



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF HUMAN SERVICES  
LANSING



ISMAEL AHMED  
DIRECTOR

March 20, 2009

The Honorable Bill Hardiman, Chair  
Senate Appropriations Subcommittee on DHS  
Michigan State Senate  
State Capitol  
Lansing, Michigan 48933

The Honorable Dudley Spade, Chair  
House Appropriations Subcommittee on DHS  
Michigan House of Representatives  
Lansing, MI 48933

Dear Senator Hardiman and Representative Spade:

Section 575(4) of 2008 Public Act No. 234 requires the Department of Human Services to report to the legislature on specific cultural sensitivity training and awareness efforts, family preservation and reunification efforts.

To meet the requirements for the first quarter of fiscal year 2009, we have attached four training curriculum. If you have questions regarding these plans, please contact Terry Salacina, acting deputy director of Field Operations, at (517) 373-3570.

Sincerely,

Ismael Ahmed

cc: Senate and House Appropriations Subcommittees on DHS and DCH  
Senate and House Fiscal and Policy Offices  
State Budget Director

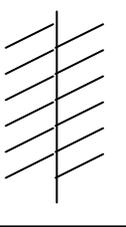
**LESSON PLAN**  
 Department of Human Services  
 DHS & C P A  
 Title: **ORIENTATION**

**FOSTER CARE**  
**New Worker Policy & Procedure**

Suggestions to Instructor	Reference	Content
<p><b>OBJECTIVES</b>            Trainees will</p> <ul style="list-style-type: none"> <li>• Describe caseload responsibilities of foster care workers</li> <li>• Describe the role of CPS, Adoption, Juvenile Justice and Licensing workers</li> <li>• Identify the difference between culturally bias and culturally sensitive behaviors</li> <li>• Explain how Child Welfare Values govern foster care</li> </ul> <p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Complete Orientation Know How Exercises</li> <li>• Complete Cultural Diversity Exercise</li> </ul>		<p align="center"><b>FOSTER CARE NEW WORKER TRAINING ORIENTATON</b></p>  <p align="center"><i>“Educating Tomorrow’s Leaders In Child Welfare”</i></p>

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<p><b><u>SUPPLIES</u></b></p> <ul style="list-style-type: none"> <li>• Tables set for FC/DHS &amp; PA</li> <li>• Sign in sheets</li> <li>• Copies of the training schedule</li> <li>• Trainee manuals</li> <li>• Name tents</li> <li>• Markers</li> <li>• Sticky notes/Post-its</li> <li>• Board/markers</li> <li>• Flip chart/markers</li> <li>• Hand-outs</li> <li>• Large Post-it sheets (flip-chart size)</li> </ul> <p><b><u>INSTRUCTIONS</u></b></p> <ul style="list-style-type: none"> <li>• Pass out all training materials</li> <li>• Put up the Parking Lot</li> <li>• <b>Read &amp; prepare Cultural Diversity Exercise</b></li> <li>• List on a board/flip chart             <ul style="list-style-type: none"> <li>- Trainers contact info</li> <li>- Weather cancellation info</li> </ul> </li> </ul> <p><b>Weather Cancellation</b>  <b>Lansing Center: Call 517-335-7516</b>  <b>Detroit: Radio Stations 760 am or 950 am</b></p>	<p>Do on flip sheet and put up</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center; margin: 0;">Parking Lot</p>  </div>	<p style="text-align: center;"><b>ORIENTATION</b></p> <p>Welcome to Day 1 Week 2 of foster care training. We challenge each of you to not only absorb and take with you the knowledge and information that will be presented but to share your experiences and skills as we journey together these next eight weeks.</p> <p>Included in this room are Private Agency and Department of Human Services employees. Your role as a foster care worker is what we will be addressing during this training.</p> <p>The very first thing we want to do is have DHS and Private Agency foster care workers at each table. So make sure there is an even mix (as much as possible). We'll give you a few moments to do so.</p> <p>As much as possible, we need an even representation at each table. The purpose of doing this is for each of you to become familiar with individuals other than those you interact with on a regular basis. We recommend that you take full advantage of this opportunity to develop rapport with persons you will be able to use as a resource and/or support in the future.</p>

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	<p>CFF 721, pg. 1</p>	<p style="text-align: center;"><b>FOSTER CARE</b></p> <p>Policy defines Foster Care as  <i>“A temporary solution to an emergency situation.”</i></p> <p><b>Foster Care</b></p> <ul style="list-style-type: none"> <li>• Provides placement &amp; supervision of children who have been abused and/or neglected and who cannot remain in their family homes because they would be at risk of further home.</li> <li>• Services are focused on resolving the problems which necessitated the removal.</li> <li>• Efforts to reunify begin immediately after the separation.</li> <li>• The child's home is viewed as the preferred permanent placement but if families cannot be restored then children are prepared for safe, appropriate permanent placements.</li> </ul> <p>In the next 4 weeks of classroom training you will be provided much more concrete and specific information that will allow you to process and clarify the purpose of foster care.</p>

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		<p style="text-align: center;"><b>MAKING A DIFFERENCE</b></p> <p>The role and responsibilities that you are assuming in foster care are challenging.</p> <p>It certainly seems a sound investment to spend quality time in learning to provide the best trained most knowledgeable and skillful employees to meet the needs of these vulnerable children and to provide them with an opportunity to have different lives.</p>
<p><b><u>INSTRUCTIONS</u></b></p> <ul style="list-style-type: none"> <li>• Trainers introduce themselves.</li> <li>• Do trainee introductions in individual classes.</li> </ul>		<p style="text-align: center;"><b>WHAT TO EXPECT</b></p> <p>Our curriculum will basically provide you with the “Need to Know” with a little of the “Nice to Know” and lots of the “Where to Go”.</p> <p>This morning the plan is to</p> <ul style="list-style-type: none"> <li>• Let you know who we are (trainers),</li> <li>• Discuss the rules and structure of training,</li> <li>• Discuss laws that govern child welfare,</li> <li>• Become knowledgeable of child welfare values and</li> <li>• Take a realistic approach to cultural diversity</li> </ul> <p>We have a lot to do so let’s start with trainer introductions.</p>

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<p><b><u>INSTRUCTIONS</u></b></p> <p>On the board and/or flipchart list</p> <ul style="list-style-type: none"> <li>• Each trainer's phone number and e-mail address</li> <li>• Weather Cancellation Info</li> </ul> <p style="text-align: center;"><b>Weather Cancellation</b></p> <p><b>Lansing Center: Call 517-335-7516</b>  <b>Detroit: Radio Stations 760 am or 950 am</b></p>		<p style="text-align: center;"><b>HOUSEKEEPING</b></p> <p>We have some basic housekeeping rules.</p> <ul style="list-style-type: none"> <li>• We will begin <b>PROMPTLY</b> at 9:00 a.m. each day and plan to train until 4:00p.m. We expect each of you to be present and timely.</li> <li>• Breaks will be provided in both the morning and afternoon, generally around 10:30a.m. &amp; 2:30 p.m.</li> <li>• You have an hour break for lunch. Trainers can make suggestions for establishments in the near-by area.</li> <li>• The break room is located....</li> <li>• The rest rooms are...</li> <li>• In the event that training is cancelled due to bad weather you will need to do one of the following to be sure it is cancelled.        **Call the Lansing Training center at (517) 335-7516        **Listen to radio stations AM 760 or AM 950  <i>Cancellation will be confirmed or announced via these modes.</i></li> </ul>

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		<ul style="list-style-type: none"> <li>• The <b>dress code</b> for the Institute is business casual. You are allowed to wear jeans every Friday. On Thursday of week 8 everyone will participate in our Mock Trial. On that day we expect you to dress in business attire; as if you are attending a real court hearing. During your field weeks follow the dress code protocol of the local office.</li> <li>• To receive credit for your attendance <b>YOU MUST sign-in</b> for yourself each day. By signing in we require your initials, not check marks. Your sign-in sheets will be found...</li> <li>• <b>Human Resources.</b> Timesheets, travel vouchers, travel advances, and all other human resource activities are handled in your office. <b>TRAINERS DO NOT HANDLE THESE MATTERS.</b></li> <li>• <b>Absences &amp; Tardiness.</b> CWI trainers do not excuse nor give permission for absences and tardiness. It is solely your supervisor's decision if you can miss training. It is also up to them to excuse you for any time you are tardy.</li> </ul> <p>Supervisors must send an e-mail to the trainer excusing any absences or tardiness. These e-mails need to be received</p>

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		<p>prior to a planned absence of any length (1 hour, ½ day, full day) and immediately for any unplanned absences/tardiness.</p> <p>You are responsible for the information covered during your absence. That means if you need to come in early or stay late to get the information, please plan on doing so.</p> <p>In the event that you miss an area of training that is vital to your role as a foster care worker, you will need to return to another CWI 8-week training, at a later date, to complete that particular piece of training.</p> <p>This will be discussed in more detail for those it is applicable to.</p> <ul style="list-style-type: none"> <li>• <b>Phone usage.</b> It is your responsibility to contact your supervisor on your own time using your own means. We ask that you make calls during your break or during lunch unless there is an emergency.</li> </ul> <p>Please use your cell phone or a local pay phone to make your calls. Phones in the training centers are for trainer use only. Cell phones need to be kept on silent/vibrate so that incoming calls do not interrupt training.</p>

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		<ul style="list-style-type: none"> <li>• <b>E-Mail.</b> We expect you to not access your e-mail while training is in progress.</li> <li>• We caution you as to the appropriate usage of the <b>internet.</b> While in the computer rooms please do not visit any websites nor open any suspected e-mail that could be perceived as being inappropriate, explicit or offensive.</li> </ul> <p>Your activity on computers is available for review by numerous individuals and we clearly would not want anyone to be reprimanded or even dismissed for any indiscretion.</p>
<p><b><u>Classroom Discussion</u></b>          Brief review of local office procedures reinforces Week 1 Field Activities..</p> <ul style="list-style-type: none"> <li>• Learn local Office procedures and community Resources</li> <li>• Learn interface between child welfare programs</li> </ul>		<p style="text-align: center;"><b>FIELD WEEK REFRESHER</b></p> <p>Now let's talk about your field week experience. There were various activities you had to complete last week and you all should have a <b>Week One Activity Summary</b> sheet that you need to turn in today. That sheet should have your supervisor's signature on it. We will collect those in our individual classrooms later this afternoon.</p> <p><u>Local Office Procedures</u>          Let's touch on a few things that you learned last week regarding local office procedures. Did anyone hear something that they know is very specific to their county?</p>

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<p><b><u>Exercise 1</u></b></p> <ul style="list-style-type: none"> <li>• Instruct trainees to complete Part 1 of Orientation Know How sheet.</li> <li>• Give 10-15 minutes</li> </ul> <p>This exercise reinforces Week 1 field activity, “Shadowing Experiences”</p> <p>Do not review of this document with the trainees. Trainers can review it to see if trainees comprehended what they observed during week 1.</p>		<p>For example, Wayne county, due to its size, has a services referral system called JAG. All services are accessed through this system. (Allow quick feedback)</p> <p>Does anyone have a local resource that they are excited about?</p> <p><u>Shadowing</u>        Please go to your Orientation or Job Aid tab in your book and look for a document called “Orientation Know How”. You will complete this document as we go through Orientation and turn it in before lunch or at the end of the day.</p> <p>One the activities we hope you were able to participate in was shadowing various child welfare workers. We’d like to know what you learned through this experience.</p> <p>On the Orientation Know How sheet please complete PART 1 – explaining the role of each type of child welfare worker that you were able to observe.</p> <p>If you did not shadow a particular worker, you will not complete the section designated for that profession. Please note that the section</p>

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		<p>for Foster Care Workers should be answered by everyone, even if you did not shadow a worker. While in the field you should have been able to learn something about the responsibilities of a foster care case. We'll give you 10-15 minutes to complete PART 1.</p> <p>Once you complete Part 1 we will discuss your training binders</p>
<p><b><u>INSTRUCTIONS</u></b>            Point out the sticky-notes, high-liters, post-its on tables to be utilized.</p>		<p style="text-align: center;"><b>TRAINING BINDERS</b></p> <p>You were provided a Foster Care binder, an expanding file for documentation and manila file folders.</p> <p>These binders are yours to keep and can be used to support you during the Institute and once you leave training.</p> <p>Move material, tab items, highlight, use sticky notes; please personalize it and take advantage of this opportunity to create a true resource for yourself.</p> <p>You will receive additional materials in the specialized areas that you will attend as well.</p> <p>Please be aware that PA's and DHS have different binders. This</p>

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<p><b><u>INSTRUCTIONS</u></b>            Have the trainees review the Operational Outcomes. Discussion is optional.</p> <p><i>Trainer can also refer to the welcome letter instead of reading small print to the right.</i></p>		<p>morning we will only cover materials that are found in the binder pockets.</p> <p>Information that is specific to your group will be covered by your trainer later in training. Each tab will be addressed at some point during the 8 week institute.</p> <p>The one thing we do want to discuss before we talk about the materials in your binder pockets is the Welcome Letter. Please locate that in your binder; it will be prior to or just under your very first tab.</p> <p><b><u>Welcome Letter</u></b>            In the letter you will see CWI's Operational Outcomes.</p> <p>As a trainee you will be able and expected to demonstrate these outcomes. Take a moment and review.  <b>(STOP HERE)</b></p> <p><i>Operational Outcomes:</i></p> <ol style="list-style-type: none"> <li>1. <i>Demonstrate knowledge of criteria and the ability to determine funding eligibility and process payments. (DHS ONLY)</i></li> <li>2. <i>Demonstrate knowledge and the ability to access the on-line manuals for a variety of policy topics (i.e. funding sources, education requirements, non-scheduled payments, etc.).</i></li> </ol>

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		<p>3. <i>Demonstrate an understanding of the use of forms outside of SWSS FAJ/CMS that are required by policy and the ability to complete such forms (i.e. Home Study, Determination of Care, etc.).</i></p> <p>4. <i>Input and process SWSS FAJ and all SDM (CMS) requirements appropriately.(DHS ONLY)</i></p> <p>5. <i>Demonstrate an understanding of the key concepts of Strength-Based Interviewing and Forensic Interviewing through practice interviews.</i></p> <p>6. <i>Demonstrate an understanding of how to work with families in negotiating a Parent/Agency Treatment Plan Agreement (PATP) utilizing the Strength-Based Interviewing approach by completing a PATP.</i></p> <p>7. <i>Demonstrate knowledge of safety awareness skills.</i></p> <p>8. <i>Write a court petition based on law and case findings.</i></p> <p>9. <i>Testify effectively.</i></p> <p><b>(START HERE)</b>          Though private agency workers have a role in all of these tasks, they are not responsible for SWSS computer applications or determining funding eligibility, Operational Outcomes 1 and 4.</p> <p>To truly be an individual who does make a difference these principles must be engrained in your work and practiced everyday with every family.</p>

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		<p style="text-align: center;"><b>HANDOUTS</b></p> <p>Now there are many other items that you have that we want to briefly go over.</p> <p><b><u>Front Pocket of Manual</u></b>            In the front pocket you have</p> <ul style="list-style-type: none"> <li>• <b><i>The DHS 4700 – Children’s SSI screening document.</i></b>              This is the document you can use to help you determine if a child may be eligible for SSI. This is only for children.</li> <li>• <b><i>Relative Caregiver Resources and Responsibilities</i></b>              This pamphlet contains information for foster parents who are taking care of children they are related to. These types of individuals are called relative caregivers. We will discuss them again later.</li> <li>• <b><i>Kinship Care Resource Center</i></b>              Keep this pamphlet because this agency is a good resource for some of you to use once you get out in the field.</li> </ul>

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		<ul style="list-style-type: none"> <li> <p>• <b><i>Child Protection Law</i></b>            This book contains the laws that govern children’s services. It is applicable to CPS, FC, Adoptions and Juvenile justice. You will need this book during legal training. We recommend that you keep a copy of it with you at all times once you are in the field.</p> </li> <li> <p>• <b><i>Consent for Emergency Care, DHS-3762</i></b>            This little yellow document is given to foster parents to allow them to attain medical services for the child named on it. It is given to FC parents by CPS workers upon placement of the child. If not, the foster care worker needs to do it. We will discuss this later as well.</p> </li> <li> <p>• <b><i>Personal Safety Handbook</i></b>            This little red book will be used during Working Safe-Working Smart. You will also receive additional information during this training. Familiarize yourself with this booklet because your safety is important.</p> </li> <li> <p>• <b><i>Interstate Compact on the Placement of Children</i></b>            This pamphlet contains information on the requirements for children who come into foster care being placed in states other than Michigan. These requirements also pertain to receiving foster care children from other states.</p> </li> </ul>

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		<p><b><u>Back Pocket of Manual</u></b>            In the back pocket of your manual you have</p> <ul style="list-style-type: none"> <li>• <b><i>Forensic Book</i></b>              The “Forensic Interviewing Protocol” book will be used when you have forensic training in a few weeks.</li> <li>• <b><i>Licensing rules for Child Placing Agencies</i></b>              This book list the rules Child Placing Agencies must follow concerning foster care. These rules parallel foster care policy.</li> <li>• <b><i>A Parent’s Guide To Child Protective Processes</i></b>              This book is given to parents when their children are removed from their care. The children’s protective services worker is the one who distributes this book but if a parent has not received it, foster care workers can give them out.</li> <li>• <b><i>Licensing Rules for Foster Family Homes and Foster Family Group Homes for Children</i></b>              This book contains the rules for licensed foster care homes. This is a nice resource tool as well.</li> </ul>

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		<p><b><u>Manila folders &amp; Accordion File</u></b>            You were all given a couple of manila folders and accordion folder to use as you see fit.</p>
		<p style="text-align: center;"><b>PARKING LOT</b></p> <p>As trainers we are challenged to maintain knowledge of current policies and procedures. However, we will not always have at hand the answer to some questions asked therefore we utilize the Parking Lot.</p> <p>When this occurs we will have you write the question on a sticky note and place it in the parking lot. Then sometime later we will research the question and attempt to provide you with an accurate and concise answer.</p> <p>We do not believe there is such a thing as a dumb question so please write what it is that you are struggling with, more than likely there is at least one other person with the same question.</p> <p>Now take a quick look at some of the laws that govern child welfare.</p>

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		<p style="text-align: center;"><b>LAWS/POLICY/PROTOCOL/LICENSING</b></p> <p><b><u>LAWS</u></b>            The foundation of Child Welfare is the law.</p> <p>Since 1875 there have been numerous organizations, orphanages, institutions developed and in 1912 child welfare agencies were established and funded. Today we operate under:</p> <ul style="list-style-type: none"> <li>• Federal laws</li> <li>• State welfare laws</li> <li>• Child protection laws</li> <li>• Child care licensing</li> <li>• Michigan court rules</li> </ul> <p>Within CPS there are two <b>Federal Laws</b> that provide the foundation of their work:</p> <ul style="list-style-type: none"> <li>• SSA/Social Security Act Title IV Part A and</li> <li>• Public Law 95-608, ICWA/Indian Child Welfare Act of 1978 strengthens permanency planning for Native American children.</li> </ul>

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		<p>And three <b>State Laws</b></p> <ul style="list-style-type: none"> <li>• PA 280, Social Welfare Law of 1939 requires investigation of matters of dependent neglected and delinquent children.</li> <li>• Child Protection Law of 1974, found in your front flap, requires reporting of child abuse/neglect and provides for the protection of children who are abused or neglected.</li> <li>• PA 116, Child Care Organization Licensing Act of 1973, established standards for providers to assure the protection of children when placed out of their homes.</li> </ul> <p>Foster care has additional mandates for compliance. Along with the <b>2 Federal Laws for CPS, there are six additional ones.</b></p> <p>There are <b>seventeen additional State Laws</b> or Public Acts, as they are called which impact foster care.</p> <p>During the next 7 weeks you will spend time becoming acquainted with these laws and their impact on foster care.</p>

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		<p><b><u>POLICY AND PROCEDURES</u></b>            There are also program specific policies and procedures for foster care. These apply to both POS and DHS. You have begun to become familiar with these through the On-Line manual review you did in the field and we will cover additional information later today in our computer rooms.</p> <p>Foster care policy is ever-changing and requires your constant vigilance to be informed and assuring proper application of the <i>current</i> policy.</p> <p><b><u>PROTOCOLS</u></b>            The <b>Forensic Interviewing Protocol</b> and <b>Absent Parent Protocol</b> are two areas we will train in great detail because they will heavily impact the way you fulfill your job function.</p> <p><b><u>LICENSING</u></b>            We referred to two licensing books earlier today. They were the <b>Licensing rules for Child Placing Agencies</b> and <b>Licensing Rules for Foster Family Homes and Foster Family Group Homes for Children</b>. We will be looking at some of these requirements in the weeks ahead.</p>

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		<p>So, grounded in law, policy, protocols and licensing rules, and given our Vision &amp; Mission, we find that we are authorized to serve the best interest of the entire state by providing services to the families we will be working with.</p> <p>We recognize that no other institution can carry out the responsibilities of protection, support and quality of life issues as well as the family but when a family fails to adequately meet its' responsibilities then we often assume that role. We need to acknowledge that families are not THE problem BUT rather individuals with problems. Therefore we seek to strengthen or re-establish these families.</p> <p>There are a couple of other areas that we must be continually aware of. These are Values and Culture.</p>
		<p style="text-align: center;"><b>CHILD WELFARE VALUES</b></p> <p>Foster care is not black and white or a cookie cutter operation. We often find ourselves in grey areas but we always need to treat each and every child and adult as individuals...unique individuals.</p>

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<p><b><u>INSTRUCTIONS</u></b></p> <ul style="list-style-type: none"> <li>• Have trainees locate the handout titled “<b>Child Welfare Values</b>” in their binders.</li> <li>• Read information to your right; it is not the same info on the handout.</li> <li>• Info on the handout is listed on this side, below.</li> </ul> <p><b><u>Safety</u></b></p> <ul style="list-style-type: none"> <li>• First/foremost to protect children from incidents of abuse &amp; neglect and to make assurances that the emotional, physical, educational &amp; safety needs of the child are adequately provided.</li> <li>• Face to face contacts.</li> <li>• Timeliness/scope of contact.</li> <li>• Individualized interventions.</li> <li>• Risk-vs-Safety.</li> </ul>		<p>This is where values come into play.</p> <p>We would like you to keep in mind that this is not Child Welfare according to you. We recognize that our own values and experiences shape how we view things and your personal values will impact your character as a foster care worker.</p> <p>However, in fulfilling our professional positions we must refer to Child Welfare Values. Please refer to the job aid that is titled <b>Child Welfare Values</b>.</p> <p><b><u>Safety</u></b></p> <ul style="list-style-type: none"> <li>• Is the first priority of all of our work. Whether the child is in a foster home, with relatives, in residential placement, etc. there must be a plan for safe and proper care for each child.</li> <li>• Safety continues to be a mandate once a child is returned home and remaining under jurisdiction.</li> <li>• The placement must assure that the specific needs of the child are met.</li> <li>• Policy requires that as workers we have those face-to-face contacts. They must be meaningful exchanges as well.</li> </ul>

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Suggestions to Instructor	Reference	Content
<p><b><u>Permanence</u></b></p> <ul style="list-style-type: none"> <li>• Placement/living situation to provide stability &amp; a sense of belonging. Outcome to be secured in reasonable time-frame given the age of the child. To endure without fundamental negative impact.</li> <li>• 365 days.</li> <li>• Reduction of disruptions.</li> <li>• Continuity of relationships.</li> <li>• Concurrent planning.</li> </ul>	<p>CFE 722-7, pg.1</p>	<p>The next principle in ranking is Permanence given the impact this practice clearly has on our children.</p> <p><b><u>Permanence</u></b></p> <ul style="list-style-type: none"> <li>• Should be the focus of our work with children from the day they enter care.</li> <li>• While the goal of reunification is generally the plan for kids upon initial placement, we must assure that our decisions provide for a stable environment.</li> <li>• Maintaining visits with family, sibling placements and having quality and frequent parenting time all support this value.</li> <li>• Policy requires that a permanent plan for every child must be provided within 365 days of the filing of the petition that led to their removal.</li> <li>• Every child has a right to a stable home environment that provides for their safety, nurtures their development and promotes a sense of belonging.</li> </ul> <p>In order to assure safety and provide permanence it is only logical that we <b>MUST</b> work with the families of these children and that work <b>MUST</b> involve the principle of engagement.</p>

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<p><b><u>Engagement</u></b></p> <ul style="list-style-type: none"> <li>• The ability to induce a family into participation within the system. A genuine display of commitment &amp; emotional involvement into the process by all players. Beginnings of partnership.</li> <li>• Rapport building.</li> <li>• Establish trusting relationship.</li> <li>• Empathy.</li> <li>• Strength based/Solution focus.</li> </ul> <p><b><u>Individualized</u></b></p> <ul style="list-style-type: none"> <li>• Planning &amp; providing intervention &amp; services based upon the unique needs of each of each family member, child &amp; care-giver. Validating the strengths &amp; success of this specific family.</li> </ul> <p>No cookie cutter approach.          No menu of service.          Utilize strengths &amp; culture.          Needs ID &amp; across life domains.</p>		<p><b><u>Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Is truly crucial to the process of reunification and to expedite the process thereby causing the least amount of harm to these children.</li> <li>• It takes a skilled worker who is able to establish a trusting and supportive relationship with families to develop such a relationship.</li> <li>• Given the impact of engagement on providing effective planning and services to our families, we will devote an entire day to exploring this value.</li> </ul> <p>The next two principles are very equal in weight and focus on the process of identifying the needs of our families AND children and then providing appropriate intervention to address and resolve those issues.</p> <p><b><u>Individualized</u></b></p> <ul style="list-style-type: none"> <li>• Requires that we consider each family and each child as unique and requires our assessments and treatment to reflect this value.</li> <li>• We will generally focus on the barriers to reunification or other permanence goals and consider any other areas the family identifies. The plan that is crafted needs to be holistic.</li> </ul>

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Suggestions to Instructor	Reference	Content
<p><u><b>Child &amp; Family Well Being, Family-Centered</b></u>            Children &amp; families are interdependent. Parents have the capacity to best provide for their family. Through appropriate planning &amp; effective intervention one's abilities can be enhanced to adequately meet the needs of the child.            Family preservation.            Access to decision making.            Empowerment of family unit.            Ownership of 'the plan'.</p>		<ul style="list-style-type: none"> <li>• There is no cookie cutter approach and we rely on our families to be a vital participant in the development of all plans.</li> </ul> <p>Meeting the needs of the individual family and the child is the criteria for the next value. Often identified as family-focused or family-centered.</p> <p><b><u>Child &amp; Family Well-Being</u></b></p> <ul style="list-style-type: none"> <li>• Similarly espouses the values of the family to provide for their family unit as they are recognized as the experts.</li> <li>• Believing in the value of the ability of families to change, we provide intervention and support.</li> <li>• In incorporating the values of engagement, individualized and child &amp; family well-being we give the family access to the decision making process as well as ownership to the plans we crafted as a team.</li> </ul> <p>We must make diligent efforts to incorporate the well-being of children in all of our planning. Which leads to....</p>

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<p><b><u>Best Interest</u></b>            Paramount focus on the child’s current &amp; future needs. Term with implications of social work values used within the legal process referring to generic needs of the child to support specific action.            Suspension of parenting time.            Recommendation for termination.            Placement criterion issues.</p> <p><b><u>Collaborative</u></b>            Interactive process in which people with diverse expertise generate solutions to mutually defined problems. Family driven with cross-systems involvement &amp; natural support inclusion.            WA (Wrap-Around).            F2F (Family to Family).            Early-On</p>		<p><b><u>Best Interest</u></b></p> <ul style="list-style-type: none"> <li>• In this value we are focusing on THE child.</li> <li>• Is a statement widely used to support permanency planning and service intervention</li> <li>• Almost every section of policy refers to the term ‘best interest of the child’ when making decisions regarding numerous activities such as placement, visits, service interventions and others.</li> <li>• We justify actions either initiated, suspended or denied based on this principle.</li> </ul> <p>Teaming will be a major activity for each of you in your endeavors to be more than just a foster care worker who is competent but a worker who makes a difference.</p> <p><b><u>Collaborative</u></b></p> <ul style="list-style-type: none"> <li>• Activities vary from county to county but the concept of sitting at the table to plan does not have to be a formal program or process.</li> <li>• The opportunity to involve others, whether they are mental health workers, school teachers, church people, the therapist or a family friend, enriches the process in immeasurable ways</li> </ul>

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<p><b><u>Exercise 2</u></b></p> <ul style="list-style-type: none"> <li>• Have Trainee complete <b>Part 2</b> of <b>Orientation Know How</b></li> <li>• Give 10-15 minutes</li> <li>• <b>DO NOT DEBRIEF</b>            (If you desire, you can debrief when the group breaks into smaller classes)</li> </ul>		<p>Each county has a variety of collaborative efforts as many of you probably learned last week. Have any of you had an opportunity to be a part of any such teaming experience? A couple of examples are Wrap-Around and Family to Family.</p> <p>Putting into practice these values we have briefly discussed is crucial to the work you will be doing and in making that difference for a child or family.</p> <p>On your “<b>Orientation Know How</b>” please complete <b>PART 2</b>. In this section we want you to explain, <u>in your own words</u>, how each Child Welfare Value governs your role as a foster care worker.</p> <p>Once you complete this exercise, we will talk about Cultural Diversity.</p>
<p><b><u>Exercise 3</u></b></p> <p><b>(Please read all info on this side before you train this section.)</b></p> <ul style="list-style-type: none"> <li>• <b>First</b>, write the definition of cultural competence on a large Post-it to be used later.</li> </ul>		<p style="text-align: center;"><b>CULTURAL DIVERSITY</b></p> <p>We know that by acknowledging our differences we can build strengths and prevent the creation of limitations or barriers. We want you to value diversity and integrate cultural competence into the way you do business.</p>

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<ul style="list-style-type: none"> <li>• <b>Second</b>, use the large Post-it sheets and put one cultural name, cultural characteristic, slang name, etc. on each sheet and post them around the room.</li> </ul> <p style="padding-left: 40px;"><u>Some examples are</u></p> <ul style="list-style-type: none"> <li>• Middle class</li> <li>• Chinese</li> <li>• Homosexual</li> <li>• Obese</li> </ul> <p>The amount is up to you.</p> <p>Trainees need to know what is and is not acceptable when working with various cultures so don't be afraid to use terminology that may be offensive but not obvious such as calling someone OLD.</p> <ul style="list-style-type: none"> <li>• <b>Third</b>, have trainees go around to each sheet and write a stereotype that they have heard or used regarding the group listed on the sheet.</li> </ul>		<p>Posted around the room are names identifying or referring to a particular type of cultural group. We would like you to go to each poster sheet and write a stereotype of the group listed on the sheet. It can be what you think, what you've heard other people say, etc. Afterwards we will discuss each group.</p> <p>In the event that you would rather not participate in this exercise please feel free to remain seated. However, we will want to discuss why you chose not to participate.</p> <p>We recognize that diversity can be a sensitive topic but it is not one that can be ignored and in this training environment we are going to deal with it directly. It plays too huge of a role in foster care.</p> <p>This is a non-threatening environment and the purpose of talking about diversity is two-fold:</p> <ul style="list-style-type: none"> <li>• To help you understand the populations you will interact with</li> <li>• To help you discover if you have any biases you may have and need to work on in order to be a good foster care worker.</li> </ul> <p>It's better to address it in training than to address it in the field.</p>

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<ul style="list-style-type: none"> <li>• <b>Fourth</b>, once everyone has written information on the Post-It sheets            *<i>Ask for volunteers that may represent a group listed and have them stand by the list and read it to the class</i>  <b>OR</b>            *<i>You read the information to the class</i>  <b>As you go along, discuss each list</b></li> <li>• <b>Last</b>, for trainees that did not participate, ask them to explain why they chose not</li> </ul>		<p><b><i>(Ask for volunteers that represent each group)</i></b>          If you believe there is a group listed that represents you, can we get you to volunteer to read the information? We need you to stand by the Post-It sheet and read the information to the rest of the class.</p> <p><b><i>(After you or the volunteer reads the information you can ask...)</i></b></p> <ul style="list-style-type: none"> <li>• How does that make you feel? (<i>Response</i>)</li> <li>• What about anyone else? (<i>Response</i>)</li> <li>• Is there anything listed here that would be beneficial to use with our clients? (<i>Response</i>)</li> </ul> <p>Let's take a couple of minutes for you to identify an area of concern that could negatively impact your ability to work with others.</p> <p>It seems that the value of diversity begins with YOU. To effectively serve the best interest of our clients we must be culturally competent.</p> <p>We can avoid stereotyping and biases if we constantly strive to learn more about the cultures we serve. That is, to be culturally competent.</p>

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<p><b><u>INSTRUCTIONS</u></b>            Put up your Post-It that has the Cultural Competence definition on it.</p>		<p>The definition we are using for <b>Cultural Competence</b> is:</p> <p><i>“The ability of individuals and systems to respond respectfully and effectively to people of all cultures, races, ethnic backgrounds, sexual orientations and faiths or religions in a manner that recognizes, affirms and values the worth of individuals, families, tribes and communities and protects the dignity of each.”</i></p> <p>This is crucial in our professional roles when we work with people of such diverse needs.</p> <p>It requires that we:</p> <ul style="list-style-type: none"> <li>• Have the knowledge, skill and attitude to understand and recognize cultural differences.</li> <li>• Respect cultural diversity and value it as an asset</li> <li>• Be empathic/sensitive</li> <li>• Be open-minded</li> <li>• Don’t make assumptions</li> <li>• Recognize and change our own biases.</li> </ul>

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Suggestions to Instructor	Reference	Content
<p><b><u>INSTRUCTIONS</u></b>            Show the “Know Who You Are Video”.            Debrief it afterwards.</p> <p><b><u>Exercise 4</u></b>            Have trainees complete Part 3 of the            “Orientation Know How” sheet.</p>		<p>To be open, aware and appreciative of diversity we truly need to understand ourselves first.</p> <p>We really find that this is a process:</p> <ul style="list-style-type: none"> <li>• Beginning with awareness</li> <li>• Moving to sensitivity</li> <li>• And attaining of competence</li> </ul> <p>Hopefully you can move on this continuum. We also hope that this exercise provided you with some insight and challenged you to examine your personal culture and values and to be very conscious of its impact on the work which you are now embarking.</p> <p>Now we will watch a video of foster care youth and child welfare professionals discussing the relevance of diversity. It’s called “Know Who You Are” by Casey Family Program.</p> <p><b><i>After the video....</i></b>            We’ve discussed cultural diversity in great detail today. There is one more exercise we would like you to complete. On your <b>Orientation Know How</b> sheet please complete <b>Part 3</b>. You will be describing characteristics of a worker that are culturally bias and culturally sensitive.</p>

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Suggestions to Instructor	Reference	Content
		<p style="text-align: center;"><b>WRAP UP</b></p> <p>You all have been great!</p> <p>You will spend this afternoon with your specific foster care trainer. This will give you an opportunity to meet the people you will interact with for the entire 4 weeks of classroom training and to learn the expectations of your specific trainer.</p> <p>You will not be using your large binder tomorrow but you can leave it here, you don't have to take it home. You will need it again on Wednesday.</p>

# **Self Awareness**

## **Training Module for Family Preservation Staff**

### **Day 1**

#### **Trainer 1**

Today we are going to spend the day on what we know to be a very important, yet overlooked part of our work and personal growth. Culture plays a primary role in our interactions with others, critical viewpoints and decision-making.

Many of you have likely attended cultural awareness training or retreats in the past in school or possibly an office in-service. Quite often, these focused on race and ethnicity and offered "how to's" for different ethnic groups. Well we did not find that type of training tremendously helpful, because, as you probably know, families are distinct (even within the same race).

Therefore, culture is something that is more specific to the person and their experiences. Our hope is for you today, is to begin the journey of cultural self-awareness both professionally and personally.

We are going to start by a short yet different get to know you exercise.

#### **EXERCISE #1**

#### **TRADING PLACES**

**Materials Needed: Post-It Notes on each table.**

**\*\*Trainer introduces this activity by stating that society often rewards conformity and minimizes or ignores diversity. However, in this activity, individuality is valued.**

- a. **Ask participants to take three (3) post-it notes each**
- b. **Write on each of them, a label that distinguishes them from some or all of the other participants. (Examples: gender, ethnicity, age, etc.)**
- c. **Then, ask the participants to stick the notes to their clothing and to circulate around the room reading one another's notes, and talking about their "unique" qualities.**
- d. **Finally, have them to negotiate trades for other notes. Require that all trades be two-way trades, and that they exchange post-it in "assuming their new identity". Example: "married" for "single".**

**Debriefing:**

1. **Ask participants to share what trades they made and why?**
2. **Ask group what factors influence how much people (they or others) reveal about themselves?**

***\*\*Responses will include not knowing how people will react, safety from ridicule, and lack of trust. \*\*\*Trainer point out that as helpers, we are asking personal questions all of the time and expecting answers, even knowing that many of the families have reason not to trust.***

**HANDOUT: Self Awareness Agenda**

**HANDOUT: Training Competencies**

***\*\*\*TRAINER: Review competencies and the two-day agenda.***

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## Trainer #2

All of us have heard of ISM's. Usually, the most common ones are **\*\*** (*Let group generate and trainer agree with them*). However, there are others that are more specific to certain groups. This is what we want to explore now.

### EXERCISE #2

#### ISM's

Trainer asks group to name different types of "ISM's", and lists them in the center of a flipchart page.

Then, asks the group to (for each of the ism's listed) generate a **DOMINANT** group and a **TARGET** group. \*(Ex. If the Ism is **RACISM**, the group might say that the dominant group is "Caucasian" and the target group is "all non-white persons")

This may take some time depending on the number of -isms. The idea is to get as much of a consensus from trainees as possible. They can "make up" words/isms as long as they can identify a target and dominant group. I.e. we've had **\*blondism\*** before, target group is people with blond hair (people assume they're stupid), dominant group is dark haired people. Trainer lists dominant groups to the right of each ISM and target groups to the left of each.

**\*\*Some may give answers that are not conducive to this exercise: communism, socialism...we've often rejected these answers and told people that we're focusing on isms that have a clear target and dominant group.**

**\*\*After generating the list, Trainer asks the participants to form pairs.**

**In pairs, they are asked that:**

- 1. Each person chooses a TARGET group that they belong to.**
- 2. For three (3) minutes each person talks about what it is like to belong to that target group.**

**THEN,**

- 3. Each pair is asked to select the corresponding DOMINANT group to their TARGET group.**
- 4. For three (3) minutes they are to talk about what they \*think\* it is like to belong to that dominant group.**

**\*\*\*Trainer end this exercise by explaining that how we identify ourselves (the labels that we use and the group with whom we identify) color our worldview. As we continue to work toward better self-awareness, it is important that we re-examine our own cultural background and how it continues to guide us in decision-making.**

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## **BREAK**

**(This can also be done during the next exercise. Trainers can gauge this, in that; it may be different w/ each group)**

## Trainer #1

### Why Understand Culture and Cultural Self-Awareness

**Through this training module, we are going to be entering into a process of self-examination and introspection, a journey that is intended to create self-awareness.**

***Purpose: To increase participants knowledge about how understanding and valuing one's own culture opens each of us to understand and respect the culture of others.***

***Room Set-up/Materials: Group remains seated in their groups; overheads of cultural definitions.***

***\*\*\*Trainer review each PPT slide:***

***Slide #1***

***Culture***

- *The Ways that a group lives.*
- *One's ethnic background.*
- *One's race, values, norms, way of thinking and behaviors that were passed down from generation to generation.*
- *Belonging to an identifiable*

***Slide #2***

***Cultural Self Awareness***

***Recognizing how one's own culture impacts their worldviews and their relationships with people who come from a culture different than their own.***

## Trainer #2

*Slide #3*

### *Cultural Competency*

*Having a set of attitudes, skills and knowledge that allow a person to provide services in ways that recognize and respect the culturally prescribed patterns of behavior and the cultural strengths associated with people and communities of color.*

*Slide #4*

### *Cultural Knowledge*

*Acquired knowledge that people use to interpret experience and generate behavior.*

**\*\*Trainer discuss why Cultural Self Awareness is important. Point out the following:**

- **Awareness leads to strengthened capabilities and more effective practice. Without self-awareness, it is more likely to lose objectivity, accuracy, and sensitivity in our work across cultures.**
- **Anyone who works with families has “an obligation to seek knowledge about the person’s culture in order to better understand ethnically related responses and concerns.”**

## Trainer #1

**When studying various cultures, it is important to understand the behavioral norms/practices, values, and styles of communication of cultures. Leigh (1998) suggests the following areas for cross-cultural study:**

**Slide #5**

### **Areas for Cross-Cultural Study**

- **Work**
- **Time**
- **Space**
- **Language**
- **Family/Social Roles**
- **Group / Individualism**
- **Ritual**
- **Class/Status**
- **Values**

**(James Leigh, 1998)**

**Work –**

**Time – Can be a distressing feature of cross- cultural interactions.**

**Space – Most common cross-cultural error (distance between bodies, touching, eye contact).**

**Language – New phrases, different meanings for the same words.**

**Roles – Distributed within a family, male/female interactions, the definition of family.**

**Group/Individualism – The degree of individualism vs. collective behaviors.**

**Ritual – Serve as social communication, statement of belief.**

**Class/Status – Family, residence, values, structures, occupation; hierarchy develops and norms operate.**

**Values – Weights from which people evaluate or judge their world. Values reflect a culture’s view toward central issues of politics, religion, personal relationships and the environment.**

## Trainer #2

### Slide #6

#### Conceptual Framework

- Social Work as a Culture
- Framework for Acquiring Knowledge of Other Cultural Systems
- Cognitive
- Affective Tone
- Presentation of Self
- Worker as Learner

#### Discuss the Concepts:

- **Social Work as a Culture** – Has it’s own language, values and organizational structure.
- **Framework for acquiring knowledge of other cultural systems** - \*(James W. Green: “Cultural Awareness in the Human Services”)
- **Cognitive** – Learning the history, values and ideology.
- **Affective Tone** – The expressive gestures, eating, arguing, playing and working. Also, subtle gestures found in offhand comments, facial expressions, joking relationships (style of demeanor).
- **Presentation of Self** – How we present ourselves to others (verbal and non-verbal clues).
- **Worker as Learner** – Listening to the family members words during contacts allows the worker to gain knowledge about the family (hopes, dreams, strengths, concerns and wishes) and to individualize the intervention to the family’s culture.

## Trainer #1

### **The Gifts I Bring to My Practice: Guided Imagery**

**Purpose:** To help participants identify the gifts that they bring to the work in their FPS program. **\*\*Can be referred back to later on Day 1 and also on Day 2.**

**Room Set-Up/Materials:** Groups remains seated. No materials needed. Lights to be dimmed if possible to relax the setting.

**Trainer should:**

- 1.) Ask participants to relax (close their eyes, get comfortable in their seats. **\*\*\*Tell them that “this is something different than what they usually might do in a training”.****
- 2.) Explain that they are going on a journey to their special place. Indicate that for some of them, this might be the mountains, others the beach, others the forest and for others, it could be a special room in their home. Also, explain that all of us have a variety of things going on in our lives (In addition to work), and they may want to place a soft, warm blanket (found in their special place) to cover these things and keep them safe while in training.**
- 3.) Have them to explore the special place and encourage them to sense the environment (smells, the feel of the wind, the sound of water/leaves/birds, etc.)**
- 4.) Point out them that they also should notice a stack of packages/gifts in their favorite colors and shapes. Describe what they might look like, and ask the participants to open them and note the gifts within. **\*\*NOTE THAT THESE ARE****

## **THE GIFTS THAT THEY BRING TO THEIR WORK WITH FAMILIES.**

**5.) Give them a little time to open all of the packages and then ask them to bring the gifts back with them as they return to the training.**

**Debrief with the following questions:**

- a.) Ask random participants to share the what their packages looked like and what were some of the gifts inside.**
- b.) Given your experiences with families thus far, what would you say are some of the gifts that family members bring to your work with them?**
- c.) How have you used your gifts to assist family members with focusing on needed changes?**

Trainer #2

### **My Cultural Identity**

**Exploring how ISM's are shaped by our experiences and understanding of other groups and cultures, our next step is to more closely examine the history of how cultural messages are shaped and how they define one's cultural identity.**

### **EXERCISE #3**

#### **MY CULTURAL IDENTITY**

**In order to better understand one's own history, and how your cultural identity is shaped, it is essential to focus more**

**specifically on the actual messages that we received while growing up from those people closest to us and who had the most influence on our thinking and behavior.**

**Supplies Needed: Post-It Note pads (on tables), Flipchart.**

**\*\*The following questions should be pre-written on separate pages of the flipchart:**

- 1. What were some of the messages I got growing up from my mother about being a member of an ethnic group?**
- 2. What were some of the messages I got growing up from my father about poverty and people who receive assistance?**
- 3. What were some of the messages I got growing up from my immediate and extended family about child rearing as it relates to the dominant group or community?**
- 4. What were some of the messages I got growing up from extended family about marrying outside my ethnic group?**
- 5. What were some of the messages I got growing up from family about providing support (Ex. Acting as an alternate parent) for family members during crisis times?**

**\*\*TRAINER, THE FOLLOWING PROCEDURE SHOULD BE EMPLOYED FOR EACH QUESTION:**

- a. Each question should be asked of the large group. Participants should write answers on post-it notes.**
- b. Table leaders (as chosen by trainers or by the small group), should post answers on the flipchart paper for each of the questions.**
- c. \*\*\*NOTE: Trainers should debrief each question separately, sharing their own messages and experiences, and then they should read the answers generated by participants.**

**Large Group Debrief:** Trainers ask the questions, (1) Why would you say it is important for you to know the messages that you take into the world each day?, and (2) How can these messages help or hinder your work with children and families?

***Optional Exercise:*** Ask groups to do the following:

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- 1.) Individually answer the question, “If I had a worker assigned to my family, what would be some of the things that would be important for them to know about the messages I bring?”
  - 2.) Then ask small groups to share their answers with each other.
- 

Debrief in large group by asking individuals to share their answers. *Summarize by challenging the group to remember that we are not the only ones who bring our messages to our daily life and that because we know that they color our overall viewpoints, they are important insights to have (or ask about) when providing services to people.*

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## **LUNCH**

Trainer #2

**Welcome back from lunch. We know that the afternoon can be difficult after a heavy lunch, so, we have a fun activity to begin our afternoon work.**

### **Exercise #4**

## **RIBBONS**

### **A. Making teams**

**Before the training, tie 4 different color ribbons (or use pipe cleaners) blue, red, green and white. Make sure there is an almost even number of each, but can make sure there are one or two extra purple and whites (and a few less blue and red). This is how teams for the game are randomly selected. Move the following colors into the different positions:**

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### **B. Explaining rules**

**Tell the group that we are going to play a fun game to lighten the mood since we've been talking about such "heavy topics". There will be prizes for the team that does the best (at this point show the candy). Reiterate that this is a competition; the other groups are not your friends!!**

**Tell them they will get a clue, I often give them an example, "A clue may be something like 'it has whiskers, four paws, and says meow'". When they guess a cat, I tell them 'correct' and let them know that the actual clues are a bit more difficult.**

**For every answer they get correct they get +20 points. After every increment of 30 (30, 60, 90, and 120 etc...) they each get**

to take a piece of candy from the candy bowl. Add on that if they are correct and **FIRST** to get the answer to trainer, they get an additional +50, meaning that they earn 70 points in that round and get to take 2 pieces of candy ( $20+50=70$ , so they will pass 2 increments of 30).

It doesn't matter how they get the clue to trainer, they can write it down on the clue and turn it in, they can whisper it in my ear etc... Just remind them that time is everything!!

Once they answer, just take the clue back, but you won't tell them whether they are right or wrong. Once all groups have answered, go to scoreboard and have each group give their answer and award points accordingly. Remember to really keep the groups from talking between each other.

Finish by telling them the golden rule of the game...in order to keep it more peaceful and quiet...the colors are **NOT** allowed to talk to other groups, this is a competition and it can get rather loud. So you can talk within your group but not between groups. Very, very important.

### **C. Playing the game**

Pass out 5 rounds of clues. Make sure the red clues are taped shut so that it takes a little longer for them to open and answer.

**TRAINER NOTE: THE CLUES ARE NOT FAIR, BLUE HAS THE MOST CLUES AND WILL GET IT RIGHT EVERYTIME. TRAINER TO ALLOW THEM TO WIN EVERYTIME (OR NEAR EVERYTIME). EVEN IF BLUE LOSES YOU CAN CHEAT AND SAY THEY WERE FIRST AND GET BONUS POINTS. BLUE REPRESENTS WEALTHY, UPPER CLASS AND SHOULD HAVE EVERY**

**ADVANTAGE. TRAINER SHOULD BRAG ABOUT BLUE WITH OTHER GROUPS AND REALLY TALK TO THEM ABOUT HOW SMART THEY ARE ETC...**

**RED GROUP GETS A BIT LESS AND CLUE IS TAPED SHUT, THEY ARE UPPER MIDDLE CLASS. THEY HAVE ENOUGH TO GET IT RIGHT EACH TIME, BUT SHOULD BE A BIT SLOWER. THE IDEA IS TO GET THEM TO WORK MORE, FASTER, HARDER BUT WILL NEVER BEAT BLUE. CAN LET RED WIN THE CLUE FOR #3 OR #4 IN ORDER TO FOSTER THIS COMPETITIVENESS, BUT IT'S SOMETHING THAT YOU'VE DECIDED AHEAD OF TIME. TRIANER SHOULD ENCOURAGE RED, TELL THEM THEY ARE CLOSE TO BLUE...JUST NEED TO WORK A LITTLE HARDER.**

**GREEN HAS HALF THE CLUES, THEY WILL GET A COUPLE OF ANSWERS CORRECT. THEY MAY GET CANDY. THEY REPRESENT THE WORKING POOR. TRAINER SHOULD JUST BASICALLY IGNORE THEM THROUGHOUT THE GAME AND LET THEM WORK.**

**WHITE ONLY HAS ONE CLUE AND CANNOT GET IT RIGHT. THEY WILL BEGIN TO FEEL DISENFRANCHISED WITH THE GAME AND MAY ACT UP, ETC... TRAINER TO NOT TREAT WHITE WELL, MAKE FUN OF THEM IN FRONT OF GROUP**

**\*\*DO NOT LET TELL THE GROUPS THIS AND WORK TO KEEP GROUPS FROM TALKING TO EACH OTHER SO THEY CAN'T FIGURE IT OUT. IF THEY DO, THAT'S OKAY, PENALIZE GROUPS FOR TALKING (VERBALLY OR TAKE CANDY) AND WATCH WHAT THEY DO.**

**During clue #5 you should move someone from red group to the white group and vice versa. Can also move someone from**

**blue group to green group and vice versa. Tell them that some of the groups \*need help\*, so you're rearranging group. In reality, you want to explore the ideas of tokenism.**

**Once the game is over, let people go back to their original table.**

**Now process:**

**1) Take a couple of the clues and read them to the group so that they understand what was happening.**

**2) This is rich for process and you can go anywhere with it. We always start by analyzing each group to see who they represent in the larger society...i.e. the blue group may be the extremely wealthy; they have all resources needed, preferential treatment, they sit closest to leaders, they were always encouraged etc...**

**Can also talk about:**

**How each group was viewed by the others, very often red and blue are totally disconnected with lower groups, don't even think of them at all.**

**Who facilitators represent: many will say president or "the man"; we've often associated ourselves with a very old, bad system that doesn't allow for individuality within it. Do we work for a system like that? How can we overcome its deficits??**

**Focus on the white group and those in it, this may be their only time they've ever felt that outrage, process it, talk about it, and figure out what a worker would need to do to overcome it.**

**Process with the folks that you switched, what was it like for them. Did they feel like tokens? What would they have needed to fit it?**

**Were you happy with your performance? Did you act the way you'd hope under those circumstances, when you didn't have a chance or when things were handed to you? Are you ashamed or embarrassed by your actions?**

**Bring back to the work, how can we successfully engage each group...again with focus on white group.**

**You can go many places with this; try out whatever you'd like and wherever the conversation takes you.**

---

## **BREAK**

Trainer #1

### **EXERCISE #4: Windows of Perception**

(Adapted from the Green Circle Program of the National Conference of Community and Justice, Santa Clara Region, San Jose, CA.)

**Our view of the world is influenced by the messages we received from our parents, family members, friends, school connections, faith communities and other associations that we've had throughout our life.**

**These experiences provide us with valuable information that tells us how we are to respond to people that we encounter.**

***Pamela J. Walker, MSW (NRCFCPP, Newsletter Winter/Spring 2000) in her book "Model for Examining Personal Biases" describes a solution-focused approach for the social worker to talk about their beliefs and assumptions:***

### **Windows of perception:**

- **To discover how our own cultural biases have been developed by our own history, lessons learned from family friends, community, and societal influences.**
- **To communicate the lenses (or the templates) through which we view the world by drawing a picture of our life symbols.**
- **To expose our own biases openly and honestly in a safe environment.**

**Room set-up/materials: Transparencies, transparency markers, white bond paper, an overhead projector, and screen.**

**Instructions:**

- 1. One trainer will discuss the key points of the topic while another trainer is drawing their own transparency at the overhead.**
- 2. Give each participant a draw-on transparency on which they will draw symbols representing their own life stories.**
- 3. Ask the participants to form triads and to share their stories with group members.**

**Debriefing:**

- **Instruct the participants to focus their attention back to the larger group.**
- **Ask all the participants to think about the following questions:**
  - 1. How has my story formed (my lenses/templates)**

- 2. What dangers exist when I view families that I am attempting to serve through my own lenses/templates?**
- 3. How do I prevent my own cultural biases from influencing the decisions that I make as a social worker?**
- 4. How can I use this information to change my day-to-day practice?**

- Ask for several volunteers to share their answers with the entire group.**

**We would challenge you to continue your quest in the area of self awareness both personally and professionally, in that the information that you bring to the table and take with you will be enriched. However, most importantly, the services that you provide and connect the family to will be based on best practice and more appropriately family centered.**

**Trainer should ask if any clarifications are needed and if the information was helpful.**

**End of Training Day**

# **Cultural Diversity**

## **Training Module for Child Welfare Institute**

### **Trainer 1**

**Today we are going to spend the day on what we know to be a very important, yet overlooked part of our work and personal growth. Culture plays a primary role in our interactions with others, critical viewpoints and decision-making.**

**Many of you have likely attended cultural awareness training or retreats in the past in school or possibly an office in-service. Quite often, these focused on race and ethnicity and offered "how to's" for different ethnic groups. Well we did not find that type of training tremendously helpful, because, as you probably know, families are distinct (even within the same race).**

**Therefore, culture is something that is more specific to the person and their experiences. Our hope is for you today, is to begin the journey of cultural self-awareness both professionally and personally.**

**We are going to start by a short yet different get to know you exercise.**

### **EXERCISE #1**

#### **TRADING PLACES**

**Materials Needed: Post-It Notes on each table.**

**\*\*Trainer introduces this activity by stating that society often rewards conformity and minimizes or ignores diversity. However, in this activity, individuality is valued.**

- a. **Ask participants to take three (3) post-it notes each**
- b. **Write on each of them, a label that distinguishes them from some or all of the other participants. (Examples: gender, ethnicity, age, etc.)**
- c. **Then, ask the participants to stick the notes to their clothing and to circulate around the room reading one another's notes, and talking about their "unique" qualities.**
- d. **Finally, have them to negotiate trades for other notes. Require that all trades be two-way trades, and that they exchange post-it in "assuming their new identity". Example: "married" for "single".**

### **Debriefing:**

1. **Ask participants to share what trades they made and why?**
2. **Ask group what factors influence how much people (they or others) reveal about themselves?**

***\*\*Responses will include not knowing how people will react, safety from ridicule, and lack of trust. \*\*\*Trainer point out that as helpers, we are asking personal questions all of the time and expecting answers, even knowing that many of the families have reason not to trust.***

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## **Trainer #2**

**All of us have heard of ISM's. Usually, the most common ones are *\*\* (Let group generate and trainer agree with them).***

**However, there are others that are more specific to certain groups. This is what we want to explore now.**

## **EXERCISE #2**

### **ISM's**

**Trainer asks group to name different types of “ISM's”, and lists them in the center of a flipchart page.**

**Then, asks the group to (for each of the ism's listed) generate a DOMINANT group and a TARGET group. \*(Ex. If the Ism is RACISM, the group might say that the dominant group is “Caucasian” and the target group is “all non-white persons”**

**This may take some time depending on the number of –isms. The idea is to get as much of a consensus from trainees as possible. They can “make up” words/isms as long as they can identify a target and dominant group. I.e. we've had \*blondism\* before, target group is people with blond hair (people assume they're stupid), dominant group is dark haired people. Trainer lists dominant groups to the right of each ISM and target groups to the left of each.**

**\*\*Some may give answers that are not conducive to this exercise: communism, socialism...we've often rejected these answers and told people that we're focusing on isms that have a clear target and dominant group.**

**\*\*After generating the list, Trainer asks the participants to form pairs.**

**In pairs, they are asked that:**

- 1. Each person chooses a TARGET group that they belong to.**

2. For three (3) minutes each person talks about what it is like to belong to that target group.

**THEN,**

3. Each pair is asked to select the corresponding **DOMINANT** group to their **TARGET** group.
4. For three (3) minutes they are to talk about what they *\*think\** it is like to belong to that dominant group.

**\*\*\*Trainer end this exercises by explaining that everyone how we identify ourselves (the labels that we use and the group with whom we identify) color our worldview. As we continue to work toward better self-awareness, it is important that we re-examine our own cultural background and how it continues to guide us in decision-making.**

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## **BREAK**

**(This can also be done during the next exercise. Trainers can gauge this, in that; it may be different w/ each group)**

Trainer #1

**Exploring how ISM's are shaped by our experiences and understanding of other groups and cultures, our next step is to more closely examine the history of how cultural messages are shaped and how they define one's cultural identity.**

## **EXERCISE #3**

### **MY CULTURAL IDENTITY**

**In order to better understand one's own history, and how your cultural identity is shaped, it is essential to focus more specifically on the actual messages that we received while growing up from those people closest to us and who had the most influence on our thinking and behavior.**

**Supplies Needed: Post-It Note pads (on tables), Flipchart.**

**\*\*The following questions should be pre-written on separate pages of the flipchart:**

- 1. What were some of the messages I got growing up from my mother about being a member of an ethnic group?**
- 2. What were some of the messages I got growing up from my father about poverty and people who receive assistance?**
- 3. What were some of the messages I got growing up from my immediate and extended family about child rearing as it relates to the dominant group or community?**
- 4. What were some of the messages I got growing up from extended family about marrying outside my ethnic group?**
- 5. What were some of the messages I got growing up from family about providing support (Ex. Acting as an alternate parent) for family members during crisis times?**

**\*\*TRAINER, THE FOLLOWING PROCEDURE SHOULD BE EMPLOYED FOR EACH QUESTION:**

- a. Each question should be asked of the large group.  
Participants should write answers on post-it notes.**

- b. **Table leaders (as chosen by trainers or by the small group), should post answers on the flipchart paper for each of the questions.**
- c. **\*\*\*NOTE: Trainers should debrief each question separately, sharing their own messages and experiences, and then they should read the answers generated by participants.**

**Large Group Debrief: Trainers ask the questions, (1) Why would you say it is important for you to know the messages that you take into the world each day?, and (2) How can these messages help or hinder your work with children and families?**

***Optional Exercise: Ask groups to do the following:***

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- 1.) **Individually answer the question, “If I had a worker assigned to my family, what would be some of the things it would be important for them to know about the messages I bring?”**
  - 2.) **Then ask small groups to share their answers with each other.**
- 

**Debrief in large group by asking individuals to share their answers. Summarize by challenging the group to remember that we are not the only ones who bring our messages to our daily life and that because we know that they color our overall viewpoints, they are important insights to have (or ask about) when providing services to people.**

---

**LUNCH**

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**Welcome back from lunch. We know that the afternoon can be difficult after a heavy lunch, so, we have a fun activity to begin our afternoon work.**

### **Exercise #4**

#### **RIBBONS**

##### **A. Making teams**

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## **BREAK**

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**End of Training Day**

# *Indian Child Welfare Training*



*Indian Child Welfare Act  
(ICWA) and DHS Indian  
Child Welfare Policy*



# *“Indian Child”*



## ICWA

- ⌘ Less than 18 years of age and,
- ⌘ a member of an Indian tribe or,
- ⌘ eligible for membership and the biological child of a member of an Indian tribe.

## DHS POLICY

- ⌘ All children included in the ICWA definition and,
- ⌘ **members of state historic tribes or Canadian Indian tribes.**
- ⌘ NOTE: Family courts are not required to apply the provisions of ICWA to Non-Federally Recognized Tribes.

# *ICWA definition of "Indian Tribe"*



- ⌘ Any Indian tribe, band, nation, or other organized group or community of Indians *recognized* by the Secretary of the Interior as eligible for the services provided to Indians, including any Alaska Native village as defined in Section 3(c) of the Alaska Native Claims Settlement Act (85 Stat. 688, 689), as amended.

# *DHS definition of “Indian tribe”*



- ⌘ All tribes as defined by ICWA and,
- ⌘ Other recognized group or community which is so recognized as an Indian tribe by any state commission, agency, or authority which has the statutory power to extend such recognition.

NOTE: Family courts are not required to apply the provisions of ICWA to non-federally recognized Tribes, but at the family court’s discretion, may choose to do so.

# *Child Custody Proceeding Includes:*



- ⌘ foster care placement, which means any action removing an Indian child from her/his parent or Indian custodian for temporary placement in a foster care home, institution or home of guardian where the parent or Indian custodian cannot have the child returned upon demand;
- ⌘ termination of parental rights proceeding,

# *Child Custody Proceeding Includes:*



- ⌘ pre-adoptive placement, which means the temporary placement of an Indian child in a foster home or institution after the termination of parental rights, prior to or in lieu of adoptive placement; and
- ⌘ adoptive placement, which means the permanent placement of an Indian child for adoption.

Note: Divorce proceedings and proceedings involving juveniles allegedly committing non-status offenses do not apply.

# *Note on Tribal Membership*

- ⌘ As “sovereign nations”, only an Indian tribe can determine their membership.
- ⌘ Tribal membership criteria varies from tribe to tribe.
- ⌘ Formal tribal enrollment is not a requirement for this policy or the ICWA to apply.



# *Historical Context*



- ⌘ Agreements made between nations are called treaties.
- ⌘ Before the United States was formed European governments were making government to government treaties with Indian tribes.
- ⌘ The United States made many treaties with Indian tribes. In the treaties, tribes often gave up land and other rights in exchange for promises by the United States to provide for the health and welfare of the tribes and its members.

# *Historical Context*



- ⌘ The Indian Child Welfare Act is an example of how the United States seeks to provide for the welfare of Indian children.
- ⌘ The United States Supreme Court, in numerous decisions, beginning in 1831 recognized that Indian nations were independent sovereign nations within the borders of the United States.
- ⌘ Indian people as members of Indian tribes are citizens of independent sovereign nations as well as citizens of the United States. Only Indian people have this unique status under US law.

# *Historical Context*



- ⌘ The protections afforded Indian families under the ICWA are accorded them because of their status as citizens of independent sovereign nations and the duty owed to them by the United States as a result of numerous treaties.
- ⌘ Numerous courts have reviewed the ICWA to consider whether the protections afforded Indian families by the United States are unfair because other races are not afforded the same protections.
- ⌘ Every court that has reviewed that question has found that because the United States provided the protections as part of its treaty obligations to citizens of an independent separate sovereign nation, that the ICWA is not unfair and is a valid exercise of governmental power.

# *ICWA Legislative History*



- ⌘ The ICWA was enacted by the United States Congress in 1978.
- ⌘ The purpose of the ICWA as stated by Congress is “ ... to protect the best interest of Indian children and to promote the stability and security of Indian tribes and families by the establishment of minimum federal standards for the removal of Indian children from their families and the placement of such children in foster or adoptive homes which will reflect the unique values of Indian culture...”

# *ICWA Legislative History*



- ⌘ Congress was compelled to enact ICWA after hearing testimony by tribal officials including the startling fact that in states with large American Indian populations an incredible 25 to 35 percent of all American Indian children were removed from their homes and placed in foster or adoptive homes.
- ⌘ The ICWA is a federal law, as such the US Constitution declares that it is the supreme law of the land and judges in every state shall be bound thereby even if state law is to the contrary.

# *Effects of ICWA on Problems Congress Sought to Remedy*



- ⌘ In 1990, the Michigan Department of Social Services formed a Native American Task Force and it found that the problems that led to ICWA were still prevalent.
- ⌘ The rate of out-of-home placement of Indian children in Michigan is five times higher than the general population.
- ⌘ In one county where American Indians comprise only 8% of the population, 68% of the children in foster care were American Indian.

# *Determining that a child is an Indian Child*

⌘ CPS investigations, FC & Adop. referrals, workers must ask all families:

“Does this child have ***Any***\* American Indian ancestry?” \* (Ask about Federally Recognized Tribal heritage)



# *Possible Responses to Ancestry Question*



- ⌘ Yes, family confirms tribal membership.
  - ☒ Worker requests written verification of the child's membership OR eligibility for membership.
  - ☒ Document Tribe's Name, Address, Telephone Number, Child's Tribal I.D. Number.
  - ☒ Obtain copy of any documents family has.
  - ☒ Worker contacts tribe to verify.

## *Possible Responses cont'd.*



- ⌘ Yes, family confirms Indian ancestry, but is not enrolled in any tribe.
  - ☑ A child may be eligible for membership with several Tribes.
  - ☑ Worker should contact the Tribes and actively assist the parents in contacting the appropriate Tribal Social Services Offices to assist the family with enrollment, if the family so desires.

## *Possible Responses cont'd.*



- ⌘ Yes, family confirms Indian ancestry but Tribal affiliation is not clear.
  - ☑ Worker must obtain genealogical information for the family members claiming Indian ancestry.
  - ☑ Complete the DHS-120 "Indian Ancestry Search" form.
  - ☑ Send to the BIA (registered mail/receipt requested)

# *Michigan Indian Child Welfare Agency (MICWA)*



- ⌘ Is a non-profit, child placing agency
- ⌘ Contracted with DHS.
  - To provide child foster care when out of home placement is necessary.
  - To provide adoption services.

# *Placement Criteria*



- ⌘ Any Indian child accepted for foster care must be placed in the least restrictive setting which most approximates a family and in which his/her special needs, if any, will be met.
- ⌘ The child must also be placed within reasonable proximity to his/her home, taking into account any special needs of the child.

# *Placement Priorities*

Absent good cause to the contrary or the tribe's change in order of preference, for foster care or pre-adoptive placements a child should be placed with:

1. a member of the child's extended family;
2. a foster home licensed, approved, or specified by the child's tribe;



# *Placement Priorities*

3. an Indian foster home licensed or approved by an authorized non-Indian licensing authority;
4. an institution for children approved by the tribe or operated by an Indian organization which has a program to meet the child's needs.



# *Rights of Parents in Involuntary Proceedings*

- ⊞ examination of records;
- ⊞ at least 10 days advanced notice of any court proceedings;
- ⊞ continuance up to 20 additional days;
- ⊞ court appointed attorney if parent is indigent;
- ⊞ request a transfer to child's tribal court;
- ⊞ either parent can object to the transfer of the proceedings to a tribal court;
- ⊞ higher burden of proof for termination of parental rights, "beyond a reasonable doubt";
- ⊞ higher burden of proof for removal, "clear and convincing".

# *“Indian Custodian” defined*

⌘ **Any Indian person** who has custody  
of an Indian child

- ☑ under tribal law or custom or,
- ☑ under state law or,
- ☑ to whom temporary physical care,  
custody, and control has been voluntarily  
transferred by the parent of such child.



# *Rights of Parents in Voluntary Proceedings*



- ☒ Consent must be obtained at least 10 days after child's birth;
- ☒ **Executed in writing, before judge & certified by judge that terms & consequences explained;**
- ☒ Parent can withdraw, for any reason, at any time prior to the entry of a final decree of termination of parental rights or adoption & the child must be returned to the parent.

# *Rights of Federally Recognized Tribes*



- ☒ **exclusive jurisdiction if the child is domiciled on the tribe's reservation;**
- ☒ **notice to court proceedings involving an Indian child off the reservation;**
- ☒ **at least 10 days advanced notice of any court proceedings;**
- ☒ **request transfer to tribal court;**
- ☒ **right to intervene in state court proceedings;**
- ☒ **right to effect placement priorities;**
- ☒ **tribal acts, records must be afforded full faith and credit.**

# *Active Efforts*



- ⌘ When involved with Indian children and their families, **active efforts must be provided.**
- ⌘ Reasonable efforts are **not** sufficient.
- ⌘ The worker is required to take a more proactive approach with clients and actively support them in complying with the service plan rather than requiring the service plan be performed by the client alone.

# *Active Efforts*



- ⌘ Case by case basis.
- ⌘ The efforts must be culturally sensitive and appropriate.
- ⌘ All DHS services still apply even if a tribe or Indian organization is involved.
- ⌘ The efforts must provide remedial and rehabilitative programs designed to prevent the breakup of the Indian family.
- ⌘ Must be documented and shown to have failed prior to court involvement.

# *Family Intervention/Services*



- ⌘ All DHS services must be offered.
- ⌘ Involvement of the tribe and/or Indian organizations must be actively sought and documented (**reducing the potential for cultural bias in evaluation & decision making**).
- ⌘ The above must occur at the earliest possible point.

# *Notice of Pending Court Proceedings*



- ⌘ Tribes must receive the Notice of Court Proceeding Concerning an Indian Child at least ten days in advance of any court proceedings.
- ⌘ Exception: Emergency Removals.
- ⌘ The worker seeking foster care placement of or termination of parental rights to an Indian child MUST send notice of the proceedings concerning an Indian child.
- ⌘ Specific language must be included in the Notice. (See DHS-120).

# *Qualified Expert Witness*



- ⌘ Testimony must be provided by qualified expert witnesses that the continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child.
- ⌘ The court is responsible for qualifying the expert.
- ⌘ Any person, including the worker, may request assistance of the Indian child's tribe or the BIA servicing the child's tribe in locating an expert witness.

# *Who can be an Expert Witness?*

- ⌘ A member of the Indian child's tribe who is recognized by the tribal community as knowledgeable in tribal customs, as they pertain to family organizations and child-rearing practices,
- ⌘ A lay expert witness having substantial experience with the delivery of child and family services to Indians & extensive knowledge of prevailing social & cultural standards and child-rearing practices within the Indian child's tribe.
- ⌘ A professional person having substantial education and expertise in the area of his or her specialty.

# *CPS & FC*



- ⌘ Must do everything we would normally be required to do;
- ⌘ Tribal involvement is teaming/partnering to benefit child, family, tribe;
- ⌘ You may never have an ICW case, but if you do, you have resources and support;
- ⌘ Visit/Contact tribe in your area

# Q & A

