

### On-Going In Person Caseworker Training – June, July, August, September 2025

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Working with Youth who Display Psychotic Features: Double Checking Reality</b> <b>NEW</b>	20668	Monday June 2 <sup>nd</sup> 9:00 – 4:00	Jim Still Pepper	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b> <b>Meets DV Requirement</b>	20889	Tuesday & Wednesday June 3 <sup>rd</sup> – 4 <sup>th</sup> 9:00- 4:00	Lesley Keown	Montgomery County DJFS, Haines Building, 3304 N. Main St, Dayton
<b>Survival in the Workplace: Observation, Awareness, Options</b> <b>NEW</b>	20551	Wednesday June 4 <sup>th</sup> 9:00 – 12:00	Thomas Durflinger	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 Durflinger	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>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b> <b>Meets DV Requirement</b>	20900	Wednesday & Thursday June 26 <sup>th</sup> & 27 <sup>th</sup> 9:00- 4:00	Lesley Keown	Montgomery County DJFS, Haines Building, 3304 N. Main St, Dayton
<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
<b>Support, Secondary Trauma and Emotional Health: Helping Caseworkers Navigate Emotional Challenges</b> <b>Limited Time Offering</b>	22965	Tuesday July 1 <sup>st</sup> 9:00 – 12:00	Lisa Fleischer	Champaign Co DJFS 1512 S. US Highway 68, Urbana
<b>An Overview of Hoarding: A Clean Sweep</b> <b>Limited Time Offering</b>	22966	Tuesday August 5 <sup>th</sup> 9:00 -12:00	Brian Bethel	Champaign Co DJFS 1512 S. US Highway 68, Urbana
<b>The Broken Bond: An Overview of Attachment Disorders and Strategies for Interactions</b>	22967	Tuesday August 5 <sup>th</sup> 1:00 – 4:00	Brian Bethel	Champaign Co DJFS 1512 S. US Highway 68, Urbana



Western Ohio  
Regional Training Center

<b>NEW</b>				
<b>The Lasting Impact of Military Service on Families Involved in Child Welfare: Once a Warrior, always a Warrior</b>	20669	Friday August 8 <sup>th</sup> 9:00 – 4:00	Mary Hatcher	WORTC 1312 Research Park Dr, Dayton
<b>NEW</b>				
<b>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b>	20464	Monday - Tuesday August 11-12 <sup>th</sup> 9:00 – 4:00	Ashley Bowers	Allen County Children Services 123 W. Spring St, Lima
<b>Meets DV Requirement</b>				
<b>Interventions for Children who have Suffered Trauma</b>	22791	Friday August 15 <sup>th</sup> 9:00 – 4:00	Dave Zidar	WORTC 1312 Research Park Dr, Dayton
<b>Sobering Thoughts: Substance Abuse in Adolescence</b>	22734	Monday August 25 <sup>th</sup> 9:00 – 12:00	Brian Bethel	WORTC 1312 Research Park Dr, Dayton
<b>Cyberbullying: Safe in CyberSpace</b>	22735	Monday August 25 <sup>th</sup> 1:00 – 4:00	Brian Bethel	WORTC 1312 Research Park Dr, Dayton
<b>NEW</b>				
<b>Confidence in the Courtroom</b>	20501	Wednesday September 3 <sup>rd</sup> 9:00 – 4:00	Lauri Wolfe	Shelby County DJFS 227 South Ohio St, Sidney
<b>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b>	20901	Monday –Tuesday September 8-9 <sup>th</sup> 9:00- 4:00	Lesley Keown	Montgomery County DJFS, Haines Building, 3304 N. Main St, Dayton
<b>Meets DV Requirement</b>				
<b>Distinguishing Between Poverty and Neglect</b>	22778	Wednesday September 10 <sup>th</sup> 9:00 – 4:00	Karen Setterlin	Tri County Mental Health and Recovery Board 1280 N. County Rd 25A, Troy
<b>NEW</b>				
<b>Burnout Prevention</b>	22826	Monday September 15 <sup>th</sup> 9:00 – 4:00	Dave Zidar	Logan County CSB 1855 State Route 47 West, Bellefontaine
<b>Street Smart Ohio: Substance Abuse Awareness and Recognition</b>	21559	Wednesday September 17 <sup>th</sup> 9:00 – 4:00	Shawn Bain	Clark County DJFS 1345 Lagonda Ave, Springfield
<b>Safe and Together: Domestic Violence-Informed Assessments and Interviews</b>	20903	Thursday – Friday September 18 – 19 <sup>th</sup> 9:00 – 4:00	Lesley Keown	Montgomery County DJFS, Haines Building, 3304 N. Main St, Dayton
<b>Meets DV Requirement</b>				
<b>The Appalachian Culture</b>	22758	Tuesday September 23 <sup>rd</sup> 9:00 – 4:00	Brian Bethel	WORTC 1312 Research Park Dr, Dayton
<b>NEW</b>				

<b>Silent Danger: Recognizing and Responding to Strangulation in Child Abuse and Domestic Violence Cases</b> <b>NEW</b>	22777	Monday September 29 <sup>th</sup> 9:00 – 4:00	Paula Walters	WORTC 1312 Research Park Dr, Dayton
--	-------	---	---------------	---

### On-Going Virtual Caseworker Training – June, July, August, September 2025

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Ethics for Supervisors: From Aristotle to Instagram</b>	20640	Friday June 13 <sup>th</sup> 9:00 – 12:15	Warne Edwards	Zoom
<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
<b>Cannabis and Child Safety: The Law, the Science, and Why they Matter</b> <b>NEW</b>	22839	Wednesday July 16 <sup>th</sup> 9:00 – 12:15	Matthew Butler	Zoom
<b>Talking About Cannabis: Culture, Ethics, and the Child Welfare Professional</b> <b>Ethics New</b>	22840	Wednesday July 16 <sup>th</sup> 1:15 – 4:30	Matthew Butler	Zoom
<b>Level Up: Time Management and Organization</b>	22841	Friday July 25 <sup>th</sup> 9:00 – 12:00	Lauri Wolfe	Zoom
<b>Working with Parents of Limited Cognitive Functioning</b>	22842	Tuesday August 5 <sup>th</sup> 9:00 – 4:00	Jody Johnston Pawel	Zoom
<b>Talking About Cannabis: Culture, Ethics, and the Child Welfare Professional</b> <b>Ethics New</b>	22844	Wednesday August 13 <sup>th</sup> 9:00-12:15	Matthew Butler	Zoom

<b>ADHD among Children and Adolescents</b>	22845	Friday August 22 <sup>nd</sup> 9:00-12:00	Stacy Simera	Zoom
<b>Immigration and Child Welfare Issues</b>	22846	Thursday August 28 <sup>th</sup> 9:00 – 4:00	Katy Mercer	Zoom
<b>Building Trauma Competent Healing Foster and Adoptive Parents: Four Essential Skills</b> <b>Limited Time Offering</b>	22847	Tuesday September 2 <sup>nd</sup> 9:00 – 4:00	Jayne Schooler	Zoom
<b>Cannabis and Child Safety: The Law, the Science, and Why they Matter</b> <b>NEW</b>	22849	Wednesday September 3 <sup>rd</sup> 9:00 – 12:15	Matthew Butler	Zoom
<b>Bedtime is a Nightmare! Common Bedtime Hassles &amp; Trauma-Related Sleep Issues</b> <b>Limited Time Offering</b>	22851	Wednesday September 24 <sup>th</sup> 1:00 – 4:00	Jody Johnston Pawel	Zoom
<b>Confidentiality Requirements and Avoiding Liability</b> <b>Ethics</b>	22850	Thursday September 25 <sup>th</sup> 9:00 – 4:00	Katy Mercer	Zoom

## **Training Descriptions**

### **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.

## **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.

## **An Overview of Hoarding: A Clean Sweep**

Hoarding Disorder is recognized as a mental and emotional disorder that is characterized by the excessive accumulation and difficulty discarding of possessions. Although a relatively new diagnosis, Hoarding Disorder is a complex and challenging disorder for social service professionals. While this disorder impacts individuals from all demographics, research has indicated that hoarding is relatively common among individuals who have experienced trauma. This training will explore the clinical features of Hoarding Disorder and highlight the research supported treatment, with particular focus on interventions for children and adolescents.

## **The Broken Bond: An Overview of Attachment Disorders and Strategies for Interactions**

Reactive Attachment Disorders are a group of mental health disorders in which the child is unable to form healthy relationships, particularly with their primary caregiver. While Attachment Disorders are complex, parents and caregivers can serve as important resources for advocating and guiding children through the treatment process. Since early intervention is key to the most positive of outcomes it is important that caregivers are competent in the recognition and awareness of attachment challenges. This training provides an introductory overview of Reactive Attachment Disorders and emphasizes the importance of early intervention and research-supported treatment for empowering children with attachment disruption.



## **The Lasting Impact of Military Service on Families Involved in Child Welfare: Once a Warrior, always a Warrior**

This workshop will provide information to caseworkers who have families on their caseload with military backgrounds to help them better understand the dynamics of these families. This understanding will include the impact of military culture and types of service, as well as an overview of common mental health issues and readjustment challenges many veterans face. This workshop will also explore the impact of military service on the family, emphasizing parenting. Participants will also gain important information on resources and support available for veterans and families.

## **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.

## **Interventions for Children who have Suffered Trauma**

Children in foster care have a vastly higher rate of trauma than their non-foster peers. Some estimates are that 51% of the children in care suffer Post-Traumatic Stress Disorder. All adults in these children's lives must have an understanding of the role trauma plays in their behavior and achievement of developmental milestones. Participants need to understand that the impact of trauma is idiosyncratic - each child will manifest it differently. Participants will learn ways to help improve functioning, as well as how to work with the mental health system.

## **Sobering Thoughts: Substance Abuse in Adolescence**

Substance use disorders among adolescents are a significant public health problem in the United States. It is estimated that approximately 9% of the U.S. adolescent population meet the Diagnostic and Statistical Manual





criteria for a substance use disorder (American Psychiatric Association, 2005). Consequently, caregivers frequently provide care for teens with drug and/or alcohol problems.

### **Cyber Bullying: Safety in Cyberspace**

Children have confronted the experience(s) of bullying for decades. However, the aggressive tactics in recent years have moved from the playground to the digital world and created a phenomenon known as Cyberbullying. By definition cyberbullying is the intentional, repeated harm to another person through the use of digital and communication technology. As such, it is important for caregivers and family members to have an understanding of cyberbullying and develop strategies to assist children who may be victims of these experiences. This training will highlight general information regarding the current trends and evolution of cyberbullying and offer strategies for mitigating its impact in the lives of children.

### **Confidence in the Courtroom**

Caseworkers often report that testifying in court is the most stressful part of their job. It can be compared to public speaking with the added stress of being cross-examined. Confidence in the Courtroom is a skill-building training program focused on increasing skills for effective preparation and delivery of testimony. This training program provides proven techniques to help reduce situational stress and anxiety in a number of ways, including: clarifying the court process and hearing types; using stress to boost confidence; monitoring and effectively using body language; defining defense attorney tactics and practicing appropriate responses when challenged on the spot; presenting effective testimony answers; providing efficient preparation tips; and equipping caseworkers with tools to increase overall self-confidence.

### **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.





### **Distinguishing Between Poverty and Neglect**

This course explores the nuances related to child neglect versus the consequences of poverty. Learners will explore Ohio Revised Code sections, including the definition of neglect, and apply them to case vignettes. By the end of this course, personal biases and the assessment of families alleged to be neglectful will be explored, as will data related to child poverty. Neglect of children will also be framed within Ohio's Screening Guidelines and the Comprehensive Assessment and Planning Model (CAPM) framework.

### **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.

### **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.

### **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.

## **The Appalachian Culture**

The Appalachian region embodies a culture that is steeped in traditions of families, love of country, and faith. However, families within the Appalachian culture have often been stigmatized and misrepresented, leading to the perpetuation of many myths and misconceptions. Since there has been a great migration of the Appalachian culture, it is paramount that social service professionals gain insight into the cultural experiences of Appalachia. This training will introduce participants to the culture and social issues of Appalachia. Moreover, learners will be provided with practical strategies for engaging children and families of Appalachia in child welfare practice.

## **Silent Danger: Recognizing and Responding to Strangulation in Child Abuse and Domestic Violence Cases**

Strangulation has been identified as one of the most lethal forms of domestic violence and sexual assault. Strangulation is an ultimate form of power and control, where the batterer can demonstrate control over the victim's next breath: It may have devastating psychological effects or a potentially fatal outcome. In strangulation, unconsciousness may occur within seconds and death within minutes. Death can occur in the days following the incident as well. When domestic violence perpetrators choke (strangle) their victims, not only is this felonious assault, but it may be an attempted homicide. Strangulation is often considered the "last warning shot" before homicide.

**\*Disclaimer:** This training contains real-life images, case studies, and first-hand experiences related to strangulation, child abuse, and domestic violence. Some of the content is graphic in nature and may be distressing or triggering for participants, particularly those with personal or professional exposure to trauma. The material presented is intended to provide critical education and awareness for child protective services caseworkers and staff to enhance their ability to identify, assess, and respond to cases involving strangulation and its potential consequences. Participants are encouraged to practice self-care and step away if needed. If at any point you feel overwhelmed, please take the necessary steps to ensure your well-being. Resources for support will be made available.

## **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

## **Cannabis and Child Safety: The Law, the Science, and Why they Matter**

This training is designed to help learners understand some of the complexities of where cannabis legalization currently stands in Ohio and the United States, and to help learners integrate this knowledge with their role as child welfare professionals, in order to assist with keeping children and their families safe and healthy.

## **Talking About Cannabis: Culture, Ethics, and the Child Welfare Professional**

This training is designed to help learners understand some of the complexities of where cannabis legalization currently stands in Ohio and the United States, and to help learners integrate this knowledge with their role as child welfare professionals, in order to assist with keeping children and their families safe and healthy.

## **Level Up: Time Management and Organization**

Child protection is an extremely demanding line of work. Without appropriate time management and organization skills and tools, caseworkers can become overwhelmed and stressed, which can negatively impact children and families. This course provides a balanced discussion between barriers that can hinder productivity and solutions moving forward. Emphasis is also placed on blocking out time for self-care, which is not only critical for overall well-being, but can also promote job satisfaction and retention.



## **Working with Parents of Limited Cognitive Functioning**

In this highly interactive workshop, we discuss how to identify and meet the special needs of parents with three types of cognitive limitations: learning disabilities, mental health issues, and developmental delays. We share service options and available resources, discuss special case planning issues, and explore what parenting skills these parents may have difficulty learning. Then we apply what we've learned to real life and case studies.

## **Talking About Cannabis: Culture, Ethics, and the Child Welfare Professional**

This training is designed to help learners understand some of the complexities of where cannabis legalization currently stands in Ohio and the United States, and to help learners integrate this knowledge with their role as child welfare professionals, in order to assist with keeping children and their families safe and healthy.

## **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.

## **Immigration and Child Welfare Issues**

Immigrant families constitute a large and growing portion of the national population. Almost one-fourth of children and youth in the United States are either immigrants or children of immigrants. Workshop participants will learn about the different legal statuses of immigrant families, the problems these families face in the child welfare system, and additional legal protections for undocumented youth.

## **Building Trauma Competent Healing Foster and Adoptive Parents: Four Essential Skills**

How does early childhood trauma impact the development of a child? Are there strategies to promote healing? The answers to both these questions and more will be answered in this six-hour course. Foster/adoptive parents and those workers who are involved in their lives, will leave this workshop with a deeper understanding of how trauma shapes the five "b's": the brain, body, biology, belief and behavior of a youngster. All participants will gain understanding how connected parenting can intervene in the negative trajectory of a child's life and set it on a course of healing.



## **Cannabis and Child Safety: The Law, the Science, and Why they Matter**

This training is designed to help learners understand some of the complexities of where cannabis legalization currently stands in Ohio and the United States, and to help learners integrate this knowledge with their role as child welfare professionals, in order to assist with keeping children and their families safe and healthy.

## **Bedtime is a Nightmare! Common Bedtime Hassles & Trauma-Related Sleep Issues**

Getting children to bed on time, asleep, and staying there is one of the most common challenges parents face. Foster children can have sleep issues related to trauma, like night terrors, insomnia, and trauma triggers. This webinar offers creative ideas and practical solutions to the Top Ten Bedtime Hassles.

## **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.



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

### CORE 2.0 Caseworker Training: - Feb - June 2025

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

**Please note: This is not the complete list of classes below, please see CAPS or the training descriptions below. There are 13 classes in each round of core.**

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>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	19631	Monday June 9th 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
<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**

**Each of the following classes have prerequisites, please see CAPS for more details.**

**Please note: This is not the complete list of classes below, please see CAPS or the training descriptions below. There are 13 classes in each round of core.**

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>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
<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).

### **CORE 2.0 Supervisor Core**

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

**Please note: This is not the complete list of classes below, please see CAPS or the training descriptions below. There are 14 classes in each round of core.**

<b>Title</b>	<b>CAPS Locator #</b>	<b>Date &amp; Time</b>	<b>Trainer</b>	<b>Location</b>
<b>Supervisor Self-Care</b>	22532	Wednesday June 4 <sup>th</sup> 10:00 – 2:45	Mindy Strup	Zoom
<b>Examining the Supervisors Role and Impact of Screening within the Agency</b>	22865	Tuesday June 10 <sup>th</sup> 10:00 – 3:00	Timothy Merle	Zoom
<b>Supervision Strategies for Managing Conflict</b>	21401	Wednesday - Thursday June 25 <sup>th</sup> – June 26 <sup>th</sup> 9:00 – 12:00	Ruby Johnston	Zoom
<b>Supervision Strategies for Leading Change</b>	21402	Tuesday – Wednesday July 15 <sup>th</sup> – July 16 <sup>th</sup> 9:00 – 11:30	Ruby Johnston	Zoom
<b>Assessing and Evaluating Staff Performance</b>	21403	Tuesday – Wednesday August 26 <sup>th</sup> – August 27 <sup>th</sup> 9:00 – 12:00	Heather Jamison	Zoom
<b>Supervision Strategies to Promote Thorough Assessments of Safety</b>	21556	Wednesday Thursday September 10 <sup>th</sup> - September 11 <sup>th</sup> 9:00 – 12:00	Erica Sabados	Zoom
<b>Examining the Supervisors Role and Impact of Screening within the Agency</b>	21557	Tuesday September 23 <sup>rd</sup> 10:00 – 3:00	Timothy Merle	Zoom
<b>Supervising Work with Kin</b>	22975	Wednesday – Thursday October 8 <sup>th</sup> - October 9 <sup>th</sup> 9:00 – 11:15	Timothy Merle	Zoom
<b>Supervising Separation and Placement Decisions</b>	22984	Tuesday – Wednesday October 21 <sup>st</sup> – October 22 <sup>nd</sup> 9:00 – 12:00	Timothy Merle	Zoom
<b>Assuring Effective Court Testimony</b>	23041	Monday – Tuesday November 17 <sup>th</sup> – November 18 <sup>th</sup> 1:00 – 4:00	Diana Hoover	Zoom
<b>Case Consultation and Critical Thinking</b>	22977	Tuesday – Wednesday December 9 <sup>th</sup> – December 10 <sup>th</sup> 9:00 – 12:00	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 Unit 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.

Note: You will need an electronic device (e.g. tablet, Surface Pro, laptop) for this training. You will need to have access to the ODJFS Dashboard for this course. You should also have access to the ROM Dashboard for this course. ROM access may be obtained by completing and submitting form 7078.

## **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 to Promote Thorough 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 Supervisor's Role and Impact in 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.

### **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.

Note: You will need to access a Safety Assessment where a safety threat was identified. You will also need to access any safety plan associated with that assessment.

### **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.