

**Alumni of Foster Care:** Adults (over 18) who lived in foster care, kinship care, or other out-of-home placement as children or youth. This includes adoptees and people who lived in foster care, group homes, institutional settings, and kinship care.

**Asynchronous Learning** is learning that is accessed at any time and does not require a facilitator to be available when participants access the materials or complete training assignments. Examples of this include message boards, archived webinars, online resources, podcasts and wikis.

**Best Interests of Child** is a legal construct. All States have statutes requiring that the child's best interests be considered whenever specified types of decisions are made regarding a child's custody, placement, or other critical life issues. Although there is no standard definition of "best interests of the child," the term generally refers to the deliberation that courts undertake when deciding what type of services, actions, and orders will best serve a child as well as who is best suited to take care of a child. "Best interests" determinations are generally made by considering a number of factors related to the circumstances of the child and the circumstances and capacity of the child's potential caregiver(s), with the child's ultimate safety and well-being as the paramount concern.

(<http://www.childwelfare.gov/systemwide/laws>)

**Best Practice** is a method or technique that has consistently shown results superior to those achieved with other means and is used as a benchmark or standard. A best practice can evolve as improvements are discovered. In child welfare this term refers to the highest standards of practice methodologies that would optimally serve families and children in safety, permanence and well-being. The Public Children Services Agency of Ohio (PCSAO) "Standards for Effective Practice"; The Council on Accreditation "Public Standards"; The Child Welfare League of America "Standards of Excellence for Child Welfare Services"; and The National Association of Social Workers "Standards for Social Work Practice in Child Welfare."

**Blended learning** delivers training through a combination of methods and activities, including in-person classroom training, webinars, online meetings, message boards, chat rooms, wikis, software sharing, and self-paced learning. Blended learning most commonly refers to the combination of synchronous and asynchronous delivery methods or the combination of in-person classroom training and distance learning technologies.

**Caseload Analysis (CLA)** is a comprehensive methodology to support consistent, systematic delivery of family-centered, strength-based services. It includes innovative practice technologies so that agencies can enhance management skills to positively impact day-to-day practices.

**Child and Family Services Review (CFSR)** is a federally mandated periodic review of state child welfare systems to achieve three goals: ensure conformity with federal child welfare requirements; determine what is actually happening to children and families as they are engaged in child welfare services; and assist states in helping children and families achieve positive outcomes. After a CFSR is completed, states develop a Program Improvement Plan (PIP) to address areas in their child welfare services that need improvement.

**Child Protection and Oversight Evaluation (CPOE)** is the systematic review process used by ODJFS to monitor compliance with the Ohio Revised Code and the Ohio Administrative Code relating to child welfare practice. CPOE reviews are held at least every 18 months. A Quality Improvement Plan (QIP) is required to address findings of non-compliance.

**Classroom Performance System (CPS)** is an easy-to-use technology that obtains immediate feedback in training from every student through the use of hand-held electronic response keypads and corresponding software.

**Coaching and Skill Building (CSB)** provides a system for coaches to plan skill-building and transfer of learning interventions for PCSA directors, supervisors, caseworkers and foster and adoptive parents.

**Common Ground** is the OCWTP newsletter for trainers.

**Complex Trauma** describes both exposure to chronic trauma (multiple interpersonal traumatic events from a very young age) and the impact of such exposure on the child (profound effects on nearly every aspect of a child's development and functioning). Cook et al. (2005). *Psychiatric Annals*, 35(5):390-398.

**Comprehensive Assessment Planning Model-Interim Solution (CAPMIS)** is the conceptual framework for assessment of risk to child safety at key components of the assessment process: screening, safety assessment, actuarial risk assessment, family strengths and needs assessment, case reviews and reunification assessments. It includes a variety of tools to support case decision-making and uses the information gathered for case recording into SACWIS.

**Comprehensive Competency-Based In-Service Training (CCBIT)** is a statewide system for the delivery of training, transfer of learning and related data-management. The system includes both centralized and decentralized management components; the assignment of designated training management staff ; a technology to assess, compile, update and prioritize training needs; an ongoing mechanism to plan, manage, and evaluate program activities; a process to develop and periodically update training curricula, trainers, and other training resources; an easily accessible and efficient training delivery system and formalized strategies to maximize transfer of learning.

**Comprehensive Organizational Learning Assessment (COLA)** is a process developed by the OCWTP providing an individualized approach for gathering data about learning needs and using the data to develop a county-specific learning plan.

**Continuum of Care** represents the range of community-based, family-centered services needed to ensure that each child in our care has a safe and permanent home. On this continuum, placement interventions are organized from least to most restrictive: in-home family support services, temporary out-of-home care, and permanent care alternatives. Within out-of-home care there is also a continuum of options including: kinship care, foster care, group homes, and residential placements.

**Court Appointed Special Advocates (CASA)** refers to trained community volunteers appointed by the court to advocate for the best interests of abused, neglected or dependent children.

**Differential Response** formally known as **Alternative Response** is a bifurcated system reform for responding to child maltreatment reports. The “traditional track” uses formal investigation methods for situations where alleged maltreatment is very serious, or referral information suggests children may be at high risk of serious harm. The “alternative track” is used in situations of less serious allegations. Cases in the “alternative track” do not receive a case disposition, and utilize a service plan focused on the family’s overall needs rather than a CAPMIS case plan. In both tracks, safety and family assessments are completed. The link to DR information sheet is:

<http://www.ocwtp.net/PDFs/Trainer%20Resources/DR%20Resource%20Doc%202-20-2013.pdf>

Child Welfare Information Gateway. (2008). *Differential Response to Reports of Child Abuse and Neglect*. Washington, DC: U.S. Department of Health and Human Services.

**Disproportionality** refers to being out of proportion. Simply, it is the over or under-representation of certain groups (e.g., racial/ethnic, gender, age, jurisdiction, etc.) in a public child welfare agency relative to the group’s proportion in the general population. Disproportionality is caused by disparities, some in society at large, and some in public child welfare. (<http://www.ppcwg.org/disparity-definition.html>)

**Distance education** refers to an educational situation in which the instructor and students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction including the following kinds of technologies: voice-centered technology, such as CD or MP3 recordings or webcasts; video technology, such as instructional videos, DVD, and interactive videoconferencing; computer-centered technology delivered over the Internet or corporate intranet. (<http://whatis.techtarget.com>)

**Distance learning** is the desired outcome of distance education. The two terms are often used interchangeably (<http://astd.org>). Studies indicate that distance learning can be as effective as the traditional format when the methods are appropriate to the teaching tasks, there is student-trainer interaction, and the trainers provide students with appropriate and timely feedback. <http://whatis.techtargget.com>

**Diversity** refers to all those characteristics that distinguish us from each other. Culture is a powerful driver of diversity but not the only determining factor. Memberships to any number of groups (race, ethnicity, gender, sexual orientation, socio-economic, etc.) also influence a person's social identity, as does the influence of individual circumstances, experiences, or traits. The influence of a group membership can shift over one's lifetime, forming complex dimensions of a person's identity that must be explored for their relevance to the present day experience.

Culture is more complex than either ethnicity or race. Culture refers to the total system of values, beliefs, attitudes, traditions, and standards of behavior that regulate life within a particular group of people. Culture includes components that organize people into social groups and that regulate both individual and group behavior. Culture includes cognitive systems, such as beliefs, attitudes, and values. It includes norms, which are rules regarding appropriate ways of behaving, and provides definition of roles, which are the appropriate and expected.

**Diversity competence** is an ongoing developmental process that includes:

- a) an acquired understanding of the patterns and potential dynamics of specific groups and cultures, including our own
- b) the understanding of how culture (the values, beliefs, attitudes, and traditions acquired from affiliate groups) as well as personal circumstances, conditions, nature, and experiences influence our own and other people's thinking and behaviors
- c) the ability to use this knowledge to manage and adapt to the dynamics of diversity and work effectively with all people

**E-Learning (electronic learning)** is the term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, CD-ROM, and more (<http://astd.org>).

**E-Track Learning Management System** is an online database that manages seven primary OCWTP functions:

- Management of Individual Development Plans for Staff and Caregivers
- Training Intervention Maintenance

- Trainer Record Maintenance
- Training Registration
- Trainee Record Maintenance
- Evaluation
- Online Learning Delivery and Tracking

**Efficacious** means effective, producing the effect intended. Evidence Based Practice methods encourage use of efficacious research.

**Evidence Based Practice (EBP)** is the “conscientious, explicit and judicious use of current best evidence ...” (Sacket, et. al. 2000, p.2) in making practice and policy decisions. In child welfare: *Conscientious* means practitioners consistently apply best available evidence to all clients for whom the evidence applies (Heffner, 1998). *Explicit* means practitioners are clear and honest about the reliability and validity of evidence used in decision-making. *Judicious* means practitioners use their clinical expertise to assess each client’s unique characteristics, personal preferences, and life circumstances against available research findings in making recommendations for client care (Heffner, 1998).

**Foster, Adoptive and Kinship (FAK)** is the term used in the Ohio Child Welfare Training Program when describing curricula for foster, adoptive and kinship providers or curricula for foster care and adoption workers.

**Family-Centered Practice**, in child welfare, is the provision of planful and relevant social work and auxiliary services that strengthen families and enable them to provide safe care for their children within their own homes, cultures, and communities. Family-centered practice enhances the autonomy of the family and engages the family in every aspect of service delivery.

**Family-Centered Neighborhood-Based Services** is an approach to working with children, families, and communities. It is based on the principle that the first and greatest investment in time and resources should be made in the care and treatment of children in their own homes and, when not possible, in their own communities. It is based on the premise that neighborhoods are the primary source of opportunity and support for families and are, therefore, primarily responsible for ensuring the safety and vitality of their members.

**Family Engagement:** is getting initial “buy-in” from a potential permanency connection, as well as building a collaborative relationship with that person, the child, and others involved in the youth’s permanency plan. Elements include respect, empathy, validation, self-awareness, responsiveness, consistency, reliability, and honesty.

**Family Search and Engagement** is the process of searching for and engaging family and kin through a variety of strategies that leads to both legal and emotional permanency for the youth. These strategies include contacting potential permanency connections; family teaming, developing permanency, and sustaining permanency.

**Family Stability** is the goal or desired end of all child welfare practice. Family stability refers to families achieving homeostasis to protect the safety and well-being of children and their families. The achievement of this goal with a family may vary, and is dependent upon the depth and scope of the family's needs.

**"Field Guide to Child Welfare"** was written by Judith S. Rycus, PhD, MSW, and Ronald C. Hughes, PhD, MSSA, and published by the Child Welfare League of America. This four-volume resource for child welfare professionals integrates theory and practice. It is designed and used as a textbook to support in-service training and university child welfare coursework.

**Formative evaluation** is a method of judging the worth of a program while the program activities are forming or happening. Formative evaluation focuses on the process.

**GoToMeeting** is an integrated Web conferencing tool used by the OCWTP.

**Grounded theory** is a research method in which the theory is developed from the data, rather than the other way around. Grounded theory contains many unique characteristics designed to maintain the "groundedness" of the approach. Data collection and analysis are consciously combined, and initial data analysis is used to shape continuing data collection. This provides the researcher with opportunities to increase the "density" and "saturation" of recurring themes, as well as identify unanticipated results. Analysis and data collection continually inform one another.

**Guardian Ad Litem (GAL)** is a temporary guardian for the duration of a legal proceeding. The GAL is a trained volunteer or paid professional who is appointed by the court to advocate for the best interests of abused, neglected or dependent children in court proceedings. The GAL does not serve as the child's attorney nor provide social services to the child.

**Guided Application and Practice (GAP)** is a session designed to provide an atmosphere for child welfare professionals to participate in a guided/facilitated discussion. When pooled together, the sharing of each practitioner's knowledge, skills, and abilities can reap viable solutions to complex challenges.

**Human Trafficking** is criminal activity in which human beings are treated as possessions to be controlled and exploited into such activities as prostitution, domestic servitude, or involuntary labor

**Independent Living** is a term that describes strategies designed to assist youth and young adults achieve a successful transition to adulthood. Young people are taught responsibility in preparing for their future while learning skills to assist them with housing, education, employment, health care, home governance, and life-long connections for continued support.

**Indian Child Welfare Act (ICWA)** is a federal law which regulates placement proceedings involving children who are members of a tribe or are eligible for membership.

**Individual Training Needs Assessment Process (ITNA)** is the process used to identify child welfare worker, supervisor and caregiver training needs. It gives the regional training centers (RTCs) information to guide the development of training opportunities that meet the highest-priority needs.

**Institute for Human Services (IHS)** is the state training coordinator of the Ohio Child Welfare Training Program. The responsibilities for the statewide training coordinator include: curriculum development; trainer and coach development and support; technical support to the RTCs; procurement and development of training resources; fiscal management of the OCWTP, including payment of trainers and coaches; feedback and evaluation of OCWTP training/coaching and trainers/coaches.

**Institutional racism** is race, prejudice and power embedded into the culture of an organization and manifested through decisions and biases that lead to negative outcomes for individuals of color. (Casey Family Programs)

**Intake** is the function of a child protective services agency to determine whether or not a case screened in to the agency should be opened and served by the agency, whether immediate protective intervention is necessary to assure a child's safety, and whether the case can be safely referred to other community agencies without increasing risk of maltreatment to the child.

**Interagency Collaboration** refers to two or more agencies working together to the benefit of the families they serve.

**Interpersonal Violence (IPV)** Interpersonal violence is defined as "the intentional use of physical force or power, threatened or actual, against another person or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation" (Dahlberg and Krug 2002). Interpersonal violence would include such acts as relationship violence, stalking, sexual assault, sexual exploitation or trafficking. (Dahlberg LL, Krug EG. Violence: a global public health problem. In: Krug EG, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, editors. World report on violence and health. Geneva (Switzerland): World Health Organization; 2002. p. 1-21.)

**Interstate Compact on the Placement of Children (ICPC)** is statutory law in all 52 member jurisdictions (all 50 states along with Puerto Rico and the Virgin Islands) and a binding contract between member jurisdictions. The ICPC establishes uniform legal and administrative procedures governing the interstate placement of children.

**Kinship Care** refers to placement of children in need of care with relatives, close family friends, or individuals with whom the child has a significant relationship. Kinship care providers may provide care with little or no agency involvement, may assume legal guardianship of the children, become licensed foster parents, or may adopt the children.

**Learning Labs** are similar to a science lab. These labs focus on practice and development of skills introduced in a previous training or workshop.

**Least-Restrictive Setting** refers to the most family-like placement setting appropriate to meet the needs of the child. On a continuum, the least-restrictive setting would be the primary parent's home; next would be a kinship home, and then a family foster home. Examples of other increasing restrictive settings would be a community group home, a small group institution, and finally a locked facility.

**Life Skills** are strength-based strategies that support youth development toward successful transitions into adulthood.

**Lifelong Connections** result when a committed adult is willing to provide a youth/young adult with a safe, stable, secure and supportive permanent relationship based upon unconditional love and commitment. In essence, the adult makes a pledge to be available to the young person and provide a range of assistance for as long as needed after emancipation from foster care.

**Mixed Methods Research** (social sciences) is a research design where researchers incorporate components of quantitative and qualitative research to achieve a comprehensive understanding of evidence. Mixed methods research opens possibilities for researchers to uncover a more profound understanding of a research problem by combining the strengths of quantitative research with the strengths of qualitative research.

**Multi-Ethnic Placement Act (MEPA)** is a federal law that prohibits the delay or denial of any adoption or placement in foster care due to the race, color, or national origin of the child or of the foster or adoptive parents and requires states to provide for diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children for whom homes are needed.



**National Resource Center for Youth Development (NRCYD)** is a service of the US Department of Health and Human Services Children’s Bureau, located at the University of Oklahoma. NRCYD’s overall goal is to build the capacity of States and Tribes to provide high quality services to their youth in out-of-home placements, former foster youth and other youth in at-risk situations.

**Ohio Administrative Code (OAC)** is the legal document written and revised by the state agency responsible for child welfare practice and adopted by the Ohio Legislative Services Commission in compliance with the Ohio Revised Code. This document regulates all child welfare practices in Ohio.

**Ohio Child Welfare Training Program (OCWTP)** is the competency-based in-service training system organized by the Ohio Department of Job and Family Services. The system provides training to caseworkers, supervisors, and foster, adoptive and kinship caregivers throughout Ohio. The OCWTP develops and provides an array of training activities to promote mastery of the complex knowledge and skills needed to assure protection and permanence for Ohio’s abused and neglected children.

**Ohio Department of Job and Family Services (ODJFS)** is the state department that manages programs providing health care, employment, economic assistance, child support, and services to families and children. ODJFS partnered with the Public Children Services Association of Ohio (PCSAO) in 1985 to form the Ohio Child Welfare Training Program (OCWTP). The role of ODJFS within the OCWTP includes administering funding mechanisms for the program; managing the selection and oversight of the state training coordinator; collaborating with county child welfare agencies to establish training goals; and implementing grants with the eight regional training centers.

**Ohio Family and Children First (OFCF)** is a partnership of state and local government, communities and families that enhances the well-being of Ohio’s children and families by building community capacity, coordinating systems and services, and engaging families

**Ongoing Family Services** are ongoing, planned, and relevant child welfare and auxiliary services to strengthen families and enable them to provide safe care for their children within their own homes, cultures, and communities. The child welfare caseworkers providing ongoing services also work with families whose children are placed in out-of-home care.

**Ohio Revised Code (ORC)** contains all the state statutes passed by the Ohio Legislature. It includes legislation that guides the development of state and federal regulations for child welfare practice in Ohio.

**O.H.I.O. Youth Advisory Board:** The Overcoming Hurdles in Ohio Youth Advisory Board (OHIO YAB) is a statewide organization of young people (aged 14-24) who have experienced foster care. They use their voices and talents to promote legislative and social reforms to better the foster care system.

**Overrepresentation** occurs when a particular group of children is represented in the child welfare system at a higher percentage than they are represented in the general population.

**Partners for Ohio's Families (PFOF)** is a collaborative effort between the Ohio Office of Families and Children (OFC) and the Midwest Child Welfare Implementation Center (MCWIC) to improve how OFC provides technical assistance to local child welfare agencies. These efforts are based on recommendations developed from an analysis of stakeholders who participated in regional forums and online surveys completed in 2010.

**Permanency Planning** refers to a comprehensive case-planning process directed toward achieving the goal of permanence for children. It includes a range of activities directed toward ensuring that the children have permanent families who can provide them with nurturance and protection. Permanency outcomes include reunification with birth parents, legal custody transferred to kin, or adoption.

**Planned Permanent Living Arrangement (PPLA)** is a legal case disposition through juvenile court. It is used for children who cannot be adopted, and who may not be reunified with their families. This status implies that the child is placed with a foster family who will provide a permanent home. This disposition may only be used in cases where adoption is impossible. Permanent planned living arrangements do not ensure the child permanent lifelong membership in a family. Every effort should be made to find adoptive or guardianship homes for children and to avoid the use of the PPLA disposition.

**Program evaluation** is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. In the public sector, stakeholders want to know if the programs they are funding and implementing are actually having the intended effect, and at what cost. Equally important are questions such as how the program can be improved, whether there are better alternatives, if there are unintended outcomes, and whether the program goals are appropriate and useful.

**Public Children Services Association of Ohio (PCSAO)** is the proactive coalition of public children services agencies that promote child safety, family stability, and community strength through the development of public policy. PCSAO partnered with ODJFS in 1985 to form the Ohio Child Welfare Training Program (OCWTP). PCSAO's role within the OCWTP includes: representing the interests and needs of county Public Children Services Agencies (PCSAs) and co-chairing the OCWTP state steering committee meetings.

**Qualitative data** approximates or characterizes, but does not measure, the attributes, characteristics, properties, etc., of a thing or phenomenon. Qualitative data describes, whereas quantitative data defines.

**Quantitative data** can be quantified and verified, and is amenable to statistical manipulation. Quantitative data defines, whereas qualitative data describes.

**Reasonable Efforts** refers to attempts by child protection workers to locate and engage the parents or other caregivers in efforts to avoid placing the child in out-of-home care, and to reunify the family as quickly as is safely possible, when placement in substitute care has occurred. PCSAs must prove to juvenile courts that reasonable efforts have been made to avoid placement. Failure to achieve reasonable efforts results in financial sanctions for PCSAs.

**Regional Training Centers (RTCs)** are the regional sites that are responsible for the budgeting, scheduling, registration, and administration of child welfare-related training within their regions, and for the production training schedules. RTCs collaborate with their constituent agencies regarding the identification of training and coaching needs, the implementation of training and coaching, Transfer of Learning, and other training-related issues. Training is developed and delivered based upon data gathered from ongoing training needs assessment of staff in each region. Training schedules publicize training activities throughout the region.

**Response rate** (also known as *completion rate* or *return rate*) in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage.

**Reliability** is a statistical term that reflects consistency. It is the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Reliable studies can be repeated. An important part of evidence-based practice is to utilize research which is reliable.

**Safety Decision Points** are key junctures during the risk assessment process, used to assess the level of risk to the child for re-abuse or neglect.

**Sampling** is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. The three main advantages of sampling are that the cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data.

**Semiannual Administrative Review (SAR)** is a review of a child protective services case plan, required every six months. The purpose is to review the appropriateness of services and whether the services provided to families have impacted safety, risk, and child well-being. It provides the opportunity to reassess and update the permanency plan for the child, to

assess the continued safety and appropriateness of the placement setting of the child and to determine whether supplemental planning is necessary.

**Special Needs** refers to children who have at least one or more factors or conditions as defined in the Ohio Administrative Code that may be a barrier to placement for adoption or a barrier to the child being sustained in a substitute care placement without financial assistance.

**Statewide Automated Child Welfare Information System (SACWIS)** is the data base that tracks child welfare case information. It is designed to be a comprehensive Case Management System that assists county staff in managing their workloads and provides accurate & current data for decision-making and program modification.

**OCWTP Statewide Steering Committee** is the representative and decision making body responsible for strategic and operational planning and program evaluation for the OCWTP. The members include: 1) employees of ODJFS; 2) representatives of the eight OCWTP Regional Training Centers; 3) a representative of an organization that represents the interests of PCSAs; 4) a representative of the contracted State Training Coordinator; 5) two additional employees of PCSAs and 6) two caregivers.

**Strengths-based** refers to “policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems and pathology, to a positive partnership with the family. The approach acknowledges each child and family's unique set of strengths and challenges, and engages the family as a partner in developing and implementing the service plan.”

<https://www.childwelfare.gov/pubs/acloserlook/strengthsbased/>

**Supplemental Planning (or Concurrent Case Planning)** is the development of a contingency case plan for children in placement. A plan for an alternative permanent home for the child is developed in case the reunification plan is not successful. The child’s family is involved in the development of this plan, and they identify relatives, friends, etc. who could provide permanent care for the child. The development of supplemental plans helps the agency place children in permanent homes as quickly as possible after termination of parental rights.

**Summative evaluation** is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome.

**Synchronous Learning** is learning in which a group of individuals participate at the same time. It can also refer to trainings that require the trainer or facilitator to be present in person or available online to deliver training. Examples of this might be face to face training, videoconferences and web meetings.

**Technical Assistance Specialist (TAS)** is a Child Welfare Monitoring staff person from ODJFS that provides on-site, e-mail and telephone technical assistance to Public Children Services Agencies as needed. For example, they are available to assist new caseworkers with understanding how to enter visitation data into SACWIS. TAS staff also link similarly sized PCSAs to assist one another with understanding how to enter visitation data in SACWIS.

**Training on Content (TOC)** is the process of training trainers on the use of standardized training curricula. TOCs can be held with groups or with individual trainers.

**Training of Trainers (TOT)** is a variety of workshops that provide new trainers with skills needed to train in the Ohio Child Welfare Training Program. Examples of these include topics on presentation, culture and diversity, curriculum development, use of PowerPoint and other technology, classroom performance, and transfer of learning strategies.

**Transfer of Learning (TOL)** is the application of new knowledge and skills into workplace practice. It is an essential piece of all learning in the OCWTP.

**Transition Planning** is a process that involves all children in care learning the appropriate maturational skills for daily living, concentrating at adolescence on those independence giving functions—education, jobs, friends, decisions, and choice—that naturally come to fore in adolescence; with follow-up services available as long as the youth seeks or requires them (Helen Stone).

**Trauma-Informed Care** is an approach to engaging youth with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives. Trauma-informed organizations assure their staff have a basic understanding of how trauma can impact emotions and behavior, the impact of trauma on development, and research-based treatments. These organizations are also aware that traditional service delivery approaches may trigger a trauma survivor, and work at providing supportive services that avoid re-traumatization. (SAMHSA)

**Triangulation** (social sciences) is often used to indicate that more than two methods are used to double, or triple, check the results; one can be more confident with a result if different methods lead to the same result. By using three methods to get at the answer to one question, the hope is that two of the three methods will produce similar answers, or if three different answers are produced, the researcher knows that the question needs to be reframed, methods reconsidered, or both.

**Universe of Competencies** is the comprehensive listing of all the knowledge and skills required for staff and caregivers to do their jobs. This list of competencies is the criterion used to assess individual training needs, and guides the development of all training courses and curriculum content. They can be found on the OCWTP website:

<http://www.ocwtp.net>

**University Partnership Program (UPP)** is a partnership between the OCWTP and several (currently seven) state universities in Ohio. The partnership provides financial assistance through tuition reimbursement to social work students interested in pursuing careers in child welfare.

**Validity** is a term that reflects the degree of accuracy of a measurement or the degree to which study outcomes can be attributed to the intervention under review. Valid instruments measure what they say they are measuring. An important part of evidence-based training is selecting research that uses valid measurement tools and has controls in place to minimize the possibility that study findings are caused by some factor other than the independent variable.

**What's In It For Me? (WIIFM)** is the training activity designed to elicit specific learning needs from workshop participants. Trainers use this information to make slight adjustments to the workshop to meet participant learning needs.

**Wraparound Services** provide a way to improve the lives of children with complex needs. It is not a program or a type of service, but a team based planning process used to develop plans of care that are individualized, based on the strengths and culture of the children and their family. The plan is driven by the needs of the family and is a combination of existing or modified services, newly created services, informal supports, and community resources. The plan also needs to include a process for a step-down of formal services.

**Youth/Alumni Engagement** is the process of involving youth and young adults at optimum levels of participation in planning, operating and evaluation programs. Youth and young adults are viewed as more than recipients, but rather as resources and partners in the process.

**Youth Development** is the ongoing process in which young people are engaged in building the skills, attitudes, knowledge and experience that prepare them for the present and future. Youth development should be seen as an ongoing, inevitable process in which all youth are engaged and all youth are invested (Forum for Youth Investment, 1991).