



Creating Tailored CDS Training Modules; a Child Welfare approach

By Traci Laliberte & Mary Ford,
The Center for Advanced Studies in Child Welfare

Child welfare professionals, public employees specifically, are often engaged in mandatory trainings for a vast variety of topics. It would be unrealistic to anticipate their completion of the entire College of Direct Support (CDS) curriculum in addition to their full complement of other child welfare training. Therefore an attempt was made to divide and regroup the CDS curriculum into newly designed child welfare training modules. Through this process of critical content examination and evaluation, lesson identification and module creation, a new field of practitioners and support people, child welfare specifically, were able to successfully utilize CDS while working with and supporting individuals with disabilities.

The first step in this process was to identify and prioritize the CDS lessons most critical for a general child welfare audience to complete. Due to the fact that some agencies may not utilize competencies such as those matched in the CDS-child welfare crosswalk process described in the September 2010 Evaluation Brief titled, *Evaluating CDS Learning Objectives and Competencies across Disability and Child Welfare Fields; Creating a Crosswalk*, the identification and prioritization of the most relevant CDS lessons became necessary. Additionally, it was important to identify content/lessons that would complement existing child welfare training and not over-burden workers and foster, adoptive and kin parents.

To that end CASCW staff formed a 15-person advisory committee of Minnesota public and private child welfare leaders. The committee was comprised of public child welfare supervisors, frontline developmental disabilities and child welfare workers, a private agency treatment foster care professional, and others.



Purpose

The College of Direct Support is committed to ongoing evaluation of the quality of its curriculum, its ease of use to learners, the usefulness of its human resource functions and its contributions to the lives of persons with disabilities.

A wide range of quantitative and qualitative evaluation activities are being undertaken to provide this information.

The Evaluation Brief provides a sampling of findings from CDS data collection activities occurring at the national, state, agency and individual levels. If you have questions about, suggestions for, or requests of the College of Direct Support in the area of evaluation, please let us know at: lakin001@umn.edu



A consensus-building evaluation method called mini Delphi was used with the advisory committee to identify different points of view and facilitate agreement.

During this process, the committee quickly identified the need to have two separate training models—one for casework staff and another for care giving staff such as foster, adoptive and kinship parents. The roles and responsibilities of these different child welfare professionals became clear rather quickly during the process and therefore their training needs were also determined to be quite different as committee members reviewed the available CDS content. Knowing that there would be a limit in the amount of training that both types of child welfare professionals could complete, the group then created a three tiered prioritization system for identifying CDS lessons for training within child welfare: required, recommended, and supportive.

For more information regarding this Evaluation Brief, contact Traci LaLiberte, Ph.D. Executive Director Center for Advanced Studies in Child Welfare

University of Minnesota 1404 Gortner Ave. 205 Peters Hall St. Paul, MN. 55104 612-624-2279 lali0017@umn.edu

Table 1. CDS Training Models for Child Welfare*

Foundation Modules					
Required Lessons		Recommended Lessons		Supplemental Lessons	
Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents
Course 1: Intro. To DD., Lessons 1, 2, 3, 4, 5	Course 1: Intro. To DD., Lessons 1, 2, 5	Course 7: Community Inclusion, Lessons 1, 2, 3	Course 1: Intro. To DD., Lessons 3, 4	Course 12: Cultural Comp., Lessons 1, 4, 5, 7	Course 12: Cultural Comp., Lessons 1, 4
Course 6: Indiv. Rights & Choices, Lessons 1, 2, 3, 4	Course 6: Indiv. Rights & Choices, Lessons 1, 2, 3, 4	Course 12: Cultural Comp., Lessons 2, 3, 6			
Course 7: Community Inclusion, Lesson 4	Course 7: Community Inclusion, Lessons 1, 2, 3, 4				
	Course 12: Cultural Comp., Lessons 2, 3, 6				
Health and Safety Modules					
Required Lessons		Recommended Lessons		Supplemental Lessons	
Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents
Course 13: Medication, Lesson 2	Course 2: Safety, Lesson 1	Course 4: Supporting Healthy Lives, Lesson 6	Course 2: Safety, Lessons 2, 3, 5, 7	Course 2: Safety, Lessons 4, 8, 6,	Course 2: Safety, Lessons 4, 6, 8
	Course 3: Maltreatment, Lessons 1, 2, 3, 4, 5	Course 13: Medication, Lessons 1, 3	Course 4: Supporting Healthy Lives, Lessons 3, 6	Course 3: Maltreatment, Lessons 1, 2, 3, 4, 5	Course 4: Supporting Healthy Lives, Lessons 1, 2, 4, 5
	Course 13: Medication, Lessons 1, 2, 3	Course 2: Safety, Lessons 1, 2, 3, 5, 7	Course 13: Medication, Lessons 4, 5, 6	Course 4: Supporting Healthy Lives, Lessons 1, 2, 3, 4, 5	
			Course 16: Personal Care, Lessons 1, 2, 3, 4, 5	Course 13: Medication, Lessons 4, 5, 6	
				Course 16: Personal Care, Lessons 1, 2, 3, 4, 5	
Individual Support Modules					
Required Lessons		Recommended Lessons		Supplemental Lessons	
Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents
Course 15: Person Centered Planning, Lessons 1, 2, 3, 4	Course 15: Person Centered Planning, Lessons 1, 2, 3, 4	Course 5: Teaching People w DD, Lesson 1	Course 8: Positive Behavior, Lessons 1, 2, 3, 4, 5, 6, 7	Course 5: Teaching People w DD, Lessons 2, 3, 4	Course 5: Teaching People w DD, Lessons 1, 2, 3, 4
Course 17: Functional Assessment, Lessons 1, 2, 3, 4	Course 17: Functional Assessment, Lessons 1, 2	Course 8: Positive Behavior, Lessons 1, 2, 3, 4, 5, 6, 7	Course 10: You've Got a Friend, Lessons 1, 2, 3, 4	Course 10: You've Got A Friend, Lesson 1, 2, 3	Course 14: Employment Supports, Lessons 1, 2, 3, 4
	Course 18: Working with Families & Other Supports, Lesson 4	Course 10: You've Got a Friend, Lesson 4	Course 17: Functional Assessment, Lessons 3, 4	Course 14: Employment Supports, Lessons 1, 2, 3, 4	Course 18: Working with Families & Other Supports, Lessons 1, 2, 3
		Course 18: Working with Families & Other Supports, Lessons 1, 2, 3, 4			
Professional Activities Modules					
Required Lessons		Recommended Lessons		Supplemental Lessons	
Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents	Case Workers	Caregivers/Parents
			Course 11: Direct Support Professionalism, Lessons 3, 4, 6	Course 9: Documentation, Lessons 1, 2, 3, 4	Course 9: Documentation, Lessons 1, 2, 3, 4
				Course 11: Direct Support Professionalism, Lessons 1, 2, 3, 4, 5, 6	Course 11: Direct Support Professionalism, Lessons 1, 2, 5, 6, 7

*Caseworker and caregiver models are combined in this table for purposes of illustration in the Evaluation Brief only.