

The Ohio Child Welfare Training Program
Supervisor Checklists
Caseworker Core Module 7
-Transfer of Learning

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Written by the Institute for Human Services for
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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 7:

Child Development – Implications for Family-Centered Child Protective Services

This three-day workshop examines the developmental consequences of child abuse and neglect from birth through adolescence; establishes a framework for the early recognition of developmental problems; and stresses the importance of including developmental and remedial services in child welfare case plans. Strategies to promote the healthy development of children who have been abused and neglected are presented.

Supervisor's Role Prior to the Caseworker Attending Module 7

- 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 7

- Your role as the **transfer of learning agent** is to follow up with your staff upon his 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 7. 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. What are the stages, processes and milestones of development for infants?
 2. What are the stages, processes and milestones of development for preschoolers?
 3. What are the stages, processes and milestones of development for school aged children?
 4. Identify and discuss the possible effects of abuse and neglect in infants.
 5. Identify and discuss the possible effects of abuse and neglect in preschoolers.
 6. Identify and discuss the possible effects of abuse and neglect in school aged children.

7. Identify and discuss the possible effects of abuse and neglect in adolescents.
 8. Identify and discuss the possible developmental delays in children.
 9. How can child development be affected by culture?
 10. How do parents' unrealistic ideas about their children's development can contribute to abuse or neglect?
 11. How can chronic abuse result in trauma for the children?
 12. How can age appropriate children's behaviors be experienced as stressful or misinterpreted by parents?
 13. How can you help foster parent's promote attachment with children in their care?
 14. What are the possible attachment difficulties between children and their parents?
 15. What are the possible indicators of emotional problems in children? How do you recognize them?
 16. What are possible community resources for children who have developmental delays?
 17. Describe how to adjust interview strategies for use with small children
- 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.