

Learning Outline and Review Form

Trainer Sections are Blue

OCWTP Staff Sections are Gray

COMPLETE THIS SECTION FOR ENTRY INTO E-TRACK:

Facilitator Name	Nan Beeler, MSW	Date	3.29.18
Trainer Type	Approved Trainer	Revision Date	
<input type="checkbox"/> <u>Learning Title</u>	Excerpt from Child Development: Implications for Family Centered Child Protective Services		
<input type="checkbox"/> <u>Trainer Content Expertise</u>	Ms. Beeler has been a curriculum developer for the OCWTP since 1987, and co-authored this workshop. She has direct service practice experience with preschoolers and adolescents. She directed the Diocesan Child Guidance Center's Day Treatment Program, a multidisciplinary program for preschool children for children with developmental, emotional, and behavioral challenges. She directed the program and worked individually with the children and their parents. She also taught parenting classes at the Guidance Center. She worked for 8 years at Franklin County Children Services in a court diversionary program for unruly adolescents and in the residential care facility for adolescents. She also led a therapy group, for three years, with adolescents in conjunction with a private psychology practice.		
<input type="checkbox"/> <u>Learning Description</u>	This workshop will teach normal infant and toddler development; the effects of abuse and neglect on development; special developmental problems with infants; and appropriate treatment interventions for them. We will also discuss trauma and brain development, and the worker's role in obtaining developmental and treatment services for infants and toddlers.		
Intended Audience	Caseworkers and supervisors		
Learning Objectives (What will learners be able to do as a result of attending this workshop?)	<p>Upon completion of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of a developmental perspective in child welfare work. • Explain the milestones of infant/toddler development. • Recognize indicators of developmental delays and emotional/behavioral problems. • Explain the effects of abuse, neglect, and trauma in infant, toddler 		

		<ul style="list-style-type: none"> Develop case plan activities to address developmental delays and emotional/behavioral problems resulting from maltreatment. 		
<input type="checkbox"/>	Competencies (As agreed upon with OCWTP staff)	117-01-001-006; 117-01-013-014;117-02-001-006; 117-03-001; 117-04-001-004	Link to: Caseworker Core Caseworker Specialized Caseworker Related	
			Link to: Supervisor Core Supervisor Specialized Supervisor Related	
			Link to: FAK Preservice FAK Fundamental FAK Specialized FAK Related	
			Link to: Trainer Competencies	
<input type="checkbox"/>	Classification List (As agreed upon with OCWTP staff)	Core – Caseworker Casework with Children Case Planning and Service Coordination for Maltreated Children Developmental and Treatment Strategies for Neglected or Dependent Children Treatment Strategies for Physically Abused Children and their Families	Link to: Caseworker Supervisor Caregivers	
<input type="checkbox"/>	Type of CEU Credit Sought			
<input type="checkbox"/>	OCWTP Hours	Licensure Hours		
<input type="checkbox"/>	Type of Learning	Choose a learning type.	Minimum Participants	Maximum Participants
Prerequisites		Click to enter Learning Title and E-Track Number. <i>Trainees will not be able to enroll in this learning until any learnings listed as prerequisites are completed.</i>		

Reviewer		Date Reviewed	
Learning Number	Certificate	Survey	

Workshop Outline:

<input type="checkbox"/>	Relevance to Child Welfare	A major part of a caseworkers' job is to work directly with children, recognize the effects of abuse and neglect on children, and obtain services to address problems resulting from abuse and neglect. This workshop will provide workers with the information to conduct these tasks. They will practice critical thinking in applying these concepts to realistic case examples.
<input type="checkbox"/>	Transfer of Learning Strategies *	Trainees will participate in small group discussions to practice critical thinking related to identifying the effects of abuse and neglect on all developmental domains (social, emotional, cognitive, physical). Classroom performance system questions will be used to promote critical thinking about concepts taught in the workshop.
<input type="checkbox"/>	Diversity Issues Addressed	We will discuss how culture influences parents' child rearing methods and expectations for children's behavior and functioning.
<input type="checkbox"/>	Connection to Case Process (Assessment, Safety Planning, Service Planning, and Permanency)	During safety assessment workers must identify child vulnerabilities and corresponding parental protective capacities, or lack thereof. During risk assessment, workers must identify risk contributors and non-risk contributors for child functioning. Workers must develop case plans to address the trauma and developmental delays resulting from maltreatment. This workshop will address all those topics. For Staff and Supervisor Learning Activities Only (Not Assessor)
<input type="checkbox"/>	Reference List (Not required for GAP Sessions)	

Center for Disease Control. (2017, June 06). Fetal Alcohol Spectrum Disorders (FASDs). Retrieved from <https://www.cdc.gov/ncbddd/fasd/facts.html>

Blaustein, M., Kinniburgh, K. (2007). Intervention Beyond the Child: The Intertwining Nature of Attachment and Trauma British Psychological Society, Briefing Paper 26, 48-53.

Center on the Developing Child (2007). *The Impact of Early Adversity on Child Development (InBrief)*. Retrieved from www.developingchild.harvard.edu.

Center for Disease Control. (2017, June 06). Fetal Alcohol Spectrum Disorders (FASDs). Retrieved from <https://www.cdc.gov/ncbddd/fasd/facts.html>

Child Welfare Committee (2013). *Child welfare trauma training toolkit: Comprehensive guide* (3rd ed.). Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress

Cook, A., Blaustein, M., Spinazzola, J., & van der Kolk, B. Eds. (2003). Complex trauma in children and adolescents: White paper. National Child Traumatic Stress Network.

Cook, A., et. al. (2005). Complex Trauma in Children and Adolescents. *Psychiatric Annals*, 35(5), 390-398

Dorsey, S., Burns, B., Southerland, D., Cox, J., Wagner, H., Farmer, E. (2012). Prior Trauma Exposure for Youth in Treatment Foster Care. *Journal of Child and Family Studies*. 21(5):816-824.

Greeson J., Briggs E., Kisiel C., Layne C., Ake G., Ko S., Gerrity E., Steinberg A., Howard M., Pynoos R., Fairbank J. (2011). Complex Trauma and Mental Health in Children and Adolescents Placed in Foster Care: Findings From the National Child Traumatic Stress Network. *Child Welfare*. 90(6):91-108.

Harvard University Center on the Developing Child. (n.d.). The Science of Neglect. Retrieved from <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/InBrief-The-Science-of-Neglect-3.pdf>

Kimball, Erica, Edleson Revisited: Reviewing Children’s Witnessing of Domestic Violence 15 Years Later. *Journal of Family Violence* 31(5):1-13 November 2015

Kramer, T. L., Sigel, B. A., Conners-Burrow, N. A., Savary, P. E., & Tempel, A. (2013). A statewide introduction of trauma-informed care in a child welfare system. *Children and Youth Services Review*, 35, 19-24.

National Child Traumatic Stress Network. (n.d.). Complex Trauma. <http://www.nctsn.org/trauma-types/complex-trauma>

National Center for Substance Abuse and Child Welfare (2009). Updated by the Institute for Human Services (2017). Understanding the Needs of Children of Parents with Substance Use or Mental Disorders.

National Center on Shaken Baby Syndrome. (2016) <https://dontshake.org/learn-more#what-is-the-outcome-or-prognosis-of-victims-of-shaken-baby-syndrome-abusive-head-trauma-sbs-aht>

<input type="checkbox"/>	Agenda with Content Description (Not required for GAP Sessions) * <input checked="" type="checkbox"/> Please check box to verify that you are not using copyrighted material or, if you are, you are doing so in accordance with the law, which includes obtaining permission from the copyright holder when required.	<input type="checkbox"/> Training Methods *	<input type="checkbox"/> Total Time
	I. Introductions, WIIFM A. Introductions B. WIIFM	Small group discussion, with round robin report out to clarify participants’ learning needs. Trainer will list WIIFM on flip chart, for later reference during the workshop.	30 minutes
	Click to enter Competency(s) covered.		
	II. Applying Principles of Development to Child Welfare A. It is important for caseworkers to understand child development, so they can: <ol style="list-style-type: none"> Recognize effects of abuse and neglect on children and obtain medical and mental health services for them. 	Section A. During the WIIFM small group discussion participants will also be asked to identify	20 minutes

<ol style="list-style-type: none"> 2. Help parents and caregivers access the services the children need 3. Conduct removal and placement activities in a developmentally appropriate way that creates the least amount of trauma possible. 4. Explain child development and effects of abuse and neglect to parents and caregivers 5. Identify child vulnerability and corresponding parental capacities when conducting safety assessments; and child characteristics that would warrant a Risk Contributor rating for the Child Functioning category in the Family Strengths and Needs Assessment. 6. Work with children in a developmentally appropriate way. <p>B. Principles of Development</p> <ol style="list-style-type: none"> 1. Normal as a statistical concept 2. Cumulative nature of development 3. Impact of culture on development 	<p>why it is important for workers to understand development. Discussion during round robin report out will cover content in Section II. A.</p> <p><u>Section B</u>:Lecture, small group discussion</p>	<p>20 minutes</p>
<p>117-01-001-006; 117-01-013-014</p>		
<p>III. Infant and Toddler Development</p> <p>A. Normal Development</p> <p>Lecture, discussion with slide presentation on the developmental milestones for physical, cognitive, emotional, social development of normally developing infants and toddlers</p> <p>B. Effects of abuse and neglect on child development</p> <ol style="list-style-type: none"> 1. Small group and large group discussion regarding characteristics of infants and toddlers that place them at high risk of abuse and neglect; how they are more susceptible to serious consequences; and the effects of maltreatment on social, emotional, physical, cognitive development. 2. Introduce concepts related to complex trauma and brain development <p>C. Treatment for Abused and Neglected Infants</p> <ol style="list-style-type: none"> 1. Medical and health care. 2. Early infant stimulation programs 3. Treatment for attachment problems 	<p><u>Section A</u>: Slide presentation of photographs of infants and toddlers that show normal physical development</p> <p><u>Section B</u>: Small group discussion followed by report out/large group discussion. Groups are given specific questions to answer to stimulate critical thinking of the items listed in B.</p> <p><u>Section C</u>: lecture, large group discussion.</p>	<p>90 minutes</p> <p>45 minutes</p> <p>30 minutes</p>

<p>4. Placement in a supportive, nurturing home.</p> <p>D. Recognizing Developmental Delays in Infants and Toddlers</p> <p>1. Video, with follow-up discussion of the following:</p> <ul style="list-style-type: none"> • Insights, new learning • What they would observe infants during home visits to identify any possible delays; and how they would make those observations • Resources available for children with delays • Importance of seeking cultural consultation when a question regarding child’s development arises. <p>E. Special Developmental Problems of Infants</p> <p>1. Fetal Alcohol Spectrum Disorder: indicators of; impact on development; appropriate developmental interventions; role of worker in obtaining services</p> <p>2. Prenatal exposure to drugs: indicators, effects on development</p> <p>3. Failure to thrive: indicators; effect on development; problems with parents of FTT infants; distinguishing between unintentional FTT (like breast-feeding problems) and FTT due to neglect; elements of treatment for the infant and the parents.</p> <p>4. Special care for severely abused infants: typical developmental patterns and delays; how parents and caregivers should interact with these babies; predictable periods of dependent behavior as indicators of progress in the baby’s ability to relate to adults.</p> <p>5. Cerebral Palsy: effects on development; physical indicators; appropriate interventions; caseworkers’ role in obtaining appropriate services.</p>	<p><u>Section D:</u> Video, “A World of Hope: Identifying Developmental Delay ages 0 – 3” of children with developmental delays with worksheet to take notes; follow up large group discussion</p> <p><u>Section 1.</u> Slides depicting children with facial features of FASD; information handout; large group discussion</p> <p><u>Section 2.</u> Read handout, discuss important learnings</p> <p><u>Section 3.</u> Large group discussion with classroom performance system questions</p> <p><u>Section 4.</u> Read handout, discuss important learning points.</p> <p><u>Section 5.</u> Slides of children with CP.</p>	<p>30 minutes</p> <p>45 minutes</p>
<p>117-02-001-006; 117-03-001; 117-04-001-004</p>		

<p>IV. Close Participants will review notes and handouts, and identify three concepts from training that they will try to apply within the next week. A few participants will be asked to share their thoughts. Trainer will encourage participants to implement their plans for applying concepts to their work.</p>	Individual note taking followed by report out and large group discussion	15 minutes
Click to enter Competency(s) covered.		
<input type="checkbox"/> Agenda with Content Description (Continued)	<input type="checkbox"/> Training Methods	<input type="checkbox"/> Total Time
Click to enter Competency(s) covered.		
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