

# Working with Your Own IDP in E-Track (May 2017)

## ACCESS YOUR IDP AND REVIEW OBJECTIVE DETAILS:

1. Log into E-Track (<https://e-track.teds.com/EveryOne/TEDEveryOne.jsp>).
2. Click on the green IDP tab (A) along the top of your screen.
3. Click the yellow folder to the left of your IDP title to expand its contents (B).
4. Click on an underlined objective (C) to view its details. Check with your supervisor to edit these details.

The screenshot shows the E-Track interface for user Kathy Kelley. The top navigation bar includes 'Dashboard', 'Activities', 'IDP' (highlighted with a green box labeled 'A'), 'Catalogs', 'Profile', and 'Report'. Below the navigation bar, the user's name 'Kathy Kelley' and a 'My Activities' dropdown menu are visible. On the left, there is a sidebar titled 'I Want To:' with links for 'Create a Development Plan', 'Add Objective or Activity', 'Close', 'Delete', 'Submit Objective', 'Expand All Folders', and 'Collapse All Folders'. The main content area is titled 'IDP' and 'Current Development Plans for Kathy Kelley'. It contains a table of objectives with columns for 'Past Due', 'Print View', 'Title', and 'Type'. The first row is 'Kathy Kelley Staff IDP' (Individual type) with a yellow folder icon highlighted by a box labeled 'B'. Below it are several objective rows, with '201-02-009' highlighted by a box labeled 'C'. Other objectives include '116-04-005', '201-02-012', '201-03-006', and '201-03-007'.

## LOCATE/ENROLL IN INTERVENTIONS TO ADDRESS OBJECTIVES:

5. Click on the underlined competency (D) at the bottom of the objective's details.

### Objective Details for Kathy Kelley

#### Definition

Objective Title [201-02-009](#);  
Targeted Completion Date [11/19/16 m/d/yy](#)  
Send Reminder [180 days prior to targeted completion date](#)  
Notify Supervisor

#### Description

#### Completion

#### Competency

Associated Competency [201 - Adoption and Foster Care \(Topic\) /201-02 Ability to determine the \(Competency\)](#)

D

6. Review list of “Suggestions” (Learning interventions) on resulting screen (E) and click on any of interest to see more details:

Dashboard Activities IDP Catalogs Profile Report

Kathy Kelley  
My Activities

I Want To: [Return to Previous Screen](#)

### Competency Catalog

#### Competency Information for 201-02-009 Knows how to use the family assessment to educate and prepare prospective applicants for foster or adoptive parenting

Overview

Knows how to use the family assessment to educate and prepare prospective applicants for foster or adoptive parenting

#### General

Once completed, completion never expires for this competency.

Local Code : 201-02-009  
Type : Competency  
Status : Active  
Difficulty : 0.00  
Time To Train : 0.00

#### Requirements

No requirements.

#### Suggestions

Title	Local Code	Type
<a href="#">Family and Child Assessment (Assessor-Tier 1)</a>	201-A1-S	Learning
<a href="#">(CW 6 hr) Assessing, Preparing, and Supporting Adoptive Parents who Care for...</a>	201-2	Learning
<a href="#">(CW 6 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized...</a>	201-3	Learning
<a href="#">(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized...</a>	201-11	Learning

7. If the learning intervention has sessions scheduled, you will see “Enroll or View available dates for this Learning” at the top of the left-side menu (F). Click on it to review scheduled dates and locations for the learning (or skip to step 9 if you don’t see this option).

Dashboard Activities IDP Catalogs Profile Report

Christina Carter  
Manage Direct Reports

I Want To: [Enroll or View available dates for this Learning](#) **F**  
[Add this Learning to the To Do List of my Supervisee \(s\)](#)

### Learning Details

#### Family and Child Assessment (Assessor-Tier 1) - 201-A1-S

#### Overview

##### Family and Child Assessment (Assessor-Tier 1)

This two-day module will provide workers with strategies for engaging prospective resources families of families who will have a high probability of long-term success in parenting adopted or foster children.

The *Family and Child Assessment* module will provide workers with strategies to assess the social and emotional needs of children. Finally, the workshop will present information regarding selection and match in adoption, including:

***This workshop is CSWMFT Board approved for Social Work and Counselor CEUs.***

## Family and Child Assessment (Assessor-Tier 1)

Matching Sessions
  All Available Sessions

Enroll	Code	Type	Start Date m/d/yy	End Date m/d/yy	Location/Start Time	Hours	Availability	Responsible Organization
	OCWT0059FA		12/15/14	12/16/14	WORTC - Multiple Times Defined	12.00	18 seats open	WORTC (Greene)
	OCWT006EA3		1/15/15	1/16/15	IHS - Multiple Times Defined	12.00	25 seats open	State Training Coordinator - (IHS)
	OCWT006109		1/22/15	1/23/15	CORTC - Multiple Times Defined	12.00	35 seats open	CORTC (Franklin)
	OCWT006BB6		2/19/15	2/20/15	SWORTC - Multiple Times Defined	12.00	20 seats open	SWORTC (Clermont)
	OCWT006AE6		3/24/15	3/25/15	SEORTC - Multiple Times Defined	12.00	20 seats open	SEORTC (Athens)
	OCWT00611F		4/16/15	4/17/15	CORTC - Multiple Times Defined	12.00	35 seats open	CORTC (Franklin)
	OCWT006BBB		5/18/15	5/19/15	WORTC - Multiple Times Defined	12.00	18 seats open	WORTC (Greene)
	OCWT0064CF		8/18/15	8/19/15	ECORTC - Multiple Times Defined	12.00	25 seats open	ECORTC (Guernsey)
	OCWT0061AF		8/20/15	8/21/15	CORTC - Multiple Times Defined	12.00	35 seats open	CORTC (Franklin)
	OCWT006BBE		8/27/15	8/28/15	SWORTC - Multiple Times Defined	12.00	20 seats open	SWORTC (Clermont)
	OCWT006AEB		10/7/15	10/8/15	SEORTC - Multiple Times Defined	12.00	20 seats open	SEORTC (Athens)
	OCWT0061F7		10/15/15	10/16/15	CORTC - Multiple Times Defined	12.00	35 seats open	CORTC (Franklin)
	OCWT006BC1		11/16/15	11/17/15	WORTC - Multiple Times Defined	12.00	18 seats open	WORTC (Greene)

[Request a New Session](#)

8. Click to see more details about a scheduled session; click to enroll in the session; or click

[Request a New Session](#)

if none of the sessions suits your schedule/location.

9. If there are currently no scheduled sessions of this learning, you will see “No classes are currently available for this Learning. Submit a request for a class” at the top of the left-side menu (G). Click on it to request that a new offering be scheduled to meet your needs.

**I Want To:**

No classes are currently available for this Learning. [Submit a request for a class](#)

[Return to the previous screen.](#)

**G Learning Details**

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*(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized... - 201-11*

**Overview**

**(CW 12 hr) Wounded Child, Healing Home: The Impact of Parenting Traumatized Children on the Adoptive**  
 When a child enters a foster or adoptive home following a history of abuse, neglect, and trauma, the family *wi* transformation is not positive, and the issues and challenges of maintaining the child in the home seem insurmountable. This interactive workshop addresses key issues: What does a traumatized child look like? What behavioral challenges should workers be prepared to support and guide families from the pain to the other side? This workshop tackles tough and realistic issues faced by families but not often recognized by the professional community. ***This workshop is CSWMFT Board approved for Social Work and Counselor CEUs.***

**Competencies addressed:**  
 201-02-004, 201-02-007, 201-02-009, 201-02-010, 201-02-011, 318-01-001, 318-01-006, 318-01-013, 318-01-014

### OTHER OPTIONS TO CONSIDER:

Sometimes your knowledge/skill development needs require a custom-tailored solution like shadowing, coaching, or independent study of print or video resources. Here’s how to address those in an IDP:

#### SHADOWING:

You may want to build knowledge/skill by shadowing a more experienced worker. Ask your supervisor to add plans on how you will do this in the objective’s “Description” box.

## **INDEPENDENT STUDY OF PRINTED, VIDEO, OR ONLINE RESOURCES:**

You may want to review written or digital materials at your own pace (e.g., reading sections of the *Field Guide to Child Welfare*). Ask your supervisor to add the independent study/research plan in the objective's "Description" box.

## **COACHING:**

Coaching is a very effective way for workers to master specific skills. Talk with your supervisor if you're interested in receiving coaching. If you both agree it is appropriate, your supervisor will contact your Regional Training Center (RTC) to arrange a coaching intervention. Your supervisor will then note the details of the coaching plan under the objective's "Description" box in your IDP.

## **CLOSE AN OBJECTIVE IN YOUR IDP:**

10. When your knowledge/skill development need has been met, it is important to ask your supervisor to close that corresponding objective in your IDP. Your supervisor has been provided separate IDP management instructions on how to close objectives.

## **ADD A NEW OBJECTIVE TO YOUR IDP:**

Occasionally you may wish to add a new objective to your existing IDP to address a newly emerging agency or county initiative or a newly detected need for knowledge/skill development.

11. Contact your supervisor to request that he/she add a new objective to your IDP. Your supervisor has been provided separate IDP management instructions on how to add new objectives to existing worker IDPs.

## **WHEN IT'S TIME FOR YOUR NEXT ITNA/IDP:**

### **REVIEW YOUR EXISTING IDP:**

Before completing a new ITNA, carefully review and discuss your existing IDP with your supervisor to identify any unmet objectives (and associated competencies) that should be reselected in your new ITNA. We suggest printing an IDP summary and reviewing that with your supervisor. To do this, simply click the printer icon immediately to the left of the IDP title in E-Track. You'll see a summary view of the report appear on your screen. Select the printer icon on the top right of that summary view screen to print the IDP summary.

### **COMPLETE YOUR NEW ITNA:**

Go to the ITNA/IDP Homepage on the OCWTP website ([http://www.ocwtp.net/ITNA\\_IDP.html](http://www.ocwtp.net/ITNA_IDP.html)) to link to the appropriate ITNA form. Complete it in collaboration with your supervisor, being careful to include any unmet competencies from your last IDP that you and your supervisor agreed remain priorities.

### **REVIEW YOUR NEW IDP:**

Upon receiving your new ITNA results, your RTC will close your existing IDP and create a new IDP reflecting your new high priority development needs. When the RTC emails you that your new plan is ready, review it with your supervisor and begin identifying plans to address each objective over the next two years. (Closed IDPs can be viewed in your training history—be sure to select "view all" when searching your history.)