TRANSFER OF LEARNING FOR ND CHILD WELFARE SUPERVISORS

Supervision and Support for New Employees going through Child Welfare Certification

OVERVIEW

True or False? Employees who take Child Welfare Certification should return to the job with the skills necessary to do the child welfare casework.

False! Child Welfare Certification provides new workers with the foundational knowledge and understanding necessary to do the work. Participants are given the opportunity to practice some skills in the certification sessions but most of their skill development will actually happen on the job. You, as supervisors, have an important role in this development. In order to support this, it is helpful for you to know what they have learned in Child Welfare Certification and to be able to help them transfer that learning to the job.

For many of you, it may have been some time ago that you completed Child Welfare Certification. Our curriculum certainly has changed as we strive to keep up with new federal laws, expectations, best practice and incorporate the Safety Framework Practice Model! It is quite possible that you are not sure of what is taught in Child Welfare Certification. Let's be honest, how can you keep up with all those changes while still doing everything you are required to do?

To support supervisors, the UND CFSTC has created transfer of learning bulletins to provide a brief overview of each session of Certification, give a few details about how you can prepare your worker before training, and then provide some questions you can use to guide discussion, practice and follow up activities. Using the information obtained during the discussion, may allow you to identify where additional learning is needed and where you can assist your worker in developing their skills.

Our Sessions are a hybrid of online and face to face training. We are not training to separate disciplines each week, instead we will be training on foundational skills the first few sessions and then branching out to more specific policies and material as we move on throughout the training.

Creating a Learning Culture:

It would be impossible to teach workers everything they need to know in a classroom over 5 sessions. Those of you that have been in the field for some time know that this work is ever changing and there is no one formula that works for all families, nor do all workers learn and grow in the same way. This makes the work of a supervisor unique and challenging every day. This is where the supervisor and the

agency, as a whole, play a part in creating a culture that promotes learning and growth. Here are some suggestions in how to create a supportive learning environment at your agency:

1. **Emphasize the importance of continuous learning**. Create an agency expectation that continuous learning is critical to the work. Explain that we all learn from each other no matter what role we play at the agency, or our years of experience. When we pay attention, we often learn a great deal from the families that we work with.
2. **Make your agency a safe place to learn**. Create a culture where it is okay to make a mistake and learn from it. We can learn a lot from making a mistake and this can add to our expertise. Encourage questions and make asking for support the norm. Discourage judgement and gossiping that create an unsafe work environment.
3. **Provide ongoing support**. Model and coach staff on an ongoing basis. Make it practice to observe workers during home visits, children and family team meetings, etc. Provide feedback on a regular basis regarding the worker's strengths as well as opportunities for growth. Use this to create a professional development plan with the worker to address goals for their own professional growth and learning.
4. **Promote teamwork and learning from peers**. Create a department where workers can rely on their peers for support. Lead workers and partnering staff with seasoned workers can encourage a setting where team work and support is the norm.
5. **Conduct regular check-ins**. As a supervisor, check in with the worker throughout their attendance at Child Welfare Certification Training. What additional support do they need? Are they struggling with a particular concept or policy?

Before Training Begins:

- Be verbally supportive of the training
- Stress the importance of training and self-development from the start of employment.
- Convey that training and the application of what they have learned is of high priority.
- Arrange with your workers for them to have their caseloads covered by a coworker when they are away in training. Encourage your workers to meet with the coverage person prior to their being away to inform them about what crisis may arise on their cases while they are in training**. In order for your workers to gain the knowledge and skills intended through training, they need to be fully present, both physically and psychologically.**
- Encourage your workers to communicate with the families that are on their caseloads that they will be unavailable during the training and letting families know what worker to contact during an emergency should it arise.
- Create a personal development plan that builds on the worker's training needs assessment. Do you know what will be presented in the week of training? If not, review the overview and talk specifically about any content that you want them to pay special attention to. Link the training to personal need and to the work that they are performing before the worker begins.
- Ensure that their hotel and travel arrangements have been secured, and when attending virtually, ensure that they have the necessary equipment to join with a working camera and microphone.
- If your worker will not be attending training for any reason, make sure that this is communicated to CFSTC staff so that we are aware of any changes. We want to be sure that all parties arrive safely.
- If the worker will no longer need a room at the hotel, please be sure to cancel those reservations with the hotel directly and contact the Training Center to assure that we are aware of the cancelation. The Training Center will not be responsible for the cost of rooms when worker's fail to cancel their reservations.

During Training:

Whenever possible, avoid calling/emailing or texting your worker while they are in training. We will start our day at 9 a.m. and end at 3 pm when we are meeting virtually. For Session 2 and Session 4 we are planning to be face to face with training in Grand Forks. On days where we will be meeting in person, our days will run from 9 a.m. until 4 p.m. Each training day will have an hour lunch from 12 p.m.-1p.m. each day. We are hopeful that any phone calls and contacts can be made before or after our time of instruction. We do know that emergencies take place, but we encourage you to try to keep those to a minimum.

If you as the supervisor, have questions or want feedback regarding your worker's participation in Child Welfare Certification training, please feel free to contact us at the Training Center at any time.

Encourage your worker to keep up with the assignments (modules/quizzes/surveys) in Blackboard as they move through training.

***Any time spent away from the training may need to be made up** depending on the length of time and topic. Arrangements are to be made with CFS Training Center Director to make up training.

After Training:

- Remembers workers remember up to 75% more when they can talk about the training and put it into practice soon after the training experience.
- Ask worker to demonstrate their understanding of the topics each session by asking to them to use their own words.
- Assist workers with any misunderstanding, confusion, or challenges they may have had with the material
- Explore if they found any of the material difficult to understand provide them with resources and guidance to clarify any misunderstanding.
- Seek ways to help them identify any biases or emotional triggers that they have had or are currently dealing with. If anything is identified, make plans to work with them to help them address these areas.
- Each of the five sessions are outlined on the next several pages and provide some additional thoughts around how to make the training experience one that will create a confident and competent worker.

Child Welfare Certification - Session #1, September 8-11, 2026: What's Covered?

VIRTUAL SESSION

- Impact of personal bias, beliefs, and value systems
- Understanding the impact of culture and its impact on Child Welfare
- Understanding and implementing the values, principles and beliefs of the ND Wraparound Process
- Introduction and Explanation of the Indian Child Welfare Act: History and significance of the law, Legal Requirements regarding Active Efforts, Notification, and Preferred Placement
- Cultural Competency and the Spirit of ICWA
- Trauma Informed Child Welfare Practice

Assignments for Session #1:

Following Session #1 of Training

- Complete the following Modules on Blackboard prior to Session 2:
  - Trauma Screening Tool Module and Quiz.
  - Quality Assurance Module.
  - CQI- Continuous Quality Improvement Module.

After Session #1 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop.
- The following are a series of points and questions that can serve to guide discussion, practice and follow – up
  - *Ask the worker to describe some of the values and principles of the Wrap Around Process and how those are implemented within their daily work with families.*
  - *Throughout training, we discuss state policies and where to find them, this may be a good time to ensure that your worker knows where to find state policy. Exploring the website and SharePoint is not time wasted.*
  - *Engage the worker in a discussion about the importance of acknowledging situations and circumstances that may trigger their bias and therefore impact their engagement or reunification efforts.*

    Is the worker able to identify how their own bias may impact their perspectives or decisions? In training we talk through the expectation that we all have bias, and that this is okay, it is more important to acknowledge this and to know how to keep it in check so that it does not negatively impact our work with children and families.
  - *How have the family's cultural values/belief impact engagement efforts and results?*
  - *What is the child welfare system's responsibility to ensure that Federal Laws governing child welfare practice, such as ICWA, are implemented?*
  - *How can we as workers identify when ICWA is applicable to a case and how does this impact future decisions?*
  - *Take the time to educate workers on who the tribal representatives are and their contact information.*

- *Emphasize the importance of tribal representation in all case decisions and in Children and Family Team Meetings.*
- *Explore with the worker what active efforts entail and how they are ensuring that active efforts are being implemented for families that are eligible under ICWA?* ***Active Efforts in ICWA***
- *Could one of your workers benefit from additional training on ICWA? Click here for information on addition workforce training opportunities involving ICWA.*
- *Applicability and Verification of ICWA Quick Links: click here*
- *How does your knowledge of trauma-informed care impact you and how you interact with children and families? (For more information on Trauma informed Care please see National Child Traumatic Stress Network for helpful links and resources on how to support families and workers.)*

Additional Resources: For more information on ICWA and the history and significance of the law, legal requirements regarding active efforts, notification and preferred placement, please see Indian Child Welfare Act

Child Welfare Certification - Session #2, September 28- October 1, 2026: What's Covered?

FACE TO FACE SESSION

- Introduction to the Safety Framework Practice Model
    - Intake
    - Safe vs Unsafe
    - Vulnerable Child
    - Protective Capacities
    - Safety Assessment
    - Present Danger and Present Danger Plans
    - Impending Danger/ Threshold Criteria
    - Safety Planning
- Information Collection and Proper Documentation/ND Tools for Safety Framework Practice
- Policies and Standards within Child Welfare in North Dakota as it relates to the Safety Framework Practice Model

Assignments of Session #2:

Following Session #2 of Training:

- Complete the following Modules on Blackboard prior to Session 3:
    - Child Abuse and Neglect Law Module and Quiz.
    - Child Maltreatment Module and Quiz.
    - SEI Module and Quiz.

After Session #2 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop
- The following are a series of points and questions that can serve to guide discussion, practice and follow up:
    - *What are some of the methods your worker been using to engage the families in order to ensure safety?*
    - *Is the worker familiar with Protective Capacities and how these are related to safe or unsafe conditions?*
    - *What is the worker's sense of child vulnerability and how this impacts the safety of a child?*
    - *Is the worker able to identify Present Danger and create a Present Danger Plan?*
    - *Is the worker able to apply the Threshold Criteria to a negative condition to determine if Impending Danger is present?*
    - *Is the worker comfortable writing safety plans? If not, have them watch the Safety Plan Microlearning offered on our website: Safety Planning Microlearning.*
    - *Review a current safety plan and the Safety Plan Analysis Questions: Does the safety plan provide for safety of the children? Are the steps to the plan clear and known by all party members? Is this the least intrusive plan possible for the family?*
    - *Pair the worker with a more seasoned worker so they can shadow for interviewing techniques.*

- *Educate, model, and coach workers on how and when to use open ended questions that are strength based.*
- *Model engagement by being present when meeting with the new worker by being focused, minimize distractions, maintain eye contact and actively listening.*
- *Model how to have a conversation with a family in order to gather information versus a question/answer format.*
- *Does the worker have questions around what tools to complete, or how to be complete the tools in order to be successful within their current role?*
- *Review forms and assessment reports with the new worker for accuracy and completeness. Assess whether the document has information that is accurate, clear, relevant and sufficient to support any decisions that are made.*
- *Provide workers with examples of completed forms or reports that are thorough, and are examples where the information is sufficient and relevant.*
- *Reiterate that quality contacts require meeting with the family face-to-face. This allows us to ensure that the safety factors are addressed and this also provides us with an opportunity to observe family interactions. If the new worker is unsure why this is a priority, engage them in a discussion about what can be learned through family interactions, body language and visual observations.*

Additional Resources

- For additional information on how to enhance critical thinking for case managers in their assessment of families to determine safety, well-being and permanency, click on the following link: **Enhancing Critical Thinking: A Supervisor's Guide**

- Additional information on the Safety Framework Practice Model Tools, and Resources, can be found here: **North Dakota Safety Framework Practice Model**

- To learn more about Present Danger and Present Danger plans, have workers revisit the material here: Identifying Present Danger and Present Danger Plans

- Is identifying the Protective Capacities something that your worker needs to spend more time on? Check out the three separate microlearning's on the **Protective Capacities (click here)**.

- Do you have a worker that is still struggling in identifying Impending Danger, or understanding the concepts around this?? Click the following link for the **Impending Danger Microlearning**.

- The SFPM Competency Matrix is a great tool to use with all workers to determine where we can get better within our practice of SFPM.

- An additional resource on gauging engagement is the Scaling Engagement handbook. This is another way to provide insight into ways that we can promote engagement with the children and caregivers that we work with in a variety of settings.

Child Welfare Certification - Session #3, October 19-21, 2026: What's Covered?

VIRTUAL SESSION

- CPS Roles and Responsibilities
- Planning the Assessment
- CPS- Response Time and CPS workers responsibilities
- Administrative Assessments/ Terminated in Progress
- Legal Rights of Parents & 4th Amendment Limitation
- Subject Notification Letters
- Process of Conducting Children and Family Team meetings
- Child and Family Teams along with Concurrent Planning
- Adoption and Safe Families Act and how it applies to child welfare practice
- Fostering Connections procedures and requirements
- Family Interaction Plans- Conducting planned, purposeful, and progressive visits between children and their families.

Assignments of Session #3:

Following Session #3 of Training:

- Wrap Around Assessment Modules (**These are optional and are available for additional learning)
- Please complete the Midway Check In form with your worker. This form is used to create dialogue between the supervisor and the worker regarding emerging skills and creates an opportunity to discuss with the worker, the strengths as well as the challenges that may be facing the worker and ways that we can enhance their learning through their work at the agency. **Please submit page 3 only to the CFSTC Email (und.cfstc@und.edu) for verification of completion.**

After Session #3 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop
- The following are a series of points and questions that can serve to guide discussion, practice and follow up:
    - *What are some steps that you can take prior to going out on a Child Protection Assessment to ensure that you are well prepared?*
    - *How do we, as an agency, ensure that the necessary documentation is present in the Child Protection Services Assessment? (These factors were covered at length during training, but ongoing supervision and consultation may be needed to ensure that we are looking at both maltreatment and whether a child is safe or unsafe; in addition, is there proper documentation present to support why a face to face with a child did not take place in a timely manner or what a home visit was not conducted?))*
    - *Discuss with the worker the importance of establishing contact with all identified individuals in the CPS Assessment who may have information regarding the allegations: family members, neighbors, children and collaterals.*
    - *Review the worker's understanding of the CPS process following intake, including the steps and timelines outlined in policy.*

- *If your worker is a CPS worker, do they understand the necessary elements that must be included in a letter where maltreatment was confirmed? Workers are provided several different letter templates that were created by CFS Administration which provide examples of letters written with the required language to meet standards within ND policy.*
- *Discuss the parent's rights to due process as well as the limitations of the agency during the Child Protection Assessment Process. Areas of confidentiality, interviewing children on school property, conducting home visits and legal limitations of the CPS Worker are additional areas addressed in training but may need additional reinforcement.*
- *In preparation of Session 3, you worker was to complete the Child Abuse and Neglect Law Module as well as the SEI Module. Based upon information within the module there could be discussion around the following:*
  - *How does the CPS Response to Substance Exposed Newborns look different than the other CPS assessments and who is involved with that process?*
  - *Do workers have a full understanding of what individuals are mandatory reporters in the state of ND as well as the limits of confidentiality within the law?*
- *In preparation of Session 3, your worker was to complete the Child Maltreatment Module. Based upon information within the module there could be discussion around the following:*
  - *What are some of the physical, emotional and behavioral indicators of physical and sexual abuse, neglect and emotional maltreatment?*
- *What specific information related to the indictors of abuse and neglect is needed? Are workers aware of what information is relevant and sufficient when documenting maltreatment?*
- *What is the agency's protocol and expectations for Children and Family Team Meetings? When are these meetings held? Who is present? What additional requirements should be addressed during the meeting? What limits of confidentiality come into play during meetings and after? Please note: workers were provided in their manuals with a checklist of basic items to cover at Children and Family Team Meetings- does your agency have such a checklist that workers should be aware of? If not, would adopting such a checklist ensure that mandated items are covered?*
- *Teach workers to create an agenda for the Children and Family Team Meetings that includes the voice of all family members.*
- *Assist the worker in identifying potentially sensitive issues that may arise and how to address these prior to and during the meeting*
- *Prompt workers to talk through everything that will potentially be addressed at the meeting prior to. If at all possible, there should not be any surprises for the child or parent at a team meeting.*
- *In discussing permanency planning, are workers able to explain to families what concurrent planning is and means? What kind of planning needs to take place and what kinds of discussions are leading up to that discussion?*
- *How are workers supporting "normalcy" for children in foster care?*
- *What federal requirements are in place to ensure siblings are placed together in foster care? Is the worker aware of these requirements and the language required in court orders?*
- *Are there exceptions to the federal requirements for relative searches? What are the exceptions and how should workers document this within the case file?*
- *Coach and provide feedback to the worker on including youth in planning for permanency, focusing on the importance of identifying relatives, fictive kin and others who have a connection to the child.*
- *What is the caseworker's role and responsibilities before, during, and after visits between children and their families? How can the agency create visits that are planned, purposeful, and progressive and good for families?*

Additional Resources:

- **Click here** for additional resources on the CPS Response to Substance Exposed Infants in ND
- Want workers to revisit how to complete the Family Assessment Tool, also known as Tool 3: Tool 3 Microlearning
- Click here for the Children and Family Checklists used to guide workers through Children and Family Team Meetings.
- The Family Interaction Planning and the Strength Based Family Interaction Observation Tool are both great resource s for new workers. Another great resource for workers to provide to parents is the Parent's Guide to Family Interaction, Connection and Reunification.

Child Welfare Certification - Session #4, November 16-19, 2026: What's covered?

Face to Face Session

- The Family Assessment Process including:
    - Meeting with Families
    - Engagement
    - Identifying strengths and needs of a family.
    - Using Family Assessment Tools
- Understanding the Family's Perspective and how that impacts the child welfare role
- Completing the Protective Capacities Family Assessment
    - Identifying the four stages: Preparation, Introduction, Discovery and Change Strategy and Case planning and objectives for each stage.
    - Reinforcing parents' right of self-determination throughout the process
- Creating Case Plans that address the Impending Danger and strengths of the family unit.
- Completing the Protective Capacities Progress Assessment
    - Strategies to engage families and facilitate change
    - Noting progress towards achievement of case plan goals, effectiveness of services and barriers.
- Policies and Standards within Child Welfare in North Dakota as it relates to the Safety Framework Practice Model
- Team Process- Understanding the importance of teaming with families, preparing youth for meetings and navigating barriers and conflict in teams
- Engaging Absent Parents- Why this is important and how it assists in achieving permanency and stability faster.
- Youth Engagement: Why is it important? Tips on engaging youth.

Assignments of Session #4:

Following Session #4 of Training:

- Complete the following modules on Blackboard before returning for Session #5:
    - PL 113-183 Preventing Sex Trafficking and Strengthening Families Act Modules and Quiz.
    - Chaffee Program Module and Quiz.
    - AASK/Post Adopt Program Module and Quiz.

After Session #4 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop
- The following are a series of points and questions that can serve to guide discussion, practice and follow up:
    - *Is the worker implementing basic skills and concepts around engagement, using respectful language and seeing a family through a non-judgmental lens?*

- *Are workers aware of federal expectations to engage absent parents and why this is important?*
- *What are the expectations to engage youth in case planning and throughout the lifetime of a case?*
- *Are workers aware of what is included in the Fostering Connections Act regarding a transition plan for emancipation of youth?*
- *Are workers confident in their ability to complete the Parent Capacities Family Assessment?*
    - *Are they able to introduce themselves, their role and interpret the Impending Danger in a manner that the family can understand?*
    - *Is the family's right for self- determination reinforced throughout the process?*
    - *Does your worker understand the four stages: Preparation, Introduction, Discovery and Change Strategy and Case planning and objectives for each stage?*
- *To what degree are family members active in their case planning? How are we ensuring that each person has a voice in the creation of the family service plan?*
- *How does the plan address the diminished protective capacities related to the Impending Danger?*
- *Is the care plan written using words from the family and addresses how progress will be measured?*
- *Is the worker able to complete the Protective Capacities Progress Assessment in a manner that identifies barriers, progress, motivation, and effectiveness of services?*
- *Are workers seeking out strategies to effectively engage the family and effectively facilitate change?*
- *Does the worker have questions around what tools to complete, or how to be complete the tools in order to be successful within their current role?*
- *Observe workers during Children and Family Team meetings and home visits to ensure that workers are using culturally appropriate engagement techniques that are empathetic, genuine, and respectful.*
- *When meeting with the worker, focus on strength 'based techniques and benefits opposed to deficit- based language*
- *Consistently provide feedback to the worker on their engagement skills, such as being fully present when meeting with families, establishing rapport with families, preparing in advance when meeting with families, and keeping the family's voice at the forefront of all conversations.*

Additional Resources:

- Is a worker struggling to understand the PCFA process? Click here for the **PCFA Microlearning.**
- Does your worker need more support on how to complete the PCFA and PCPA? Check out our microlearning on **Tool 5 and Tool 7**
- For additional support on actively involving the family in case planning while addressing safety, click **on North Dakota Safety Framework Practice Model Field Guide.**
- The SFPM Competency Matrix is a great tool to use with all workers to determine where we can get better within our practice of SFPM.
- An additional resource on gauging engagement is the Scaling Engagement handbook. This is another way to provide insight into ways that we can promote engagement with the children and caregivers that we work with in a variety of settings.
- **Additional modules that can be helpful is the Introduction to Motivational Interviewing**

Child Welfare Certification - Session #5, December 7-10, 2026: What's Covered?

VIRTUAL SESSION

- Juvenile Court and an Introduction to the Legal Process
- Guardian ad Litem-Program overview- Roles and Responsibilities of the GAL
- Role of the States Attorney and Writing Affidavits
- The Court Process and the Art of Testifying- testimony procedures, suggestions for dress & decorum, and delivery of testimony.
- 18+and Supervised Independent Living Programs
- Impact of attachment, separation and loss for foster children, their families, and foster families
- Foster /Adopt PRIDE training and assessment and how that is integrated into the foster home development process
- Considerations for keeping children in placements together with siblings.
- Impact of multiple out of home placements on bonding. Looking at what we can do as an agency to work with children and parents affected by this as we work towards safety, permanency and well-being.
- Secondary Trauma- What is Secondary Trauma? Prevention tactics and how to get assistance and support
- Ethics for all workers in child welfare
- Case worker Contacts with children, parents, and foster care providers with focus on safety, permanency and well being

Assignments for Session #5:

Following Session #4 of Training:

- Please make sure that all modules and quizzes are completed. Reminder: a score of 90% or higher on all quizzes is required.
- Please complete your Final Check In form with your worker. This form is used to create dialogue between the supervisor and the worker regarding emerging skills and creates an opportunity to discuss with the worker, the strengths as well as the challenges that may be facing the worker and ways that we can enhance their learning through their work at the agency. **Please submit page 3 only to the CFSTC Email (und.cfstc@und.edu) for verification of completion**.

After Session #5 Training:

- Set aside time during supervision to ask your workers about their training experiences and explore with them what they have learned.
- Support your workers by providing them with space to re-connect with their caseload and giving them time necessary to feel caught up from being gone.
- Provide frequent reinforcement and immediate constructive feedback as learners as they develop their skills.
- Remember that this is a continuum of learning and that all skills will take time to develop
- The following are a series of points and questions that can serve to guide discussion, practice, and follow up:
    - *Can the worker identify the processes of juvenile court hearings? (shelter care hearing, dispositional hearings and adjudication hearings)*
    - *Have the worker explain the role of the child welfare worker in juvenile court proceedings.*
    - *Does the worker have experience writing an affidavit? Does the agency have a template or protocol in regards to writing affidavits?*
    - *Mentor workers in ensuring that court documents include objective, descriptive language that describes behavior, and family specifics so that the court can best understand the family's current situation and reasons behind the decisions already made.*
    - *What is the process in preparing for court testimony? Can workers meet with the States Attorney prior to court to prepare?*

- *There are 5 different permanency options identified in the Preventing Sex Trafficking and Strengthening Families Act – when are they appropriate and considered for youth?*
- *Explore with your worker the importance of preparing children for permanency, not matter the permanency goal or outcome.*
- *Talk through how permanency is a process for a child, not just an outcome.*
- *How and when are Independent Living strategies implemented for youth in foster care?*
- *In preparation of Session 5, you worker was to complete the Chafee Program Module along with the AASK/Post Adopt Program Module. Based upon information within the module there could be discussion around the following:*
    - *When working with teens, are workers aware of the requirements of The Chafee Program? What is the role of the case manager and the protocol within your Region? Resource:* **Chafee Foster Care Program Policy**
    - *When working with a child and their family when does a referral to AASK take place and how is that done? What is the protocol in your Region? Does your worker understand the role and opportunities for support through the Post Adopt Program?*
- *Are workers aware of the Foster/ Adopt PRIDE training and understand the mutual family assessment process? How does this come into play when working with foster care providers? When can it be useful to refer back to the competencies for foster care providers? Has your worker had the opportunity to complete the online PRIDE training?*
- *In keeping children in placements together with siblings, what needs to be considered?*
- *How do multiple placements affect bonding? How does bonding, or lack thereof, affect their placements? What can we do as an agency to work with children and parents affected by this as we work towards safety, permanency and well-being?*
- *Conducting worker/ child and worker/ parent visits – are workers asking questions that promote and assess safety, permanency, and well-being? What is the agency's expectations regarding those visits and what can be done to ensure that they not only take place but that they are purposeful and promote positive outcomes?*
- *Ensure that workers have a clear understanding on the policy requirements for face-to-face contacts with children, parents and caregivers, and placement providers.*
- *Discuss the agency expectation that workers will engage and have ongoing contact with all parents and providers through the life of the family's involvement.*
- *Talk through questions that they may have regarding ethics in child welfare. This is a great time to discuss your agency's policies around social media usage, setting healthy boundaries at work, etc.*
- *Have a discussion around ethics with your worker. Talk about the need for professional boundaries. Does your agency have a social media policy? Talk through expectations for workers and professionalism on and off of the job. What does that look like?*
- *What is Secondary Trauma? Is your agency and worker aware of risk factors? Does your agency have protocol or supports available for employees dealing with secondary stress? Helpful Resource:* ***Secondary Traumatic Stress in Child Welfare Practice: Trauma-Informed Guidelines for Organizations.***
- *Provide a safe space for workers to express their feelings of anger, frustration, disappointment, etc.*
- *Model self-care in your day-to-day work.*
- *Ensure that the agency creates a culture where it is safe to admit mistakes and failure by providing feedback that is constructive, support and solution focused.*

Additional Resources

- Court Order Training Link: NDDHS Website: **ND Child Welfare Court Proceedings**

Is there a content area, or a skill, where your worker is struggling or is not as confident as you think they should be? Think about connecting that worker to another more experienced worker that is skilled in that area. An example would be linking a new worker to a worker/ mentor who is skilled at writing service plans, safety plans or a worker that has great skills at interviewing small children or working with parents that struggle with addiction. You cannot possibly have all of the answers all of the time but you can remove barriers for workers and locate resources for them to learn. In a strong team, each member brings different strengths to the table, great leadership identifies those strengths and uses them to meet the needs of children and families.