwards	Zoom



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<b>Survivor-Led Human Trafficking Awareness Interdisciplinary Training</b>	20641	Monday June 16 <sup>th</sup> 9:00 – 12:15	Teresa Merriweather	Zoom
<b>Psychotropic Medications: Questions to Ask about Kids on Meds</b>	20310	Wednesday June 18 <sup>th</sup> 9:00 – 12:00	Stacy Simera	Zoom
<b>Psychotropic Medications: Questions to Ask about Kids on Meds</b>	20312	Wednesday June 18 <sup>th</sup> 1:00 – 4:00	Stacy Simera	Zoom
<b>DSM Pathologies in Winnie the Pooh's World</b>	20691	Thursday June 26 <sup>th</sup> 9:00 – 4:00	Linda Davis	Zoom



## **Training Descriptions**

### **Overview of Medication-Assisted Treatment (MAT) in Substance Abuse**

Over the past several years, opiate addiction has become a problem of epidemic proportions. Powerful prescription drugs, which many users deemed safe because a doctor prescribed them, are at the forefront of this epidemic. Efforts to close pill mills, improve guidelines for appropriate use and the state system for tracking prescriptions have impacted the availability of prescription opiates. Addicts, no longer able to procure their drug of choice, have resorted to street heroin, which has increased the challenges of public health. Due to the severity of this epidemic, child welfare workers have increasing numbers of cases where parental opioid addiction has put children at risk. Due to opioid use and medication-assisted treatment, mothers are delivering substance-affected babies who require special care in Neonatal Intensive Care Units (NICUs).

Medication-Assisted Treatment (MAT) is a misunderstood, controversial, and often stigmatizing treatment option; yet, when used appropriately for serious opioid addiction, it can improve the quality of life for addicts and their families.

This workshop will address opiates and the use of MAT as a viable treatment option for some addicts. An understanding of MAT and its role in treating opioid addiction is essential to workers who have an increasing number of opiate abusers to contend with on their caseloads. Challenges to workers dealing with opiate-addicted parents and their children will be discussed, and suggestions to increase positive outcomes for families will be explored.

### **Address the Stress: Secondary Trauma in Child Welfare**

Child Welfare workers are often the forgotten first responders. Research has revealed that more than fifty percent of child welfare workers display symptoms of PTSD, anxiety, and depression. Such afflictions often lead to increased health problems, sleeping problems and relationship problems. Unfortunately, many child welfare workers are leaving the field within months or a few short years which only exasperates the problem for those left behind and leaves children and families vulnerable. This is an informative, skill-building training program that focuses on recognizing symptoms of secondary trauma and increasing skills to combat it. This training provides proven techniques to increase self-care and coping skills so that workers can be at their best to help keep children safe and families together without compromising their own mental health and well-being. Practical advice and techniques will be shared which workers can begin using immediately on and off the job.

## **Gender Identity: Increasing Skills When Working with Gender Diverse or Transgender Youth and Families**

Transgender and gender-diverse youth in care face unique issues in their out of home placement, school setting and community. Assessors, caseworkers, and supervisors need to be aware of these challenges to be culturally competent when working with clients throughout their involvement in the child welfare system. Learners will acquire current terminology, participate in large and small group discussions, practice skills using case studies/scenarios, and increase empathy for and understanding of the experience of transgender and gender diverse youth through hands on group activities. Current Ohio laws and proposed legislation will be addressed to increase awareness and emphasize the continually changing climate for the transgender and gender diverse youth population.

## **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.

## **Child and Adolescent Psychiatric Disorders**

This is an in-depth discussion of the most commonly-seen psychiatric disorders in children and adolescents:

- Reactive Attachment Disorder (RAD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bipolar Disorder in Children
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder
- Adjustment Disorder with Depressed Mood vs. Major Depression

Additionally, we will discuss current and cutting-edge medication and psychotherapy treatment modalities.

## **Psychiatric Medications**

We will discuss commonly-used psychiatric medications for children, adolescents, and adults, as well as the newest psychiatric medications on the market, including:

- Antidepressants
- Anti-convulsant medications
- Mood-stabilizing medications
- Stimulant medications
- Anti-anxiety medications

## **Safe and Together: Domestic Violence – Informed Documentation and Case Planning**

This workshop continues to explore the Safe and Together Model approach to child welfare cases involving intimate partner violence. Day three builds on content from days 1 and 2 by reinforcing the model's basic concepts on domestic violence-informed assessment and interviewing and introducing participants to skills and strategies for documenting these unique cases. Participants will learn to use the Mapping Perpetrator's Patterns tool, a comprehensive approach for recording the impact of domestic violence on all members of the family. They will also learn to differentiate between domestic violence-informed and domestic violence-destructive practice and to connect the ways domestic violence intersects with other family issues, such as mental health and substance abuse, and larger societal issues like racism and sexism. Day 4 reinforces the topics covered in days 1-3 and introduces participants to key elements of domestic violence-informed case planning, which places an emphasis on natural and informal resources the family may already have. The day covers case planning techniques for perpetrators, survivors and children and brings together the concepts from the whole training into a comprehensive action plan that participants can begin enacting immediately in their own practice.

## **Achieving Permanency through Roundtables (YCPRT Values)**

This interactive training is designed to explore the importance of permanency for all youth placed in out-of-home care and introduces the practice of Youth Centered Permanency Roundtables (YCPRTs). YCPRTs are structured case consultations focusing specifically on "busting barriers" in order to find legal permanency and increase permanent connections for youth.

## **Youth-Centered Permanency Roundtables Skill Training**

Youth Centered Permanency Roundtables Skills Training is an interactive training designed to prepare participants to take part in and lead Youth Centered Permanency Roundtables (YCPRTs). YCPRTs are structured case consultations focused specifically on "busting barriers" in order to find legal/relational permanency and increase permanent connections for youth. Participants will learn and practice each of the PRT and YCPRT phases, and build necessary skills for successful implementation.

## **Building and Maintaining Boundaries**

Child protection is a demanding line of work. It can be physically, mentally, and emotionally taxing. Without strong, defined boundaries in place, caseworkers can become overwhelmed and frustrated. Blurred boundaries can hinder professionalism, decision-making, and integrity. Unmanaged boundaries can lead to burnout and turnover. This course will provide caseworkers with strategies to assess, build, and maintain boundaries for personal well-being and professional integrity.





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## **Burnout Prevention**

The issue of burnout plagues all areas of child welfare. The goal of this session is to provide to caseworkers and supervisors the needed skills for managing their stress levels. All workers will benefit from this core skill. Use of the self-care plan and other program-specific methods will be discussed.

## **Making Room in the Family: Understanding the Impact of Foster Care/Adoption on Bio/Permanent Children**

These are just a sampling of comments and questions often asked during this most informative and practical workshop. One of the most critical areas often neglected in foster care and adoption preparation and discussion is the impact that this has on children already in the home. This workshop explores ten concerns for birth/permanent children in the home and strategies to manage those concerns when they arise.

## **Examining Ethical Issues in Adoption: Are you Ethically Fit?**

Every day adoption workers make decisions that will alter the course of many lives. In this workshop, we will define what "ethically fit" means. We will examine ethical challenges and discuss ethical principles related generally to social work and, more specifically, to adoption. Finally, we will be challenged as we discuss the all-important question, "Are you ethically fit?"

## **Resilience as a Leader: Building Confidence and Skills**

Working in the field of human services is challenging. For supervisors and caseworkers to find satisfaction and effectiveness in their jobs, they need to be resilient and willing to build their own protective factors to manage the challenges. This workshop will help participants become aware of their own strengths, talents, and problem-solving skills, as well as potential vulnerabilities under pressure; increase their effectiveness as a resilient leader by identifying personal protective factors and promotive factors; cut through competing priorities, make difficult decisions, and engage others for solutions; build relationships with colleagues and leaders that lend to loyalty and job satisfaction. There is a direct connection between an individual's resilience and organizational results.

## **Keep Your Cool and Help Others Calm Down**

Prevent stress from bubbling over and anger from erupting by using the practical tools in this workshop. First, understand the differences between healthy and toxic stress, basic stress/anger management skills, and a simple two-step formula for creating an individualized stress and anger management plan for yourself or others, whether children or adults. Then dive deeper, to understand what's happening biochemically during stress/anger, how emotional addictions and trauma triggers get wired in, and how toxic emotions can create cellular changes that result in disease. Then preview several practical techniques that facilitate neuroplasticity (rewiring the nervous system) and returning to health. The information and skills strategies you learn in this workshop will help improve your personal and professional life, plus you can use what you learn to support or assist children or adults with whom you live or work in better understanding or managing their stress or anger, too.

## **Support, Secondary Trauma and Emotional Health: Helping Caseworkers**

### **Navigate Emotional Challenges**

This workshop will focus on identifying different touch points caseworkers or supervisors could experience secondary trauma along with what behaviors and reactions you may observe. We will explore this content through the use of case examples. We will discuss strategies to address caseworker's emotional health and ways to provide continued support to help caseworkers build effective coping skills. The final half of the workshop will be spent creating a plan for what strategies you will plan to implement yourself or with your staff.

## **Working with Youth who Display Psychotic Features: Double Checking Reality**

Search, Engage, Explore, and Kinnect (S.E.E.K.) training is a values-based, intense family search and engagement (FSE) training. In this training, participants will increase their understanding of core values and foundations of FSE, from legislation history and evolution of practice, to integrating family finding across agencies. Learners will discuss the "why" behind kin-first decision-making, how to identify and overcome barriers to connecting children with their kin, and trends in practice. Participants will learn diligent searching techniques and meaningful engagement strategies, as well as skill sets for connecting and supporting kinship families through interactive curriculum and activities.

## **Working with Youth who Display Psychotic Features: Double Checking Reality**

Youth who display psychotic features are rare, but when it happens, we need to be able to assist the youth and their support system with practical help. This training delves into the world of youth psychosis. It will help participants discover and implement practical steps to help youth who are struggling with psychotic features. It will also explore how participants can assist caregivers in trying to help the youth.

## **Survival in the Workplace: Observation, Awareness, Options**

Becoming more aware of your surroundings, and your ability to see details often overlooked is critical in surviving workplace violence. This workshop will help participants understand potential dangers and what to do to stay safe. Participants will learn de-escalation techniques that can help control out of control subjects; learn the types of people and situations that may pose a risk. Participants will be given survival strategies should a violent encounter happen in the workplace. Participants will review real-life events that show both good and bad responses to violence, along with the ability to practice techniques.

NOTE: this workshop is not about teaching self-defense/martial arts tactics, but rather safety responses to potential threats.

## **Management of Children with Challenging Behaviors**

This course addresses a variety of behaviors that all children may present, including stealing and physical assault. The course's goal is to provide the skills to manage these behaviors with a reduced level of reactivity. This class is recommended for anyone who works with or manages an environment where children are present with these issues.

## **Working with Youth at Risk for Human Trafficking**

This training will cover the definition of human trafficking and how the federal and state laws apply to minors. The focus of this training will be on sex trafficking. It will outline what makes youth most at risk and vulnerable to trafficking, as well as defining the different types of trafficking. Learners will be able to identify indicators of youth trafficking, and how to begin a conversation with the youth they work with about the dangers of trafficking. This training will emphasize the importance of establishing safety, trust and building transformational relationships with the youth.

## **Beyond the Bruises: Effects of Domestic Violence on Children**

This workshop will provide participants with the most recent statistical data regarding children affected by domestic violence. Likewise, a review of the cycle of violence will be provided, as well as discussions of how children may react to the cycle of violence. Participants will be exposed to the wide range of psychopathology that domestic violence may precipitate for children. A review of treatment modalities will be offered as resources for children impacted by domestic violence.

## **Sexual Abuse Intervention Series 2.0**

### **Applying Personal Values and Diversity Considerations to Child Sexual Abuse Cases**

In this course, you will gain a deeper understanding of the impact your personal values and beliefs may have on your work with child sexual abuse cases and learn how to effectively navigate working with diverse populations. Come to this workshop open and prepared to explore your own values and implicit biases, as well as common stereotypes and beliefs.

### **Understanding a Child's Experience of Sexual Abuse**

This course provides a comprehensive understanding of child sexual abuse (CSA) and its impact on children. It dispels common myths, misconceptions, and biases surrounding child victims and covers the prevalence rates, characteristics, and factors that may influence a child's response to sexual abuse.

The course will also cover disclosure patterns in children, including how, why, to whom, when, and what children typically disclose, and the issue of recantation. Learners will gain an understanding of the psychological, physical, and behavioral effects of CSA and the role internal and external factors play in exacerbating or mitigating its impact.

### **Understanding a Family's Experience of Sexual Abuse**

This course will help you understand the devastating impact of child sexual abuse on non-offending parent(s), siblings, and other family members. You will learn about common reactions and responses to child sexual abuse, factors influencing these responses, and your role in supporting the family.

## **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.

## **Fetal Alcohol Spectrum Disorders: A Hidden Struggle**

The course will cover what FASDs are, the primary symptoms of this brain-based disability, the difference between willful misbehavior and symptoms of FASD, how secondary symptoms can cause misdiagnoses, and how to find the support and help needed to get a child diagnosed and properly supported.

## **Addressing Reoccurring Mental Health Issues in Families**

This workshop will identify mental health disorders that are prevalent in child welfare. An exploration of the Diagnostic and Statistical Manual (DSM) statistical data, categories, and criteria will occur. Critical analysis of each of the disorders will take place through case examples from Toy Story and other Hollywood films. Group discussions will be utilized to facilitate further exploration of the psychological disorders. Discussions will focus on childhood disorders (primarily ADHD and oppositional defiant disorder), adult disorders (primarily adjustment disorder and depression), and post-traumatic stress disorder, which affects both children and adults. Large and small group discussions will facilitate transfer of learning.

## **Working with Youth at Risk for Human Trafficking**

### **\*\* Meets OAC training requirement**

This training will cover the definition of human trafficking and how the federal and state laws apply to minors. The focus of this training will be on sex trafficking. It will outline what makes youth most at risk and vulnerable to trafficking, as well as defining the different types of trafficking. Learners will be able to identify indicators of youth trafficking, and how to begin a conversation with the youth they work with about the dangers of trafficking. This training will emphasize the importance of establishing safety, trust and building transformational relationships with the youth.

## **Fetal Alcohol Spectrum Disorders, Part 2: Strategies in the Home and School**

- Identify strategies for the home and classroom that address brain functioning and create a safe, successful environment for children with FASDs
- Apply strategies for the home and classroom to reinforce/regain empathy for the children, have expectations that better fit the child's diverse developmental level
- Use tools and scripts in response to behavior that help both the adult and child succeed

## **Ethics of "The Office": Lessons Learned from Employees of Dunder Mifflin**

Scholars and ethicists took notice when PBS affiliate WVIA in Scranton, Pennsylvania released its documentary: "The Office: An American Workplace." Never before has there been such an in-depth, candid, and long-running audio-visual examination of workplace conduct – And there is much that social service professionals can learn from the award-winning biopic. In this workshop, participants will examine the ethical breaches of Dunder Mifflin employees, as well as similar breaches by licensed professionals in Ohio and other states, and explore ways to mitigate our own risk through the application of state and national codes and resources.

## **Anxiety Disorders: Joy, Fear, Anger, Disgust, and Sadness all Working Together**

In this workshop, the different types of anxiety that adults and children experience will be explored. The following DSM criteria will be explored: separation anxiety disorder, selective mutism, specific phobia, social anxiety (social phobia), panic disorder, agoraphobia, and generalized anxiety disorder. The statistical prevalence and treatment methods will also be identified and discussed for each criterion. Case examples will be discussed from Hollywood films and actors/authors. Large and small in-depth group discussions will occur as participants explore the psychological significances in the case examples and apply those discussions to the regulations of emotions and the diagnoses of anxiety disorders.

## **Elements of Empathy: Why Empathy Matters**

In this interactive and thought-provoking training, learners will obtain content as to why empathy matters when collaborating with co-workers, families, and older adults. Through the course, learners will be provided with knowledge about empathy, as well as develop skills to assure that empathy becomes part of their practice in the workplace.

## **Addressing Reoccurring Mental Health Issues in Families**

This workshop will identify mental health disorders that are prevalent in child welfare. An exploration of the Diagnostic and Statistical Manual (DSM) statistical data, categories, and criteria will occur. Critical analysis of each of the disorders will take place through case examples from Toy Story and other Hollywood films. Group discussions will be utilized to facilitate further exploration of the psychological disorders. Discussions will focus on childhood disorders (primarily ADHD and oppositional defiant disorder), adult disorders (primarily adjustment disorder and depression), and post-traumatic stress disorder, which affects both children and adults. Large and small group discussions will facilitate transfer of learning.

## **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.

## **Safe and Together: Domestic Violence-Informed Assessments and Interviews**

This workshop introduces the Safe and Together Model approach to child welfare cases involving intimate partner violence. Day One explores domestic violence as defined by Ohio law and looks at its dynamics and impact on family members. The day also examines the relevance of domestic violence to child welfare and provides an overview of identifying signs of domestic violence and assessing survivor strengths as well as Multiple Pathways to Harm for children. Day Two focuses on domestic-violence-informed interviewing and the unique skillsets needed to interview perpetrators, adult survivors, and child survivors and create effective safety plans. The Model emphasizes community partnerships with local service providers, domestic violence advocates, law enforcement, and courts and provides an overview of Ohio mandates for certain professionals and community resources for victims such as protection orders.

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

You should also consider attending "Safe & Together: Domestic Violence-Informed Documentation and Case Planning" following this training.



## **Ethics for Supervisors: From Aristotle to Instagram**

This course is designed to teach supervisors the history of ethics, the NASW best practice standards and how to apply ethics in modern practice in child and adult protective services.

## **Survivor-Led Human Trafficking Awareness Interdisciplinary Training**

This is a survivor-led course that will not only provide the definition of human trafficking along with different typologies but offers real life specific case scenarios. The participants will have a better understanding of sex crimes and their element of crime specifics as they relate to children/youth.

The participants will have the opportunity through this training to be placed in actual situations of human trafficking using simulations.

## **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.





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



**CORE 2.0 Caseworker Training: December 2024 – April 2025**

**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
<b>CW 6: Service Planning and Delivery</b>	17283	Tuesday – Thursday March 11 <sup>th</sup> , 12 <sup>th</sup> , and 13 <sup>th</sup> 9:00 - 4:00	Jill Roberts	WORTC 1312 Research Park Dr, Dayton
<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	17295	Friday March 28 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Courtroom Testimony Skills Practice</b>	17296	Monday March 31 <sup>st</sup> 1:00 – 4:00	Kristie Heckman	WORTC 1312 Research Park Dr, Dayton
<b>Preparing For and Completing Case Closure</b>	17300	Monday April 7 <sup>th</sup> 12:30 – 4:30	Kristin Sparks	WORTC 1312 Research Park Dr, Dayton
<b>Assuring Child Safety within KPAs</b>	17303	Wednesday April 16 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton

**CORE 2.0 Caseworker Training: February – June 2025**

**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
<b>Collaboration and Teaming</b>	19609	Wednesday February 19 <sup>th</sup> 10:00 – 3:30	Johanna Pearce	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Engagement and Interviewing Skills Practice</b>	19610	Monday March 10 <sup>th</sup> 9:00 – 4:00	Joanna Pearce	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy



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<b>Interviewing Children</b>	19612	Thursday March 20 <sup>th</sup> 10:00 – 2:30	Johanna Pearce	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Fact Gathering Skills Practice</b>	19613	Monday March 24 <sup>th</sup> 9:00 – 12:30	Dave Thomas	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Determining if Abuse or Neglect Occurred</b>	19614	Thursday April 10 <sup>th</sup> 9:00 – 4:00	Kristie Heckman	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Assessing Risk of Future Harm</b>	19615	Monday April 14 <sup>th</sup> 9:00 – 4:00	Dave Thomas	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?</b>	19617	Tuesday April 22 <sup>nd</sup> 9:00 – 4:00	Kelly Crampton	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Managing Effects of Separation</b>	19618	Monday May 5 <sup>th</sup> 10:00 – 3:00	Johanna Pearce	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>CW 6: Service Planning and Delivery</b>	19619	Tuesday – Thursday May 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> 9:00 - 4:00	Dave Thomas	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	19631	Monday June 9 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Courtroom Testimony Skills Practice</b>	19622	Thursday June 12 <sup>th</sup> 9:00 – 12:00	Kristie Heckman	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy



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<b>Preparing For and Completing Case Closure</b>	19623	Monday June 16 <sup>th</sup> 9:00 – 1:00	Kristie Heckman	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Assuring Child Safety within KPAs</b>	19625	Tuesday June 24 <sup>th</sup> 9:00 – 4:00	Mary Eck	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy

**CORE 2.0 Caseworker Training: April – August 2025**

**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
<b>Collaboration and Teaming</b>	20185	Thursday April 17 <sup>th</sup> 10:00 – 3:30	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Engagement and Interviewing Skills Practice</b>	20186	Monday April 28 <sup>th</sup> 9:00 – 4:00	Joanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Interviewing Children</b>	20187	Friday May 16 <sup>th</sup> 10:00 – 2:30	Kristie Heckman	WORTC 1312 Research Park Dr, Dayton
<b>Fact Gathering Skills Practice</b>	20188	Wednesday May 21 <sup>st</sup> 9:00 – 12:30	Kristin Sparks	WORTC 1312 Research Park Dr, Dayton
<b>Determining if Abuse or Neglect Occurred</b>	20228	Monday June 2 <sup>nd</sup> 9:00 – 4:00	Kristin Sparks	WORTC 1312 Research Park Dr, Dayton
<b>Assessing Risk of Future Harm</b>	20189	Monday June 9 <sup>th</sup> 9:00 – 4:00	Kelly Crampton	WORTC 1312 Research Park Dr, Dayton
<b>Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?</b>	20570	Wednesday June 25 <sup>th</sup> 9:00 – 4:00	Lisa Fleischer	WORTC 1312 Research Park Dr, Dayton
<b>Managing Effects of Separation</b>	20190	Friday June 27 <sup>th</sup> 10:00 – 3:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>CW 6: Service Planning and Delivery</b>	20191	Tuesday – Thursday July 29 <sup>th</sup> , 30 <sup>th</sup> , and 31 <sup>th</sup> 9:00 - 4:00	Jill Roberts	WORTC 1312 Research Park Dr, Dayton



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<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	20192	Monday August 4 <sup>th</sup> 9:00 – 4:00	Kristin Sparks	WORTC 1312 Research Park Dr, Dayton
<b>Courtroom Testimony Skills Practice</b>	20241	Thursday August 14 <sup>th</sup> 9:00 – 12:00	John Everett	WORTC 1312 Research Park Dr, Dayton
<b>Preparing For and Completing Case Closure</b>	20193	Friday August 22 <sup>nd</sup> 10:00 – 2:45	Kristie Heckman	WORTC 1312 Research Park Dr, Dayton
<b>Assuring Child Safety within KPAs</b>	20194	Wednesday August 27 <sup>th</sup> 9:00 – 4:00	Amber Ntamack	WORTC 1312 Research Park Dr, Dayton

## Training Descriptions

### 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.

## **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).