

July 2019

Individualized Training Plan/Conference Notes Conservatorship

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|---|---|
| CPS Professional Development Trainer | Mentor |
| Name: Education background: Experience/tenure: Teaching Style: | Name: Employee ID: Unit: Educational background: Experience: Teaching Style: |
| Supervisor | Field Training Supervisor |
| Name: Unit: Education background: Experience/tenure: Teaching Style: | Name: Education background: Experience/tenure: Teaching Style: |
| Protégé | |
| Name: Employee ID: Unit: Educational background: Experience: Learning Style: | |

Plan Development Date:

This plan is being developed during Specialty Field Training I and will serve as a guide and calendar during the time the protégé/new employee is in the field. The plan is being developed with the assistance of the Supervisor, Program Director, Protégé, Field Training Supervisor, CPS Professional Development Trainer, and Mentor. Modifications to this plan may be required.

As you go through the plan with the protégé, the mentor and protégé should recognize that the Texas Child Protective Services (CPS) Practice Model defines our organization, what we believe in, what we work to accomplish, and what we do to help families keep children protected. Our practice model provides us with common and consistent framework to organize our efforts and establishes the parameters for best practice that deliver good outcomes for children and families. Our practice model drives decisions and actions at all levels of our organization through solution focused questions centered around what we are worried about, what's working well, and what needs to happen. As we address these questions, our approach should focus on ensuring that we use the following core competencies throughout our work regardless of stage of service: Engaging, Assessing, Teaming, Planning, Intervening and Evaluating.

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The effective use of these core competencies will ensure that our work remains safety organized, child centered, family focused, collaborative and sustainable. When reviewing the tasks each week with the protégé, we should be considering how each task relates to our ability to engage, assess, team, plan, intervene and/or evaluate with children, youth and families.

Following each weekly check-in, the Supervisor should forward a copy of the plan to their Program Director for review.

Specialty Field Training I (Weeks 1 – 4)

WEEK ONE

WEEK ONE CONFERENCE:

Date of Conference:

Participants:

Initial Conference covering the following basics (check when discussed). Much of this information was addressed in NEO but this is an opportunity to reinforce and answer questions.

| TOPIC | COMPLETE |
|--|--------------------------|
| INTRODUCTIONS: | |
| ▪ Unit members | <input type="checkbox"/> |
| ▪ Available management staff (supervisors, PDs, etc.) | <input type="checkbox"/> |
| ▪ Mentor | <input type="checkbox"/> |
| TOUR OF BUILDING: | |
| ▪ Shared office/work space | <input type="checkbox"/> |
| ▪ Bathrooms and break rooms | <input type="checkbox"/> |
| ▪ Copiers, printers, supply room | <input type="checkbox"/> |
| ENSURE TB TEST RESULTS HAVE BEEN OBTAINED: If not, no client contact. Send them for TB test. This can be done on the clock. | <input type="checkbox"/> |
| ENSURE BADGE PICTURE HAS BEEN TAKEN AND BADGE HAS BEEN ORDERED | <input type="checkbox"/> |
| PROVIDE OFFICE KEY/ KEY CARD/ BUILDING CODES | <input type="checkbox"/> |
| REVIEW AND COLLECT SIGNED COPIES: These documents should be filed in the employee's personnel file. | |
| ▪ Dress Code | <input type="checkbox"/> |
| ▪ Regional Employee Expectations (if applicable) | <input type="checkbox"/> |
| ▪ Mobile Casework Expectations | <input type="checkbox"/> |
| ▪ DFPS Work Rules | <input type="checkbox"/> |
| ▪ DFPS Standards of Conduct | <input type="checkbox"/> |
| PROVIDE CONTACT NUMBERS: | |
| ▪ Unit member numbers | <input type="checkbox"/> |
| ▪ Office locations | <input type="checkbox"/> |
| ▪ Office extensions | <input type="checkbox"/> |
| ▪ Police "on call" list | <input type="checkbox"/> |
| ▪ Regional on call procedures | <input type="checkbox"/> |
| TRAVEL FOR REQUIRED CLASSROOM TRAINING: | |
| ▪ Ensure they have hotel arrangements made if necessary. | <input type="checkbox"/> |
| ▪ Ask that they coordinate travel with fellow protégés when possible. | <input type="checkbox"/> |
| ▪ Explain the Advanced Travel Settlement process | <input type="checkbox"/> |

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| <ul style="list-style-type: none"> ▪ Explain the car rental process: <ul style="list-style-type: none"> • Direct Bill. Do not request "extras": GPS, Roadside Assistance, etc. • Maintain gas receipts • Must return rental cars full of gas | <input type="checkbox"/> |
| GETTING THEM STARTED: | |
| <ul style="list-style-type: none"> ▪ Ensure that you or the mentor helps the new employee set up their voice mail on their iPhone and office phone (if applicable). | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Provide Help Desk number 877-642-4777 | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Point out asset tag number on computer | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Help set up their email account (12AUST1001EXV02) | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Help set up their printer | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Review time and leave policy. Advise them to start tracking their time/leave and travel so that they may enter this information in CAPPs and eTravel. Direct protégé to time and leave guide. Link can be accessed through DFPS Learning Station (LMS), Additional Resources. | <input type="checkbox"/> |
| DEVELOP FIRST WEEK CALENDAR: | |
| <ul style="list-style-type: none"> ▪ If they have provided you with a copy of the negative TB test results, send them into the field with their mentor. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Remind them to log in to LMS and begin the CPS Professional Development on-line activities (start them on this first if they have not provided you with the TB test.) All CBTs required in this ITP must be completed through the LMS. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Have them/show them how to enter their appointments on their Outlook Calendar. Have them share their calendar with you and their mentor. | <input type="checkbox"/> |
| SUPERVISOR EXPECTATIONS | <input type="checkbox"/> |
| BASIC SAFETY – Building and in the Field | <input type="checkbox"/> |
| OVERVIEW OF PROFESSIONAL DEVELOPMENT AND PREVIEW OF NEXT FEW MONTHS | |
| <ul style="list-style-type: none"> ▪ Mentor assignment. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Role of protégé in their development including expectation for afterhours work with mentor. Provide on-call schedule for the month (if appropriate.) | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Review competencies with protégé and provide them with a copy | <input type="checkbox"/> |
| <ul style="list-style-type: none"> ▪ Review Specialty Field Training I tasks and required CBTs and readings | <input type="checkbox"/> |
| EQUIPMENT – iPhone, tablet, and need to protect equipment | <input type="checkbox"/> |
| PROVIDE THEM INSTRUCTION ON POLICY AROUND CONFIDENTIALITY | <input type="checkbox"/> |
| INTEGRITY – Honest documentation, not falsifying criminal charges – referred to OIG in all areas of work – eTravel, CAPPs, IMPACT – Higher Standard of Ethics | <input type="checkbox"/> |
| SOCIAL MEDIA POLICY | <input type="checkbox"/> |
| HOW TO ACCESS TRAININGS IN CAPPs | <input type="checkbox"/> |
| DISCUSS AND FINALIZE INDIVIDUALIZED TRAINING PLAN (ITP) WITH PROTÉGÉ AND MENTOR AND PROVIDE EACH WITH A COPY. Assign protégé secondary on all cases assigned to Mentor. | <input type="checkbox"/> |
| ANSWER ANY QUESTIONS THEY MAY HAVE | <input type="checkbox"/> |
| SCHEDULE WEEK 2 CONFERENCE AND USE OUTLOOK TO INVITE PROTÉGÉ. | <input type="checkbox"/> |

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DISCUSS WEEK ONE REQUIREMENTS:

| Task/Topic | Date Complete |
|--|----------------------|
| Review CVS policy 6100 through 6123 and complete the policy assessment in DFPS Learning Station. | |
| Read two sample CVS cases. One brand new case and one case that has been open approximately 90 days. Supervisor needs to print out all components of the case for the new employee to review as they will not know how to navigate IMPACT. | |
| Spend at least two full days accompanying mentor on cases | |
| Process case observations with mentor to include the following (when possible): <ul style="list-style-type: none"> • home visit, • child interview, • parent interview, • Kinship interview, • case staffing (supervisor and/or case transfer staffing), • risk/safety concerns and • next steps. If the protégé is unable to observe all of these the first week they will roll to week two. | |
| Complete HHS Information Security Awareness CBT | |
| Complete eTravel 2015 New User CBT | |
| Complete First Aid Training for CVS and FAD Employees. Provide certificate to Supervisor for personnel file. Protégé may not transport children without this. | |
| Complete Tablet Training CBT (optional)--should be completed prior to attending Technology Lab. | |
| Attend Technology Lab provided by CPS Professional Development Trainer | |
| Time and Leave Training for FLSA DFPS Field Staff - 0000621 | |

WEEK ONE DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, plans related to the next week, etc):

X

X

Protege/ Date

Supervisor/ Date

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| WEEK TWO |
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WEEK TWO CONFERENCE:**Date of Conference:****Participants:**

Review completion of previous week's assignments and discuss/process learning that occurred through their observation (check when discussed).

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protege's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

- Discuss/stress the importance of all of the timeframes for seeing children and the need for urgency surrounding ensuring safety on each case.
- Ensure protégé has begun documenting their monthly travel and has entered time/leave for previous week.
- Begin discussing the importance of services to children
- Discuss maintaining personal vehicle as part of discussion about car seat safety
- Begin discussing the importance of collateral contacts who to contact, questions to ask, importance of professionals who may have knowledge. (Refer to practice guide)
- Discuss protégé's level of familiarity and comfort with the tablet and IMPACT. Arrange for additional training if necessary.
- Review Additional Requirements to be Completed During Weeks 1-4 located on page 10.
- Schedule the Week 3 Conference and use Outlook to invite protégé.

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DISCUSS WEEK TWO REQUIREMENTS:

| Task/Topic | Date Complete |
|--|----------------------|
| Discuss collateral contacts with mentor and/or supervisor. Observe collateral contacts and use tablet to take notes for these interviews and submit to supervisor for review and feedback | |
| Review policy 6411-6414.75 and complete the assessment on DFPS Learning Station | |
| Use tablet to take notes of FTF visits this week and send them to the mentor so that they can be used in documenting then review documentation that mentor has completed on all your contacts this week. Send also to supervisor for review and feedback | |
| Review Child's Service Plans on cases that you have gone out on with mentor this week | |
| Review Services to Children in Substitute Care Resource Guide | |
| Complete Time Management for the CPS caseworker CBT (if required by supervisor) | |
| Complete DFPS Human Trafficking Training Featuring Be the One - 0000742 -CBT | |
| Complete car seat training video and activity on DFPS Learning Station | |
| Complete training on daycare provided by mentor and complete the Welcome to Day Care Automation for CPS Caseworkers and Support Staff CBT | |
| Training by mentor or supervisor on photography. Assist mentor in photographing and uploading photos in IMPACT | |
| Review the Safety Visit Guide (under resources on LMS) | |
| Discuss DFPS Handbook organization with mentor. Identify where to locate the CPS handbook, policy and resources guides. Discuss with mentor the differences between policy and resource guides. | |
| Complete one on one training with mentor on how to search CPS and criminal history | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Planning | |

WEEK TWO DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

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| WEEK THREE |
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WEEK THREE CONFERENCE:**Date of Conference (Week Three):****Participants:**

Review completion of previous weeks' assignments and discuss/process learning that occurred through their observation.

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protege's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

- Ensure protégé is documenting all of their appointments in Outlook.
- Discuss policy and observations protégé has from shadowing mentor.
- Discuss policy on services to families and provide protégé with examples and process any situations they have experienced around FPOS or FGDM planning while shadowing mentor.
- Discuss policy on documentation.

Ask for feedback around the mentoring process - what's working well, any concerns?

- Schedule the Week 4 Conference and use Outlook to invite protégé.

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DISCUSS WEEK THREE REQUIREMENTS:

| Task/Topic | Date Complete |
|--|----------------------|
| Review policy 6312-6352 and complete the assessment on DFPS Learning Station | |
| Use tablet to take notes of FTF visits with families this week and send them to the mentor to be used in documenting the contact. Review documentation that mentor has completed in IMPACT on all your contacts this week to assess what changes were made. Send also to supervisor for review and feedback. During Week 4 you begin to document these contacts in IMPACT for mentor to review and submit in IMPACT as appropriate | |
| Review policy 6133-6133.26 and complete the assessment on DFPS Learning Station | |
| Review Family Plan of Service (FPOS) for all cases you go out on with mentor | |
| Continue assisting with collateral calls and document contacts as secondary on cases assigned by mentor | |
| Complete research on local resources to include but not limited to domestic violence, substance abuse, mental health, etc. Collaborate with Community Initiative Specialist on this task. | |
| Complete Personal Safety for DFPS Staff V2 CBT | |
| Complete Intro to Legal Systems CBT | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Engaging | |

WEEK THREE DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

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| WEEK FOUR |
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WEEK FOUR CONFERENCE:**Date of Conference:****Participants:**

Review completion of previous weeks' assignments and discuss/process learning that occurred through their observation (check when discussed).

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protégé's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

- Discuss policy and observations protégé has from shadowing mentor.
- Discuss policy on court hearings and appropriate dress.
- Discuss understanding of the 4th amendment
- Discuss protégé's preparation for classroom training and expectations.

Ask for feedback around the mentoring process - what's working well, any concerns?

- Review and discuss training transcript: show them how to access it and verify that all online trainings have been completed and are captured on the training transcript.
- Discuss next steps in training - Core, Specialty, etc.
- Review Additional Requirements to be Completed During Weeks 1-4 located on page 10.
- Schedule the Week 7 Conference and use Outlook to invite protégé.
- Participate in call with CLOE Trainers to discuss protégé's progress in Specialty Field I and document feedback.

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DISCUSS WEEK FOUR REQUIREMENTS:

| Task/Topic | Date Complete |
|--|----------------------|
| Review 5500 policy and complete the assessment in DFPS Learning Station | |
| Participate in CPS Legal 101 Webinar-will receive an Outlook invitation | |
| Review original petition, status, placement and permanency court reports and corresponding orders on at least one case. | |
| Read diligent search report and affidavit related to efforts to locate parent on at least one case | |
| Continue to document collateral contacts for your cases in IMPACT | |
| Document all FTF contacts with children and parents on your cases in IMPACT | |
| Complete SDM: Safety Assessment Online Course CBT | |
| Complete SDM Risk Assessment CBT | |
| Attend CPS History-The Search is On Training | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Assessing | |

WEEK FOUR DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

X

Protege/ Date

Supervisor/ Date

ADDITIONAL REQUIREMENTS TO BE COMPLETED DURING WEEKS 1 – 4:

| Task/Topic | Date Complete |
|--|----------------------|
| HHS Ethics for Contracting and Procurement Personnel Training CBT | |
| HHS Civil Rights Training CBT | |
| HHS Employee Safety and Security Awareness CBT | |
| Accompany mentor on monthly FTF with parent and assist in documentation (at minimum read the most recent court report and monthly summary for each case you go out on) | |
| Observe a licensed or kinship placement | |
| Observe a placement review hearing, permanency hearing or termination trial and process with mentor | |
| Observe and document a case staffing | |
| Participate in office coverage with mentor during mentor assignments of office coverage | |

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| Observe a parent/child visit and complete the Parent/Supportive Adult Visitation Record and Observation Form K-908-3102A | |
| Observe mediation (if available) | |
| Visit Rainbow room | |
| Child Development: Birth to Age Five CBT | |
| Observe Pre/Post Removal staffing (if caseworkers attending is a practice in your region) | |
| Spend a day in the field with an FBSS mentor | |
| Spend a day in the field with an INV mentor | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Intervening | |
| Reach out to your regional Parent Collaboration Group (PCG) parent liaison to learn more about PCGs and how to refer families. If there is not an active PCG in your region, contact the State Office Parent Specialist. | |

Specialty Field Training II (Weeks 7 – 8)

WEEK SEVEN

WEEK SEVEN CONFERENCE:

Date of Conference:

Participants:

Review with protégé the information that was covered in CORE classroom and process how to apply the information in the field.

- Participate in call with CLOE Trainers to discuss protégé's progress in CORE classroom and document feedback.

- Schedule the Week 8 Conference and use Outlook to invite protégé.

DISCUSS WEEK SEVEN REQUIREMENTS:

| Task/Topic | Date Complete |
|---|---------------|
| Review policy 4100-4155 and complete the assessment in DFPS Learning Station | |
| Attend Integrative Seminar on Service Level, placement referrals, and pre-placement visits | |
| Forms for placement - help with placement forms as opportunity available | |
| Conduct history searches on any household members that have potential kinship placements and missing parents | |
| Complete Drug Testing Basics: Your Guide to Effective Drug Testing, Treatment, and Referral CBT, Oral Tox Product Training (on LMS), observe drug testing and discuss protocol with mentor. | |
| Review Substance Use Resource Guide | |
| Local Permanency overview and referrals CBT | |
| Successfully Prepare for Trial and Testifying CBT | |
| Complete the 6 hour TCOM-Transformational Collaborative Outcomes Management & Advanced Tools (CANS) web based training | |
| Complete the 1 hour, Intro. SDM® Family Strengths and Needs Assessment FSNA-WBT | |
| Review the Procedure and Reference Manual for the SDM® Family Strengths and Needs Assessment, this includes all the definitions | |

WEEK SEVEN DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

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X

Protege/ Date

X

Supervisor/ Date

WEEK EIGHT**WEEK EIGHT CONFERENCE:****Date of Conference:****Participants:**

Review completion of previous weeks' assignments and discuss/process learning that occurred through their observation (check when discussed).

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protege's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

- Discuss policy and observations protégé has from shadowing mentor.
- Discuss policy on Permanency planning and Family Group Conference

Ask for feedback around the mentoring process - what's working well, any concerns?

- Schedule the Week 10 Conference and use Outlook to invite protégé.

DISCUSS WEEK EIGHT REQUIREMENTS:

| Task/Topic | Date Complete |
|--|----------------------|
| Review policy 6200-6234.44 and complete the assessment in DFPS Learning Station | |
| Continue with assigned tasks during prior weeks in regards to contacts and documentation | |
| Observe FGDM Meeting | |
| Observe Permanency Roundtable, if available | |
| Improving Affidavit Writing to Boost Child Safety CBT | |

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| Complete Family Group Decision Making CBT | |
| Observe a CVS caseworker using the CANS Summary Report to help develop a Child Plan of Service | |
| Observe a CVS caseworker completing a FSNA with a family | |
| Observe a CVS caseworker using the FSNA to develop a Family Plan of Service with the family | |
| Complete Child Sexual Aggression CBT | |
| Serious Incidents Involving Foster Children CBT | |
| STAR Health Passport CBT | |
| STAR Health Training CBT | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Teaming | |
| Review the Services to Kinship Caregivers Resource Guide | |
| Review policy 6600-6686 and complete the assessment in DFPS Learning Station | |

WEEK EIGHT DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

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Specialty Field Training III (Weeks 10 – 13)

TASKS THAT MUST BE COMPLETED DURING WEEKS 10 – 13:

| Task/Topic | Date Complete |
|--|---------------|
| Complete SafeSignal CBT and demonstrate to supervisor the ability to open a session, pull an alarm, and cancel the alarm (NOTE: This task cannot be completed with mentor) | |
| Insight Basics CBT | |
| DFPS Staff Medical Consent Training CBT | |
| Education Decision Maker CBT | |
| DFPS Subpoena Policy and Procedures CBT | |
| 3 in 30 Training for CPS Staff CBT | |
| Service, Notice, Discovery & A Little Bit More Webinar | |
| Supervisor led training regarding monthly case contacts and evaluations | |
| Training by Supervisor or Mentor on how to do homestudies based on your regional expectations and practice | |
| Training by Supervisor or Mentor on documenting education decision maker, medical consentor, medical history, placement, legal, permanency conferences, and eligibility | |
| Integrative Seminar on Locating Families and Cooperation with Law Enforcement | |
| Training with mentor on Family Strengths and Needs Assessment (FSNA) (mentor should refer to FSNA facilitator's guide) | |
| Spend a day in the field with another worker, identified by your Supervisor or Program Director, who is skilled in the competency of Evaluating | |

After week 9, the protégé will be released to the field and will be assigned two to three cases. Prefer cases that are new removals however if that is not possible then less than 30 days old. If that not possible then prior to status hearing. These should be cases that protégé will become primary assignment for after they have been determined to be primary case assignable. If transfer case, it is preferred that the case be one that is on mentor's existing workload that they have had opportunity to participate in during Specialty Field I or Field II. During this time the protégé will work to complete the tasks outlined in **Appendix A** on these assigned cases under the supervision of a mentor. The protégé should be exposed to as many of these tasks in each case as possible and shown "how to" complete each task, while gaining a general understanding of why these tasks are completed as they relate to child safety, permanency, and well-being. If a protégé is not exposed to these tasks in each case, then the protégé should have an opportunity to complete these tasks in a mentor's case. Supervisor must observe protégé in the field to determine their level of competency.

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| WEEK TEN |
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WEEK TEN CONFERENCE:**Date of Conference:****Participants:**

- Review completion of previous weeks' assignments and discuss/process learning that occurred through their observations.
- Review what was learned in Specialty classroom training.
- Participate in call with CLOE Trainers to discuss protégé's progress and document feedback.
- Review next steps for specialty field training. Discuss training plans dates/trainers.
- Review cases(s) assigned to protégé. Provide overview and next steps (this should be completed in conjunction with the mentor).
- Ensure the protégé has a copy of the mentor's on-call schedule for the next four weeks as appropriate.

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protege's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

Ask for feedback around the mentoring process - what's working well, any concerns?

Review and discuss documentation that has occurred thus far. What are supervisor expectations for documentation? Is the new employee meeting these expectations?

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Review and discuss competencies outlined on the competency evaluation and the protégé's strengths, weaknesses, and developmental areas.

Schedule the Week 11 Conference and use Outlook to invite protégé.

WEEK TEN DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

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| WEEK ELEVEN |
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WEEK ELEVEN CONFERENCE:**Date of Conference:****Participants:**

- Review completion of previous weeks' assignments and discuss/process learning that occurred through their observation.
- Discuss progress on training plans. Ensure all training has identified dates/trainers.
- Review cases(s) assigned to protégé. Discuss with protégé progress on required tasks for these cases.
- Ensure protégé understands what is expected and is able to provide feedback on progress made.
- Provide clear direction on next steps.

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protege's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

Ask for feedback around the mentoring process - what's working well, any concerns?

Review and discuss documentation that has occurred thus far. What are supervisor expectations for documentation? Is the new employee meeting these expectations?

- Review and discuss competencies outlined on the competency evaluation and the protégé's strengths, weaknesses, and developmental areas.
- Schedule the Week 12 Conference and use Outlook to invite protégé.

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WEEK ELEVEN DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

| |
|--------------------|
| WEEK TWELVE |
|--------------------|

WEEK TWELVE CONFERENCE:**Date of Conference:****Participants:**

- Review completion of previous weeks' assignments and discuss/process learning that occurred through their observation.
- Discuss progress on training plans. Discuss what was learned the week previous - process these trainings to ensure protégé has learned and understands the information being taught. Ensure all identified trainings have been completed. Ensure any training not completed has identified dates/trainers.
- Review cases(s) assigned to protégé. Provide overview and next steps (this should be completed in conjunction with the mentor).

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protégé's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

Is the protégé applying policy regarding timeframes for completion of their case tasks?

Is the protégé able to engage the family and work in partnership?

Is the protégé utilizing critical thinking skills and putting the pieces together?

Ask for feedback around the mentoring process - what's working well, any concerns?

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Review and discuss protégé's overall development (casework, documentation, etc.) and learning that has occurred thus far. Is the protégé meeting expectations?

Review and discuss competencies outlined on the competency evaluation and the protégé's strengths, weaknesses, and developmental areas.

Schedule the Week 13 Conference and use Outlook to invite protégé.

WEEK TWELVE DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, plans related to the next week, etc):

X

Protege/ Date

X

Supervisor/ Date

WEEK THIRTEEN

WEEK THIRTEEN CONFERENCE:

Date of Conference:

Participants:

Review completions of Specialty Field formalized training and discuss/process learning that occurred through their observation and application.

Review what was learned in field training.

When reviewing the previous week, what worries exist regarding the protégé's ability to complete all the tasks? Are there worries about how the protégé is managing their time? Are there any worries regarding how the protégé is maintaining work/life balance?

When reviewing the previous week, what has been working well for the protégé in terms of tasks completed? How does the protégé manage their time effectively? How is the protégé effectively managing work/life balance?

When reviewing the previous week, what needs to happen in the future to ensure the protégé completes all tasks? What needs to happen to ensure the protégé is managing their time effectively? What needs to happen to help the protégé adjust to the job? What needs to happen to help the protégé manage work/life balance?

In discussing protégé's performance, did the mentor provide feedback on the protégé's progress towards mastery of the Texas Competencies (Engaging, Assessing, Teaming, Planning, Intervening and Evaluating)? What is working well? What are the supervisor and mentor worried about? What needs to happen?

What is the mentor's feedback regarding the protégé's observations of their tasks?

Is the protégé applying policy regarding timeframes for completion of their case tasks?

Is the protégé able to engage the family?

Review and discuss documentation that has occurred thus far on the protégé's two cases. What are supervisor expectations for documentation? Is the protégé meeting these expectations?

Ask for feedback around the mentoring process - what's working well, any concerns?

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Discuss competencies and protégé's current level of functioning. If there are competencies in which the protégé needs additional development, work together with the mentor to develop a plan to ensure additional training/support is provided in these areas. This additional development can be provided by the supervisor, mentor, field subject matter experts, etc. The competency evaluation will be completed at the end of week 13; therefore it is recommended that this review occur early during week 13.

Review next steps for protégé:

1. What are the identified strengths of the caseworker?
2. What are the identified areas of continued development of the caseworker?
3. What is the specific plan to provide future training and professional development to the caseworker?
4. What is the plan for future meetings with the caseworker? How often will conferences occur?

WEEK THIRTEEN DOCUMENT ANY ADDITIONAL COMMENTS/NOTES (i.e. Notes about training activities, protégé accomplishments, concerns, next steps, etc):

X

Protege/ Date

X

Supervisor/ Date

Appendix A

Task Requirements During Specialty Field Training III

During specialty field, protégés will complete the following tasks on their assigned cases. If the protégé was not able to complete a task on this assigned case, please note, in the chart below, that a substitute case was used for that task.

Mentor assigned to **Case 1:**

Case Name:

Case #:

| DATE COMPLETED | TASK | WHO OBSERVED / ASSESSED PROTÉGÉ COMPLETING TASK | OBSERVATIONS OF PROTEGE'S ABILITY TO INTEGRATE TEXAS CPS PRACTICE MODEL CORE COMPETENCIES (ENGAGING, ASSESSING, TEAMING, PLANNING, INTERVENING AND/OR EVALUATING) |
|----------------|---|---|---|
| | Complete face to face visits with all children in case, in their placements. Conduct interviews with children focusing on safety, permanency and well-being areas. Documents these contacts | | |
| | Complete face to face visits with parents / legal guardians. Conduct interviews with parents / legal guardians focusing on safety, permanency and well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct face to face visits with foster parents / kinship placements. Conduct interviews focusing on safety, permanency, well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct interviews with professional collaterals (phone or face to face) to obtain appropriate case information. Document these contacts | | |

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|--|--|--|--|
| | Continue efforts to locate absent parents and document these efforts. | | |
| | Conduct case staffing with supervisor, imparting all relevant info in a logical and accurate manner. | | |
| | Help mentor complete court report regarding case and attend court hearing | | |
| | Complete initial or updated Child Plans of Service for the case | | |
| | Complete initial or updated Family Plans of Service for the case | | |
| | Complete FSNA for the case | | |
| | Complete initial or updated Common Applications for the case | | |
| | Conducting a home visit: 4 th Amendment Issues, Assessing for Safety and Risk | | |
| | Complete a monthly evaluation for the case | | |
| | Drug Testing and other referrals for services | | |

Mentor assigned to **Case 2:**

Case Name:

Case #:

| DATE COMPLETED | TASK | WHO OBSERVED / ASSESSED PROTÉGÉ COMPLETING TASK | OBSERVATIONS OF PROTEGE'S ABILITY TO INTEGRATE TEXAS CPS PRACTICE MODEL CORE COMPETENCIES (ENGAGING, ASSESSING, TEAMING, PLANNING, INTERVENING AND/OR EVALUATING) |
|-----------------------|---|--|--|
| | Complete face to face visits with all children in case, in their placements. Conduct interviews with children focusing on safety, permanency and well-being areas. Documents these contacts | | |
| | Complete face to face visits with parents / legal guardians. | | |

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| | Conduct interviews with parents / legal guardians focusing on safety, permanency and well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct face to face visits with foster parents / kinship placements. Conduct interviews focusing on safety, permanency, well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct interviews with professional collaterals (phone or face to face) to obtain appropriate case information. Document these contacts | | |
| | Continue efforts to locate absent parents and document these efforts. | | |
| | Conduct case staffing with supervisor, imparting all relevant info in a logical and accurate manner. | | |
| | Help mentor complete court report regarding case and attend court hearing | | |
| | Complete initial or updated Child Plans of Service for the case | | |
| | Complete FSNA for the case | | |
| | Complete initial or updated Family Plans of Service for the case | | |
| | Complete initial or updated Common Applications for the case | | |
| | Conducting a home visit: 4 th Amendment Issues, Assessing for Safety and Risk | | |
| | Complete a monthly evaluation for the case | | |
| | Drug Testing and other referrals for services | | |

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Mentor assigned to **Case 3:** (If Applicable)

Case Name:

Case #:

| DATE COMPLETED | TASK | WHO OBSERVED / ASSESSED PROTÉGÉ COMPLETING TASK | OBSERVATIONS OF PROTEGE'S ABILITY TO INTEGRATE TEXAS CPS PRACTICE MODEL CORE COMPETENCIES (ENGAGING, ASSESSING, TEAMING, PLANNING, INTERVENING AND/OR EVALUATING) |
|----------------|---|---|---|
| | Complete face to face visits with all children in case, in their placements. Conduct interviews with children focusing on safety, permanency and well-being areas. Documents these contacts. | | |
| | Complete face to face visits with parents / legal guardians. Conduct interviews with parents / legal guardians focusing on safety, permanency and well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct face to face visits with foster parents / kinship placements. Conduct interviews focusing on safety, permanency, well-being areas, including progress and case direction. Document these contacts. | | |
| | Conduct interviews with professional collaterals (phone or face to face) to obtain appropriate case information. Document these contacts. | | |
| | Continue efforts to locate absent parents and document these efforts. | | |
| | Conduct case staffing with supervisor, imparting all relevant info in a logical and accurate manner. | | |
| | Help mentor complete court report regarding case and attend court hearing. | | |

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| | | | |
|--|--|--|--|
| | Complete initial or updated Child Plans of Service for the case. | | |
| | Complete FSNA for the case | | |
| | Complete initial or updated Family Plans of Service for the case. | | |
| | Complete initial or updated Common Applications for the case . | | |
| | Conducting a home visit: 4 th Amendment Issues, Assessing for Safety and Risk . | | |
| | Complete a monthly evaluation for the case . | | |
| | Drug Testing and other referrals for services . | | |

Advancing Practice:

Once it has been determined that the protégé has met the competencies and is able to be assigned primary on cases, the following advancing practice schedule should be followed:

Advancing Practice Caseload Size:

All stages of services: Protégé will be assigned 1/3 and 2/3 an average caseload for the county in which they work, respectively, for the first two months after protégé is deemed case assignable. In the third month, the protégé receives a full caseload.

To determine average caseload, it is suggested that you utilize data warehouse report csl_cps_02 and average the past three months.

CPS specialists are not assigned a regular caseload until the third month after completing CPS Professional Development training.

During the first month after training, the supervisor shall hold informal weekly conferences with the specialists to discuss the following aspects of casework:

- The case staffings conducted throughout a case;
- Documenting the monthly contacts and monthly evaluation; and
- Making an assessment of safety and risk after every contact with the family.

Avoid assigning the following types of cases during the transition from training to advancing practice:

- political or sensitive cases;
- cases that require special handling;
- cases that involve the death of a child; and
- cases that involve a serious injury.

Additional considerations for assigning cases include the following:

- A new caseworker who is assigned to a sexual abuse case during the transition from training to advancing practice may need additional oversight and support from his or her supervisor or peers.

During the advancing practice, the supervisor must:

- hold informal conferences with the new caseworker each week; and
- hold a formal conference once a month.

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CONTINUOUS LEARNING TO OCCUR WITHIN FIRST 9 MONTHS FOR CERTIFICATION:

| Name of Training | Date Complete |
|---|----------------------|
| Introduction to Community Engagement CBT | |
| Communicating in a High Stakes Environment CBT | |
| Verification of Abuse / Neglect Training for CVS and FAD http://intranet/PSA_psi/Forms/14/PSA/14-036.docx | |
| Safety and Well-Being of Children With PMN CBT (required before working with PMN child and should be taken sooner if assigned PMN case) | |
| ICPC for CVS ADO Caseworkers and Sups CBT | |
| Psychotropic Medication Training for CPS Staff CBT | |
| Family Violence Intervention Training | |
| Utilizing Adult Mental Health Evaluations Webinar | |
| Knowing Who You Are | |
| Review TARE Resource Guide | |
| Introduction to Human Trafficking for Child Welfare CBT | |
| Educational Services for Children in Substitute Care CBT | |
| Primary Needs for Children CBT (must complete Psychotropic Medication CBT first) | |