

Module 5 Learning Objectives

1. Participants will understand the role of supervisors in promoting workplace learning.
2. Participants will understand the unique attributes of adult learners.
3. Participants will understand the four learning styles found within a diverse learning group, and apply this information to the staff in their unit.
4. Participants will understand the staff development process.
5. Participants will learn to identify the learning needs of their staff.
6. Participants will identify the various types of learning opportunities available to child welfare staff.
7. Participants will match staff learning needs with learning opportunities.
8. Participants will learn how to assist staff in recognizing the benefits of addressing learning needs and establishing individual development plans.
9. Participants will identify the stages in the coaching process.
10. Participants will understand the utility of coaching staff as a developmental tool.

MODULE 5:

Competencies and Skill Sets

Skill Sets

- 515-01:** Ability to facilitate individual learning
- 515-02:** Ability to create and sustain a constructive learning environment in the organization
- 515-03:** Ability to use educational supervision strategies to enhance job performance

<i>Skill Set 515-01: Ability to facilitate individual learning</i>	
515-01-001	Knows the factors that affect an employee's interest in, readiness, and motivation to learn.
515-01-002	Understands the characteristics of various learning styles, how they affect the learning process, and supervisory/education strategies that best support each style.
515-01-003	Understands the primary characteristics of adult learners at different stages of development and how these affect the success of various learning strategies.
515-01-004	Understands how lack of preparation for a learning activity and lack of feedback during it can impede the learning process.
515-01-005	Understands how routine job activities can be used as "learning moments" for staff.
515-01-006	Can help staff identify their preferred learning styles and the most effective learning strategies for those styles.
515-01-007	Can implement strategies to enhance employees' readiness to learn and to prepare them for specific learning activities.
515-01-008	Can help staff identify and resolve barriers that may impede learning.

<i>Skill Set 515-02: Ability to create and sustain a constructive learning environment in the organization.</i>	
515-02-001	Knows the qualities of a positive learning environment and the conditions necessary to achieve it.
515-02-002	Knows the factors that promote the successful transfer of newly acquired skills from training to the job, and those that prevent it from occurring.
515-02-003	Knows the importance of ongoing supervisory and administrative support to create and sustain a constructive learning environment in the unit.

515-02-004	Understands the responsibilities of the learner, supervisor, administrators, trainers, and peers in promoting transfer of learning and skill development.
515-02-005	Knows strategies to assess the work environment to identify barriers to learning, and strategies to eliminate these barriers.
515-02-006	Can proactively set up necessary structures and create an atmosphere in the unit that supports continuous employee development.
515-02-007	Can advocate for changes at the administrative and policy level to increase organizational support for learning, transfer, and skill mastery.

<i>Skill Set 515-03: Ability to use educational supervision strategies to enhance job performance</i>	
515-03-001	Understands the purpose and functions of educational supervision and its importance in promoting organizational effectiveness.
515-03-002	Understands how the nature and quality of the supervisor/supervisee relationship affects educational supervision.
515-03-003	Knows a variety of teaching, coaching, and feedback strategies that supervisors can use to promote learning and support transfer.
515-03-004	Knows how to choose supervisory strategies best suited to the learning goals and the employee's level of development.
515-03-005	Knows how to recognize and respond to potential learning opportunities in daily activities and supervisory conferences (teachable moments).
515-03-006	Can design and implement individual development plans based on staff members' learning needs, preferred learning styles, and level of development.
515-03-007	Can support and direct staff members' use of new learning on the job to sustain motivation to change work behavior, and to promote mastery of newly acquired skills.
515-03-008	Can model and provide coaching in specific skills in which staff need further development.

Module Focus

- Introduction to Module 5
- Foundations of a Learning Environment
 - Supervisor's Role in Creating a Learning Environment
 - Diversity of Learners
- Supporting Staff Performance
 - Developmental Process
 - Identification of Staff Learning Needs
- Embracing Learning Opportunities
 - Learning Opportunities
 - Individual Development Planning
 - Transfer of Learning
- Supervisor as Coach
- Closing

Standards for Educational Supervision Activities

NASW

III. Standards for Administrators

Standard 8: Administrators Shall Implement Agency Policies in Support of Continuing Professional Education

Administrators shall implement agency policies in support of continuing professional education.

Interpretation

In achieving this standard, agency administrators need to assess whether there are adequate policies that focus on continuing education for professional staff.

Areas that need to be examined or developed in policy include:

- Systematic yearly assessment of the total social work staff's learning needs.
- Systematic yearly assessment of each individual social worker's learning needs.
- Provision of time for social work staff to participate in continuing education activities, based on the agency's assessment of learning needs.
- Establishment of flexible work schedules for social work staff members who want to pursue a plan for continuing education.
- Whenever possible, reimbursement in total or in part for social work staff's continuing education expenses.
- Special recognition for social work staff members who complete 48 hours of continuing education within a two-year period.

Standard 9: Administrators Shall Provide Leadership for Continuing Professional Education

Administrators shall provide leadership for continuing professional education.

Interpretation

A number of agency practices can be established by administrators to fulfill the intent of this standard. These practices include:

- Forming an agency task force or committee on continuing education to share responsibility for establishing or reviewing relevant agency policies, assessing social work staff learning needs, and making recommendations on staff participation in specific continuing-education activities.
- Publicizing continuing education for social work staff, including staff development opportunities within and outside the agency.
- Encouraging social work staff to share information routinely with one another about their involvement in continuing education and the knowledge and skills gained from such involvement.
- Establishing a system that allows social work staff to have included in their personnel files records of their participation in continuing education.
- Encouraging social work staff to attend continuing education activities that appear particularly relevant to agency organizational needs and to provide feedback on the quality of offerings after participation.
- Identifying training that will enhance social workers' skills to improve the behavioral outcomes for individuals served.

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PCSAO STANDARDS

The Public Children Services Association of Ohio (PCSAO) gives standards for the supervisory role in staff orientation and training. These standards are in the Participant Resource section on the CD-ROM, and summarized here:

Standard 10.6 B. Skill Development and Training of Direct and Indirect Services Staff

Supervisors are responsible for supporting the skill development of staff. Supervisors should identify and track staff skill concerns and training needs, and provide skill-building opportunities necessary to develop a confident and competent employee population.

The supervisor, during each annual performance evaluation, should identify skill concerns and develop performance objectives for supporting the development of staff for the next reporting period.

Standard 10.6.E. Supervision of Employees: Direct Services Staff

The direct service supervisor should be a consultant, mentor, and trainer to the direct service staff to reinforce family-centered practice in assessment and service delivery. This requires that the supervisor monitor casework quality by providing guidance and clinical input, and by assisting staff in decision making during critical points in the life of each case.

Supervisors are responsible for coaching staff in their attempt to engage the family in resolving presenting and underlying problems. This is best accomplished through regular individual and group case conferencing, random home visits with staff, and attending periodic court hearings and case staffings.

Standard 10.7 Staff Orientation and Training

Specific standards on orientation, training needs assessment, ongoing training, and transfer of learning are included in this section. Full text is on the CD-ROM.

Section IV. A. Staff Orientation – Provided Within First Five Days on the Job

Section IV. B. Staff Orientation—Provided Within First Three Months on the Job

Section IV.C. Training: CFS A Policies/ Standards, State and Federal Mandates

Section IV.D. Ohio Child Welfare Training Program and Training Needs Assessment

Section IV. E. Transfer of Learning

Many counties in Ohio are either currently accredited by the Council on Accreditation (COA), or are preparing for the accreditation process. Following are excerpts from the COA Standards. The Standards are in the Participant Resource section on the CD-ROM.

Council on Accreditation (COA) Standards: The Purpose of Training and Supervision Standards:

The agency supports personnel and promotes personnel competence by providing regular supervision and training on relevant service delivery topics.

PA-TS 2.01 New personnel are oriented within the first three months of hire to:

- a. the agency's mission, philosophy, goals, and services;*
- b. the cultural and socioeconomic characteristics of the service population;*
- c. the agency's place within its community;*
- d. the agency's personnel manual; and*
- e. lines of accountability and authority within the agency*

The **Child Welfare League of America (CWLA)** publishes Standards for staff orientation and training. (See website www.CWLA.org)

The various standards are consistent about the supervisor's responsibility to ensure that new staff in the unit receive the necessary and required orientation to the job, to the agency and community. The agency and supervisor may be vulnerable for liability if new workers are not given adequate orientation to the job.

The standards also address the supervisor's role in directly coaching staff, and in ensuring that staff receive the training they need to be competent.

Learning Styles: Inventory

Complete the 12 sentences below. Each has four endings. Rank the endings according to how well you think each one fits how you would go about engaging in learning. Try to recall a recent learning experience related to your work. In the spaces provided next to each ending, give a numerical ranking 1–4: 4=best, 1=least. Use each number only once. Rank all the endings for each sentence. **You know you are correct if the tally of the row equals 10.** When complete, tally each column. **You know you are correct when the tally of the four columns equals 120.** Circle the highest score.

1. When I learn:	<input type="checkbox"/> I like to deal with my feelings.	<input type="checkbox"/> I like to watch and listen.	<input type="checkbox"/> I like to think about ideas.	<input type="checkbox"/> I like to be doing things.
2. I learn best when:	<input type="checkbox"/> I trust my hunches and feelings.	<input type="checkbox"/> I listen and watch carefully.	<input type="checkbox"/> I rely on logical thinking.	<input type="checkbox"/> I work hard to get things done.
3. When I am learning:	<input type="checkbox"/> I have strong feelings and reactions.	<input type="checkbox"/> I am quiet and reserved.	<input type="checkbox"/> I tend to reason things out.	<input type="checkbox"/> I am responsible about things.
4. I learn by:	<input type="checkbox"/> talking.	<input type="checkbox"/> watching.	<input type="checkbox"/> thinking.	<input type="checkbox"/> doing.
5. When I learn:	<input type="checkbox"/> I am open to new experiences.	<input type="checkbox"/> I look at all sides of issues.	<input type="checkbox"/> I like to analyze things and break them into parts.	<input type="checkbox"/> I like to try things out.
6. When I am learning:	<input type="checkbox"/> I am an intuitive person.	<input type="checkbox"/> I am an observing person.	<input type="checkbox"/> I am a logical person.	<input type="checkbox"/> I am an active person.
7. I learn from:	<input type="checkbox"/> personal relationships.	<input type="checkbox"/> observation.	<input type="checkbox"/> rational theories.	<input type="checkbox"/> a chance to try out and practice.
8. When I learn:	<input type="checkbox"/> I feel personally involved in things.	<input type="checkbox"/> I take my time before acting.	<input type="checkbox"/> I like ideas and theories.	<input type="checkbox"/> I like to see results from my work.
9. I learn best when:	<input type="checkbox"/> I rely on my feelings.	<input type="checkbox"/> I rely on my observations.	<input type="checkbox"/> I rely on my ideas.	<input type="checkbox"/> I can try things out.
10. When I am learning:	<input type="checkbox"/> I am an accepting person.	<input type="checkbox"/> I am a reserved person.	<input type="checkbox"/> I am a rational person.	<input type="checkbox"/> I am a responsible person.
11. When I learn:	<input type="checkbox"/> I get involved.	<input type="checkbox"/> I like to observe.	<input type="checkbox"/> I evaluate things.	<input type="checkbox"/> I like to be active.
12. I learn best when:	<input type="checkbox"/> I am receptive and open-minded.	<input type="checkbox"/> I am careful.	<input type="checkbox"/> I analyze things.	<input type="checkbox"/> I am practical.
TOTALS:	<input type="checkbox"/> Sensor	<input type="checkbox"/> Reflector	<input type="checkbox"/> Thinker	<input type="checkbox"/> Actor

Adapted from LSI Learning Style Inventory, McBer and Company

Reflector – Observationally Focused



Description: Reflectors tend to stand back to ponder experiences before coming to any conclusions. They observe issues from many different perspectives. They collect data from a variety of sources. They tend to postpone reaching conclusions in hopes of gathering more data. They prefer to take a backseat in meetings and discussions. Instead, they prefer to observe others. Their philosophy is to be cautious. When they act, it is part of a larger picture which includes the past as well as the present and includes the observations of others as well as on their own.

Strengths:

- Very careful
- Thorough and methodical
- Thoughtful
- Good at listening to others and assimilating information
- Rarely jumps to conclusions

Challenges:

- Tendency to hold back from direct participation
- Slow to make up their minds when decision making
- Tendency to be overly cautious and not take risks
- Not assertive
- Not particularly forthcoming

Self-Development Activities:

(What you can do to build your abilities as a Reflector)

- At meetings, when appropriate, study people's behavior by keeping records of who talks, interrupts, and listens. Notice nonverbal communication.
- Keep a daily diary, writing down details of each day. Reflect on the day's events and try to draw conclusions from them. Write a detailed account of these conclusions.
- After a meeting go back and list which event went well and which didn't, and why. Analyze what you learned from your understanding of what didn't go well.
- Research something requiring the gathering of detailed information. Use the research to write an iron-tight policy or procedure.
- Slow people down who want to rush into action.

Tips for Interacting with a Reflector: Establish a personal and agreeable environment; When in a learning situation, show interest in people; Use "how" questions to elicit opinions; Be patient when assisting an individual in establishing a plan or goals; Give people a chance to depart from the norm; Help people define new roles and their place within a plan and personally assure your support.

Actor – Action Focused



Description: Actors are interested in trying out new ideas, theories, and techniques to see if they work in practice. They are constantly looking for new ways of doing things and take every opportunity to experiment with applications. They are people who can't wait to try out new ideas presented in training. They act quickly and confidently. They tend to be impatient with ongoing discussions and would rather get to the point and move on. However, they are practical, down-to-earth people who like to make practical decisions when solving problems. They see challenges as opportunities and work on the philosophy that it's worth trying to find a better way.

Strengths:

- Eager to test things in practice
- Practical
- Down to earth
- Realistic
- Businesslike
- Gets straight to the point
- Technique oriented

Challenges:

- Tendency to reject anything without an obvious application
- Not interested in theory or basic principles
- Tendency to seize the first solution to a problem
- Impatient with indecision
- Task oriented
- Not people oriented

Self-Development Activities: (What you can do to build your abilities as an Actor)

- Seek techniques for addressing task in a practical manner. For every assignment, prepare a detailed action plan with a set of next steps for you and the others.
- Experiment with unfamiliar ways of doing things. Ask others with expertise to coach; giving you both instruction and feedback.
- Tackle a challenging do-it-yourself project.
- Learn a foreign language.
- Assess a portion of your work by analyzing statistics, identifying enablers and barriers, identifying problems, and seeking solutions.

Tips for Interacting with an Actor: Provide direct answers to questions; Facilitate learning by asking “what” questions; Define how they will benefit from the outcome of learning; Emphasize the importance of using new ideas and approaches; When appropriate, agree with facts and ideas resulting for new learning; Link timelines to the end result and make them available to all involved with the project.

Sensor – Interpersonal Focus



Description: Sensors involve themselves fully in new experiences. Even though Sensors enjoy the “here and now,” new experiences excite them. They tend to become heavily invested as they enthusiastically try new things. They are open-minded and not skeptical. Their philosophy is: “I’ll try anything once.” They tend to act first and consider the consequences later. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement of the activity dies down, they are busy looking for the next. They tend to thrive on the challenge of new experiences, but are bored with implementation and thinking about the long-term. Sensors are gregarious people, constantly involving themselves with others, but often seek to become the center of attention.

Strengths:

- Flexible and open-minded
- Ready to take action
- Likes to be exposed to new situations
- Optimistic about anything new and therefore likely to embrace change

Challenges:

- Tendency to take the most obvious action without thinking
- Often takes unnecessary risks
- Rushes into action without sufficient preparation
- Gets bored with implementation

Self-Development Activities: (What you can do to build your abilities as a Sensor)

- At least once a week, do something you have never done before.
- Read an article with views different from yours. Change the layout of your office furniture.
- Practice “small talk” with strangers by initiating a conversation.
- Deliberately fragment your day with a break every half-hour to change activities.
- Force yourself to be in the limelight.
- Volunteer to chair a meeting.
- Identify a problem and bounce possible solutions off a colleague.

Tips for Interacting with a Sensor: Provide a friendly environment to talk about new ideas; Provide ideas for transferring talk into action; Provide time for stimulation and fun activities related to the use of what has been learned; Provide written details about activities for learning; Provide an open and supportive coaching environment; Provide incentives for applying new learning.

Thinker – Logic Focused



Description: Thinkers integrate observations into complex, logical and sound theories. They assimilate random facts into coherent theories. They tend to be perfectionists who tend to work relentlessly until things are tidy and fit into rational schemes. They like to analyze and synthesize. They place high value on rationality and logic, often asking, “Does this make sense?” They tend to be detached and analytical, approaching problems with logic. They reject what they see as not fitting in. They feel uncomfortable with quick decisions, snap judgments, lateral thinking, and things said in a joking manner.

Strengths:

- Logical, vertical thinking
- Rational and objective
- Good at asking probing questions
- Takes a disciplined approach to most tasks

Challenges:

- Limited in lateral thinking
- Low tolerance for uncertainty, disorder, and ambiguity
- Intolerance with anything subjective or intuitive
- Full of shoulds, oughts, and musts

Self-Development Activities: (What you need to do to build your abilities as a Thinker.)

- Read something “heavy,” such as philosophy, for 30 minutes a day.
- Practice identifying inconsistencies or weaknesses in other people’s arguments.
- Analyze organizational charts to look for inconsistencies and overlaps.
- Conduct a detailed analysis of how you spend your time each week.
- Take two op-ed pieces of differing views and compare them.
- Take a theory unfamiliar to you and try to identify the underlying assumptions.
- Practice asking probing questions by refusing to accept vague answers.

Tips for Interacting with a Thinker: Discuss the pros and cons of the use of learning materials; Use data to support decisions; Explain how activity fits into the “big picture”; Provide help by offering step-by-step approach to learning; Be specific when agreeing; When disagreeing, do so with the context, not the person; Be patient when providing explanations.

SUPPORTIVE SUPERVISORY TECHNIQUES

□ SENSORS

- Provide a friendly work environment
- Provide opportunities to talk
- Use their intuition
- Don't dwell on details

□ REFLECTORS

- Provide a safe work environment
- Demonstrate sincere interest
- Ask their opinions
- Provide patience and support

□ ACTORS

- Provide an active work environment
- Offer direct answers with quick application
- Outline important details
- Relate to their goals

□ THINKERS

- Provide a structured work environment
- Provide accurate data
- Ensure there are no surprises
- Provide precise explanations

CONSIDERING THE DEVELOPMENT OF LOW PERFORMERS

Recall the staff person you used in Module 4 who has a deficit of knowledge and/or skills that negatively impacts his performance productivity.

Consider the staff member in relationship to the following:

1. What is the staff member's stage of development?

Early

Middle

Personal Mastery

Comments:

2. What is the staff member's learning style?

Reflector

Actor

Sensor

Thinker

Comments:

3. What is the desired level of learning you would like the staff member to achieve in the knowledge, skill deficit areas?

Awareness

Knowledge and Understanding

Application

Skill Acquisition

Comments:

CASEWORKER AND SUPERVISOR TOPICS AND SKILL SETS

200: PREVENTIVE AND SUPPORTIVE SERVICES

Ability to participate in prevention programs and services targeted to the general public, at-risk children and families, and families involved with the children services agency

Ability to work collaboratively in a variety of agency-based and community-based programs, to ensure the safety and well-being of children and families

Ability to function as a liaison between the children services agency and school-based prevention programs

201: ADOPTION, FOSTER, AND KINSHIP CARE

Ability to recruit and prepare foster and adoptive parents

Ability to support foster, kinship, and adoptive parents in providing care for children in their homes

Ability to provide services to meet needs of children in placement

Ability to provide post-placement and post-finalization services to ensure placement stability

Ability to provide timely case planning to ensure permanency for each child in care

202: ADOLESCENT SERVICES

Ability to engage adolescents in a collaborative, helping relationship

Ability to identify and assess the individual, family, and social factors that contribute to unruly/delinquent behavior in adolescence and to develop case plans and independent living plans to resolve those problems

Ability to assess readiness for independent living and to develop, coordinate, and implement independent living plans for teens

203: SEXUAL ABUSE

Ability to identify children who have been sexually abused and to assess risk of future abuse

Ability to plan, conduct, and document forensic investigations in sexual abuse cases in a manner that will support fair and accurate decision making in the child welfare and criminal justice systems

Ability to evaluate and select services to children who have been sexually abused, to offending and non-offending parents, and to siblings, and to coordinate the planning and delivery of services

Ability to evaluate and select services to children who have sexually abused others and to their families, and to coordinate the planning and delivery of placement and treatment services

Ability to make appropriate placements, when needed, and to implement and coordinate services to parents and substitute caregivers providing out-of-home care to children who have been sexually abused, or to juveniles who have sexually offended others

Ability to work collaboratively with law enforcement, prosecutors, and medical professionals in investigation and treatment of sexual abuse cases

Ability to properly sequence and implement case closure or reunification for children who have been sexually abused

204: ASSESSMENT

Ability to engage families to elicit, gather, evaluate, analyze, and integrate pertinent information, and form assessment conclusions

Ability to work with social service providers, education, mental health, medical, and law enforcement personnel in developing comprehensive assessments and recommendations for service intervention

Ability to explain assessment conclusions and recommendations to clients

Ability to apply assessment processes to specialized assessments, including risk assessment; family assessment; foster, kinship and adoptive family assessment; and independent living assessments

205: LEGAL ISSUES IN CHILD WELFARE

Ability to collaborate with other service providers, and with legal and court personnel, in preparing children and family members for court activity

Ability to document and provide factual information and testimony to court

Ability to perform casework processes with families in a manner that protects the rights of the family and protects the agency and the caseworker from litigation

206: INVESTIGATIONS

Ability to plan, conduct, and coordinate investigations that gather complete information and evidence needed to protect children, and to submit as evidence in court hearings

Ability to conduct investigative interviews with alleged child victims, siblings, non-offending parents/caretakers, and alleged perpetrators to gather full information and to provide evidence for court hearings

Ability to determine whether parent's/caretaker's history of child's injuries is plausible, and to develop a hypothesis regarding how the child was maltreated

207: FAMILY-CENTERED, NEIGHBORHOOD-BASED SERVICES

Ability to plan and deliver family-centered, neighborhood-based and strengths-based services to children and families that support and empower immediate and kinship members to make positive changes

Ability to engage families in case planning and decision-making meetings regarding children at risk of abuse and neglect

208: CASEWORK WITH ABUSED CHILDREN AND THEIR FAMILIES

Ability to identify children who have been physically and emotionally abused, and assess for risk of future abuse

Ability to overcome a families anger, resistance, manipulation, and denial, in order to engage families in cooperative casework relationships

Ability to coordinate a comprehensive approach to the delivery of community-based services to remediate problems that contribute to abuse, to help parents safely parent their children, to respond to children's needs, and to help children recover from the effects of physical and emotional abuse

209: CASEWORK WITH NEGLECTED CHILDREN AND THEIR FAMILIES

Ability to identify children who have been neglected, and to assess risk of future physical, emotional, medical, and educational neglect

Ability to develop and sustain helping alliances with the family members of neglected children

Ability to coordinate a comprehensive, team approach to the delivery of in-home and community-based services specific to remediate neglect and provide long-term support to families

**This ITNA is for
training purposes
ONLY!**

**OHIO CHILD WELFARE TRAINING PROGRAM
CASEWORKER
INDIVIDUAL TRAINING NEEDS ASSESSMENT**

ADMIT ONE

Ticket to Training

ITNA

Welcome to the ITNA for Child Welfare Caseworkers. This is your ticket to future training offered by the Regional Training Centers. The following are some of the more frequently asked questions about the ITNA:

1. Why complete the ITNA?

The information you give will identify your highest priority training needs so that together with your supervisor you can select workshops that best meet those needs.

2. Do all caseworkers complete the ITNA?

Yes. If this is your first time doing the ITNA, complete the entire form. If you have completed Core training, skip the Core section and begin with the 200-level Specialized competencies, unless you and your supervisor feel it would be beneficial to revisit the Core areas.

3. What is the difference between the ITNA and a performance evaluation?

The performance evaluation measures how well you are doing your job. In contrast, the training needs assessment measures the extent to which you have the knowledge and skills you need to do your job. The agency doesn't expect that you already have all the knowledge and skills needed for your job, and also recognizes its responsibility to assure that you receive appropriate training.

4. What does the ITNA measure?

The ITNA measures your LEVEL OF MASTERY of specific areas of knowledge and skill (or competencies), as well as the LEVEL OF IMPORTANCE of each of those competencies to your own job.

5. Is lack of training the only reason I might not be able to do my job well?

Not necessarily. Other factors may prevent you from doing your job well. In the ITNA, these are called non-training barriers to performance. Some examples are high caseloads, absence of resources, lack of positive reinforcement for performance, or worker issues such as burnout. If you feel there is a non-training barrier, there is a place for you to indicate this for later discussion with your supervisor. There is also an “Additional Comments” page to cite the barriers.

6. What’s done with the ITNA data?

All information is entered into the computer at the Regional Training Center (RTC). The RTC compiles data from all ITNAs to determine the highest priority training needs throughout the region. Based on those needs, workshops are developed for the quarterly training schedules.

7. How do I determine the Level of Importance to my job?

Review each competency statement and then select your response from the key below:

Level of Importance: **3= Very important to job**
 2= Moderately important to job or interested in topic
 1= Minor part of job
 0= Not a part of job

This key also appears at the top of each page.

8. How do I determine my level of mastery of specific areas of knowledge and skill?

Again, review each competency statement carefully and then select your response from the key below:

Level of Mastery:
3 = Needs Considerable Development of Knowledge and Skill
2 = Needs Some Development of Knowledge and Skill
1 = Acceptable Knowledge and Skill
0 = Exceptional Knowledge and Skill

This key appears at the top of each page.

9. How do I determine the training priority level for each competency?

1. Multiply your rating for Level of Mastery by your rating for Level of Importance for each competency.
2. If that number is 4 or higher, it indicates a priority training need and should be transferred to the corresponding section on the score sheet.
3. In the Core section, you will find instructions for computing composite scores for each Core area. Transfer composite scores to the corresponding section on the score sheet.

10. How can I communicate other information about my training needs that is not addressed in the form?

Use the attached additional comments page

Level of Importance:
3= Very important to job
2= Moderately important to job or Interested in topic
1= Minor part of job
0= Not a part of job
NOTE: High score means high importance

Level of Mastery:
3 = Needs Considerable Development
2 = Needs Some Development
1 = Acceptable Knowledge and Skill
0 = Exceptional Ability
NOTE: High score means low mastery

Multiply Level of Importance by Level of Mastery and Enter Score

101	CORE: FAMILY-CENTERED CHILD PROTECTIVE SERVICES	Level of Importance 0-3	Multiply	Level of Mastery 0-3	Score	Non-Training Barrier? (Check here and note on last page)
101-1	The worker understands the philosophical and legal bases of child welfare practice.	3	x			
101-2	The worker knows the values of family-centered child welfare practice, including engaging family members in all aspects of assessment, case planning, and evaluation of family progress; family preservation; permanence for children; preservation of parents' and children's rights; client self-determination; reasonable efforts; and respect for individual and cultural differences.	3	x			
101-3	The worker understands the dual roles of the child welfare caseworker: to protect children from maltreatment, and assure children's safety, well-being and permanency; and to provide services that preserve and empower families.	3	x			
101-4	The worker knows the state's legal definitions of physical abuse, sexual abuse, neglect, dependency, and endangerment.	3	x			
101-5	The worker can accurately identify physical, emotional, and behavioral indicators of abuse, neglect, and sexual abuse in child victims and their families.	3	x			
101-6	The worker understands how individual, family, developmental, situational, and environmental factors contribute to physical abuse, sexual abuse, and neglect, and knows how to identify and evaluate those factors.	3	x			
101-7	The worker knows what data must be gathered from family members, informants, case record, and other sources to thoroughly assess alleged abuse or neglect, family strengths, and risk to children, and knows how to use this data to plan and provide relevant protective and supportive services.	3	x			

101-8	The worker can identify the factors that must be evaluated when assessing the level of risk for an abused or neglected child in the family, and the immediate family and kinship family members' strengths and safety factors that can mitigate and reduce risk.	3	x		
101-9	The worker can determine when abuse or neglect has occurred; when abuse or neglect has not occurred, yet the family should be referred to community services; and when referrals should be dismissed.	3	x		
101-10	The worker knows the broad range of responsibilities of the child welfare agency and caseworker, including assessing allegations of maltreatment, providing services to strengthen and support families, arranging temporary substitute placements and reunification, and providing permanent homes for children who cannot go home.	3	x		
101-11	The worker knows the proper roles and responsibilities of other community service providers, and formal and informal family supports, in the child welfare service process; and knows how to develop case plans with family and substitute caregivers, agencies, practitioners, and support people, and provide services that assure a safe and permanent family environment for children.	3	x		
101-12	The worker understands the fundamental concepts of culture; understands how one's own culture affects one's perceptions, behavior, and values; and knows how cultural differences can affect the delivery of child welfare services.	3	x		
101-13	The worker knows the philosophy, values, and characteristics of family-centered child welfare; understands how effective family-centered services can prevent the removal of children from their homes; and understands how strengthening family and kinship members can foster positive change.	3	x		
101-14	The worker understands how to reach decisions regarding requesting an exception to the reasonable effort requirement; and understands the importance of seeking alternative permanent placements while planning for reunification in high-risk poor-prognosis situations.	3	x		
101-15	The worker understands the role of the investigator in gathering information about possible community-based foster homes, or kinship providers as possible alternative placements for children who may need placement.	3	x		

101-16	The worker understands the appropriate use of planned permanent living arrangements, and the importance of advocating for a permanent alternative plan for children when reunification is not possible.	3	x			

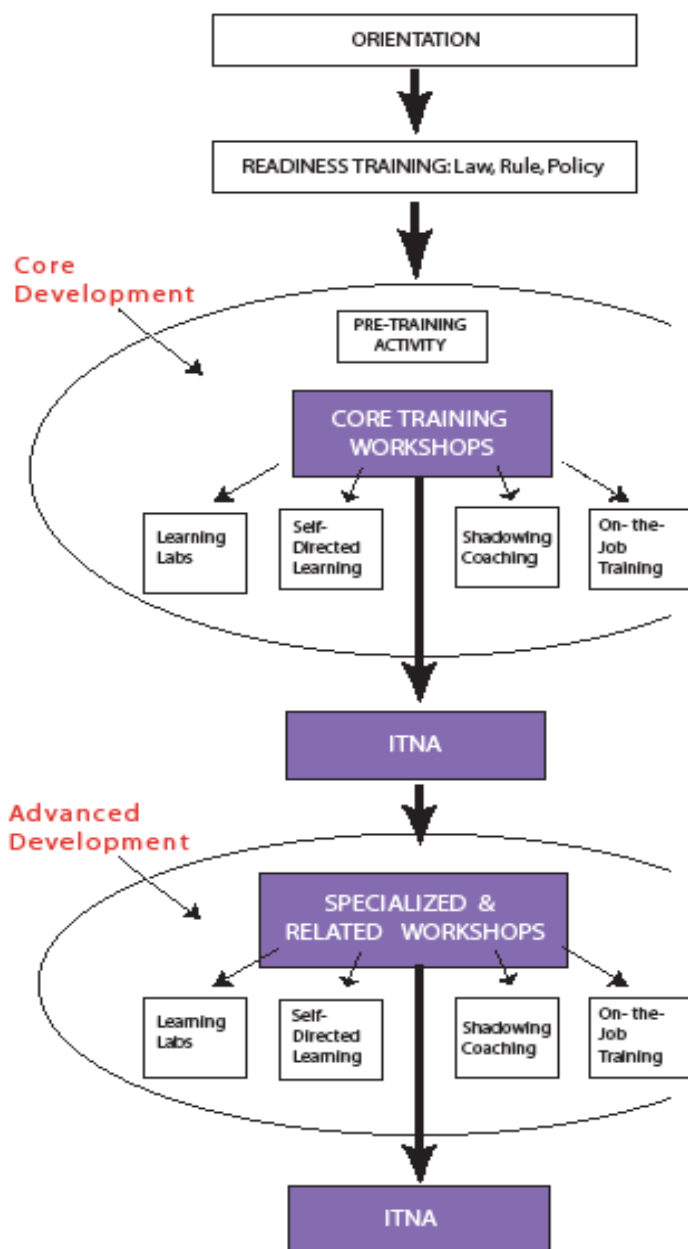
**INDIVIDUAL TRAINING NEEDS ASSESSMENT FOR CASEWORKERS
Caseworker Competencies Score Sheet**

Name _____ Soc Sec. # _____ County/Agency _____ Date Completed _____

Length of Time as Caseworker _____ Instructions to RTC: Delete all previous needs data & replace Previous data is valid; add new data

101 FAMILY CENTERED CHILD PROTECTIVE SERVICES	
101-1	_____
101-2	_____
101-3	_____
101-4	_____
101-5	_____
101-6	_____
101-7	_____
101-8	_____
101-9	_____
101-10	_____
101-11	_____
101-12	_____
101-13	_____
101-14	_____
101-15	_____
101-16	_____
Composite Score	_____

OCWTP Model of Training



Orientation includes overview of CPS mission, principles, ethics, dilemmas, accountability, and community partners.

Readiness Training outlines roles and responsibilities of workers, includes remedial development, and readings and activities preparatory for Core workshop training. Includes relevant laws, policies and rules (also included where appropriate in orientation and Core Workshops).

Core Development addresses fundamental and essential knowledge and skill needed by all staff. It requires more than the mandated days and should include appropriate number of required Core workshops supported by a menu of SBT activities, such as learning labs, shadowing and coaching, self-directed learning, and OJT activities.

Individual Training Needs Assessments are done with caseworkers and their supervisors and are used to select post-Core SBT activities and guide advanced training and development. ITNA data is also used to prioritize OCWTP resource utilization. New ITNAs will use a universe of competencies grouped by skill sets and levels of learning.

Specialized and Related training and development for experienced workers is based upon ITNA data and PIP outcome targets. Workshops are supported by a menu of SBT activities including learning labs, self-directed learning and OJT interventions.

Re-assessing changing job-related and professional growth training needs continues throughout the worker's tenure. OCWTP will meet the advanced job-related training needs of all staff throughout their tenure.

The training model includes embedded evaluation of the impact and outcomes of OCWTP activities. Embedded evaluation is a process of incorporating evaluation strategies within a workshop, allowing participants to demonstrate knowledge or skill acquisition.

Supervisor/Manager Core Module: *Professional Development of Staff*
 Developed by IHS for the Ohio Child Welfare Training Program - Revised October 2007

The Individual Development Plan

Name:
Position:
Date:
Supervisor:



(Plan is completed jointly by worker and supervisor)

Training (Learning) Needs: Knowledge deficiencies listed by skill set area/competencies as outlined in the ITNA.	What Will Constitute Success: Upon completion of addressing the competency in this area, the staff will ... make the objective measurable where applicable.	Learning Interventions Selected: Layer methods where appropriate using both classroom and on the job.	Timetable for Intervention: Establish timeframe for the intervention and any points of accountability. What will be done and by when?
1.			
2.			
3.			
4.			

Signed by both staff and supervisor:

TRANSFER OF LEARNING STRATEGIES*

Before Training:

- Convey training as a priority! Workers need to know that their increased knowledge and skill are valued.
- Create personal development plans that build on the worker's training needs assessment (ITNA). Be clear about what knowledge and skills are being addressed by the training opportunity; that is, link the training to personal need and to the work before the worker begins the training program.
- Discuss workshop expectations with workers to determine what they hope to learn at the training and, if that is unrealistic, provide a description of what can be expected. This implies that supervisors should be familiar with the content of training or educational programs in which workers participate.
- Develop with the worker an action plan for how the new knowledge and skills will be implemented.

During Training:

- Do not compete for workers' time. Allow them to focus on the training. Offer clear approval for time away to attend trainings.
- Cover the positions of staff attending training with floater professionals. Don't call workers out of training to handle ongoing caseload activities.
- Tell staff members not to carry their pagers or cell phones while in training. Provide one training opportunity at a time so staff do not have multiple conflicting training demands.

After Training:

- Create regular methods, such as a sharing library, for employees to share what they learned in training with supervisors and colleagues. Another good way to keep training and learning a priority is to start each day by asking, “What new things have we learned recently?”
- Discuss training and potential applications with the worker between sessions.
- Meet with the worker within a week to review key points in training and their action plan.
- Provide workers with the opportunity to try out their new skills.
- Provide reinforcement for using new knowledge and skills and help supervisees draw connections between the new and familiar.
- Reduce barriers to the application of new skills by countering negative arguments and making arrangements so that skills are practiced.
- Be a good role model by attending trainings and modeling the sharing of new information.

*Taken from Brittain, C.R. & Potter, C.C. (2009). *Developing Worker Competence*. In Eds. Potter, C.C. & Brittain, C.R.(Eds). *Child Welfare Supervision: A Practical Guide for Supervisors, Managers and Administrators*. New York: Oxford.

The Ohio Child Welfare Training Program

Supervisor Checklists
Transfer of Learning – A Partnership

This and other checklists and supervisor resources can be found on the internet at
<http://www.ocwtp.net/Trainee%20Resources.htm>

June 2010

Written by the Institute for Human Services for
The Ohio Child Welfare Training Program and
The Ohio Department of Job and Family Services

Supervisor Checklists

A series of checklists designed to help new supervisors address essential issues, case dynamics and legal requirements as they guide and monitor caseworkers in best-practice child welfare services.

Transfer of Learning – A Partnership

Transfer of learning (TOL) is the application of knowledge and understanding to practice on the job. Transfer of Learning must be strategically addressed by the supervisor, the training staff, as well as the staff members themselves.

The Role of Supervisors

Supervisors have the most important role in the transfer of learning partnership. To ensure that staff are able to translate new knowledge and skills learned in training into practice when back on the job, supervisors have educational tasks that need to be completed prior, during, and after staff attend training.

Before the Training

- Develop a positive supervisory relationship with staff, which will create a positive atmosphere for learning
- Assess staff's learning needs and design learning strategies to meet staff needs
- Discuss the importance and value of training
- Refer staff to appropriate formal training
- Prepare staff for the training experience by reviewing competencies for the workshop and discussing specific ways the workshop will benefit staff on the job
- Arrange for coverage to manage staff's caseload during the training event and discuss how emergencies should be handled

During the Training

- Protect staff's training time and prevent any interruptions. Whenever possible, the supervisor should handle emergencies rather than disturb the worker during the learning process
- Avoid contacting staff during the training event to reduce the likelihood of diminishing the learning process.

After the Training

- Debrief with staff after training to discuss what was learned and to assess ongoing learning needs

- Review action plans developed during training
- Encourage staff to use new knowledge and skills on the job
- Provide job coaching and feedback to staff to help them practice and perfect new skills
- Assist staff with problem-solving during the application of new knowledge and skills

The Role of Staff (aka the Learner)

Adult learning theory indicates that adults learn best when self-motivated to learn. Adults must, therefore, be actively involved in identifying their own learning needs and in the planning and designing of training to meet those needs.

Before the Training

- Understand the expectations of the job and identify the knowledge and skills needed to assure high-quality performance
- Participate in assessing the competencies to determine the greatest need and identify specific questions and issues to be addressed by training
- Realistically conduct a self-assessment to determine “competency gaps”
- Identify cases to keep in mind during training
- Begin to consider objectives for action planning
- Make a commitment to fully attend the training (all hours/all days)
- Identify possible work environment barriers that may interfere with learning, communicate those concerns to the supervisor, and attempt to resolve these barriers prior to the training event

During the Training

- Clearly communicate training needs to the trainer
- Participate fully in the “What’s In It For Me?”
- Allow self to be challenged by the trainer, activities and training content
- Share knowledge and strengths with the other group members
- Practice applying knowledge and skills to specific case studies, small group exercises, etc.

- Utilize the “Idea Catcher” for new information or ideas and complete the Action Plan
- Support other learners in their attempt to apply knowledge and skills during class and in implementing skills and knowledge on the job
- Identify personal and organizational barriers that might prevent application of new learning back on the job

After the Training

- Communicate with supervisor regarding help needed in understanding or mastering new skills and/or knowledge to do the job
- Make a concerted effort to try out new learning on the job even though this may involve some risk of failure and may require a commitment of time.
- Within two days of the workshop, practice new skills or apply new knowledge to the job
- Within two days of the workshop, begin to implement the Action Plan created in the training
- Ask for feedback from peers or supervisor regarding performance in applying new knowledge or skills

The Ohio Child Welfare Training Program

Supervisor Checklists
Caseworker Core Module 1
-Transfer of Learning

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Supervisor Checklists

A series of checklists designed to help new supervisors address essential issues, case dynamics and legal requirements as they guide and monitor caseworkers in best-practice child welfare services.

Caseworker Core Module 1:

Family-Centered Approach to Child Protective Services

Caseworker Module I is a two-day workshop that defines and describes the child protective services process within the context of a family-centered model; explores social work and child welfare values; introduces definitions and statutes that provide the legal bases for child welfare practice; reviews issues of cultural competence; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, culturally competent child welfare practice in collaboration with community agencies.

Supervisor's Role Prior to the Caseworker Attending Module 1

- From the Regional Training Calendar, review with worker the content and competencies to be addressed in the Core Module. Ask the worker what his or her learning needs are for this module – What are his or her “burning issues”?

- Discuss the learning needs identified for this individual. Utilize the worker's Individual Development Plan; Individual Performance Improvement Plan (Performance Analysis); assessment information the supervisor has collected from casework conferences, observation of casework activities, review of case documentation, etc. What are the priority competency needs you feel the worker should focus on in this module?

Supervisor's Role after the Caseworker Attends Module I

- Your role as the **transfer-of-learning agent** is to follow up with your staff upon his or her return from training through discussion, practice, and planning. Use the discussion guide below, and then answer questions and ask the worker for additional learning needs after attending Core Module I. Develop a plan to address the learning needs through skill-building activities. Utilize the Individual Development Plan.

- The following are a series of points and questions that can serve to guide discussion, practice and follow-up:
 1. Ask the worker to describe a family-centered approach to child welfare practice.

 2. What is the child welfare system's responsibility to ensure permanence by providing reasonable efforts to prevent placement, reunify children and families, or pursue permanent alternative placement through adoption or legal custody?

3. What are the provisions of federal laws governing child welfare practice, including ASFA, ICWA, P.L. 96-272, MEPA, CAPTA, and the state laws that implement their provisions?
 4. What are the physical, emotional, and behavioral indicators of physical and sexual abuse, neglect, and emotional maltreatment?
 5. Identify the unique interpersonal and family dynamics typically associated with physical and sexual abuse, neglect, and emotional maltreatment.
 6. Explain the definitions and fundamental concepts of culture and diversity, including ethnocentrism and stereotyping.
 7. How does one's own cultural background affect one's own values, perceptions of others, behaviors, and identity?
 8. What are the unique roles and responsibilities of the child welfare agency in a community-based approach to child protection and family support?
- Upon review of the points and questions, review the staff's IDP and add updated information which reflects your discussion and planning during these TOL sessions.

CASE STUDY

RAIN

Read the case study and then consider the following:

1. What forces restrained George's transfer of learning before, during and after the training?
2. What could have been done differently to limit these forces before during and after training?

George, a new worker at Risk Assessment and Intervention Network (RAIN), was signed up by training staff to attend a workshop on "Advanced Interviewing with Sexually Abused Children and Adolescents" conducted by a nationally known presenter. George was chosen because he was new and his caseload was still low. The day before the workshop, George asked his co-workers how to get to the training site and how to dress. His supervisor was on vacation. One worker told him "enjoy the workshop while you can, once your caseload builds up, you won't have time for training." Another worker told him "I like to get away to conferences and forget about work. I always go in shorts and tennis shoes."

With some difficulty, George found the hotel where the training was conducted. Although there were several other staff from RAIN, George sat with administrators from several agencies (only seats available). Although George had no previous experience or training with sexually abused children and their families, he was very impressed with the presenter and presentation. After six hours of presentation, 250 participants gave the presenter a standing ovation. George left the workshop on a "real high".

Two weeks later, George thanked his supervisor for permitting him to attend the workshop. His supervisor said "Oh yeah, I forgot about the workshop. I'm glad you enjoyed it. If you do well this year, I'll push for you to go to another conference. By the way, sexual abuse cases aren't assigned to new workers. In fact, Martha from RAIN AWAY unit (Risk Assessment and Information Network Assignments With Abused Youth) always handles those cases." When George mentioned the supervisor's comments to a co-worker, the co-worker told him "You can't really use that stuff from training anyway. It sounds good in the workshop, but it doesn't work."

A year later, a training researcher from the International Excellence in Competency-based Training Conference faculty interviewed George about his training experiences. What do you think he discovered? How much learning was transferred to the job?

RAIN developed by Dale Curry and Patty Caplan, Northeast Ohio Regional Training Center, Summit County Children Services



COACHING

A Seven-Step Process

1. Assess the learning need: identify the deficiency of knowledge and select skill sets that address the learning need
2. Select the coach; co-create the coaching relationship
3. Observe and analyze
4. Identify strategies for coaching; create the coaching plan
5. Facilitate the learning; implement the coaching
6. Monitor and evaluate
7. Document and reward

Conditions for Effective Feedback

- Open climate
- From a credible source
- Given relative to expectations
- Structured with effective qualities
- Given in the context of a trusting relationship
- Consideration to emotional readiness to receive and give feedback



Evaluative Feedback is given after supervisors have observed their worker's performance. Supervisors communicate their observations to the workers. Evaluative feedback can be either negative or positive, using a strengths-based approach.

Negative evaluative feedback example:

“Jane, I observed you rolling your eyes when Mr. Smith was talking to you.” This is negative evaluative feedback. *It is negative because it addresses a performance the supervisor wants to correct.*

Developmental Feedback is given after supervisors give evaluative feedback. Supervisors give developmental feedback about their observations of behavior workers should continue, and/or behavior supervisors want workers to do differently. Developmental feedback also can be either negative or positive, using a strengths-based approach:

Positive, strengths-based developmental feedback example:

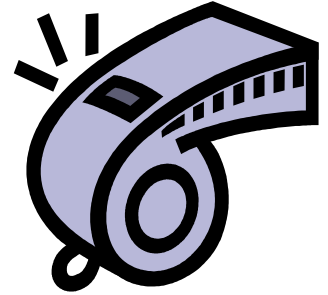
“Jane, I really appreciate that you finished your court reports before the deadline. You also provided a comprehensive detailed account of the grandmother's interaction. This is excellent work.”

Positive developmental feedback is given to encourage continuing good performance.

INDIVIDUAL COACHING PLAN WORKSHEET

Development Issues:

Staff Name:
Supervisor
Date:



Getting Started:

1. What steps will you take with this staff member to co-create a coaching relationship?
2. What steps will you take to observe and analyze to determine how best to approach this coaching issue?
3. Develop the coaching plan. The plan needs to be developed mutually however, it is helpful to think ahead through the following:
 - What are the skill sets that need addressing? Prioritize them. (Address no more than three at a time)
 - What are the standards to be achieved?
 - Identify the interventions to be implemented, by whom, and when.

- Identify any needed resources and the source of those resources.

 - Are there barriers to successful implementation of this plan? List barriers and possible solutions.
4. How will the plan be evaluated? At what points in the process, or what dates? What documentation will be recorded?
5. How and when will the plan be rewarded?

I have both helped to develop and agree to this plan.

Signed:

Staff:

Coach:

Supervisor if not the coach:

THE INDIVIDUAL DEVELOPMENT PLAN

Name:
Position:
Date:
Supervisor:



(Plan is completed jointly by worker and supervisor)

Training (Learning) Needs: Knowledge deficiencies listed by skill set area/competencies as outlined in the ITNA.	What Will Constitute Success: Upon completion of addressing the competency in this area the staff will... make the objective measurable where applicable.	Learning Interventions Selected: Layer methods where appropriate using both classroom and on the job.	Timetable for Intervention: Establish timeframe for the intervention and any points of accountability. What will be done and by when?
1.			
2.			
3.			
4.			

Signed by both staff and supervisor:
