

OCWTP GLOSSARY OF TERMS

Alumni of Foster Care: Adults (over 18) who lived in foster care, kinship care, or other out-of-home placement as children or youth. This includes adoptees and people who lived in foster care, group homes, institutional settings, and kinship care (placed with family members).

Asynchronous Learning is learning that is accessed at any time and does not require the facilitator to be available when participants access the materials or complete training assignments. Examples of this include message boards, archived webinars, online resources, podcasts, and wikis.

Best Interests of Child is a legal term used in juvenile court to make dispositional decisions about children. This term refers to case planning decisions that reflect what best meets the child's needs for a safe and permanent home; this is not necessarily the same as the child's wishes.

Best Practice refers to the highest standards of child welfare practice for each aspect of child welfare practice, including the ideal case planning and methodologies that would optimally serve families and children. (Child Welfare League of America, Standards for Organization and Administration for all Child Welfare Services, Child Welfare League of America, Inc. Washington, DC, 1984, Washington, DC 2001.) PCSAO, Council on Accreditation.

Blended learning delivers training through a combination of methods and activities, including in-person classroom training, webinars, online meeting, message board, chat rooms, wikis, software sharing, and self-paced learning. Blended learning most commonly refers to the combination of synchronous and asynchronous delivery methods or the combination of in-person classroom training and distance learning technologies.

Complex Trauma describes both *exposure* to chronic trauma (multiple interpersonal traumatic events from a very young age) and the *impact* of such exposure on the child (profound effects on nearly every aspect of a child's development and functioning). Cook et al. (2005). *Psychiatric Annals*, 35(5):390-398.

Comprehensive Assessment Planning Model-Interim Solution (CAPMIS), which has the following components: a *safety assessment* to assess the likelihood of serious maltreatment in the immediate future; a *safety plan* to activate protective measures to allow a child to remain at home (to be used in situations where the safety assessment indicates risk of immediate serious harm); a *family*

assessment (a research-based instrument for assessing risk in the near future), and an *assessment of family strengths and weaknesses* (to be used in case planning); and *separate assessment instruments* to be used during case reviews; semi-annual reviews; case planning; assessments for investigations of open, ongoing cases; reunification planning; and specialized assessments and investigations (of foster homes, group homes, etc). (For more information about CAPMIS, or to obtain a copy of the instruments, please contact Pam Severs at IHS).

Court Appointed Special Advocates (CASA) refers to a trained community volunteer appointed by the court to advocate for the best interests of the abused, neglected or dependent children.

Child In Need of Protection (CHIPS) is proposed legislation to redefine adjudication categories and statutory definitions relating to child maltreatment. It is intended to decrease problems in the current Ohio Revised Code definitions of abuse, neglect and dependency. The legislation proposes that children will be adjudicated "Child in Need of Protection" under one of the following categories: physically harmed, sexually harmed, emotionally harmed, harmed by exposure to substance misuse, lacking necessary health care, lacking legally required education, lacking necessary care or supervision. For more information go to <http://www.pcsao.org/128thga.htm>

Central Steering Committee (CSC) is the representative and decision-making body responsible for strategic and operational planning, decision-making and program evaluation for the OCWTP. It consists of representatives from ODJFS, PCSAO, the RTCs, the PCSAs, the Adoption Subcontract Agencies, and IHS.

Classroom Performance System (CPS) is an easy-to-use technology that obtains immediate feedback in training from every student through the use of hand-held electronic response keypads and corresponding software.

Coaching and Skill Building (CSB) is a current OCWTP initiative focusing on creating a system for providing coaching and other skill-building interventions to PCSA directors, supervisors, caseworkers, and foster and adoptive parents.

Common Ground is the OCWTP newsletter for trainers.

Comprehensive Competency-Based In-Service Training (CCBIT) is a statewide system for the delivery of training, transfer of learning and training data-management. Component parts include: Universe of Competencies, individual training needs assessment, development of trainers, development of job-related curriculum, including standardized core curricula for workers, supervisors and caregivers, team management through the Central Steering Committee, training delivery through Regional Training Centers, and advocacy for best training practice.

Continuum of Care represents the range of community-based, family-centered services needed to ensure that each child in our care has a safe and permanent home. On this continuum, interventions are hierarchically organized from least to most intrusive: In-Home Family Support Services, Temporary Out-of-Home Care, and Permanent Care Alternative. Within out-of-home care there is also a continuum of care: kinship care, foster care, group homes, and residential care.

Cultural Competence is the understanding of how values, beliefs, attitudes, and traditions influence behavior; the understanding of the content and dynamics of specific cultures; and the ability to use this knowledge to work productively with people from diverse cultural backgrounds.

Culture is more complex than either ethnicity or race. Culture refers to the total system of values, beliefs, attitudes, traditions, and standards of behavior that regulate life within a particular group of people. Culture includes components that organize people into social groups and that regulate both individual and group behavior. Culture includes cognitive systems, such as beliefs, attitudes, and values. It includes norms, which are rules regarding appropriate ways of behaving, and provides definition of roles, which are the appropriate and expected.

Differential Response formally known as **Alternative Response** is a bifurcated system which has two investigative tracks. The “traditional track” uses formal investigation methods for situations where alleged maltreatment is very serious, or referral information suggests children may be at high risk of serious harm. The “alternative track” is used in situations of less serious allegations. Cases receiving the “alternative track” method do not receive a case disposition, and utilize a service plan, rather than a CAPMIS case plan. In both tracks safety and risk assessments are completed. For more information go to <http://www.law.capital.edu/adoption/AR/>

Disproportionality describes a situation in which a particular group of children (typically a racial or ethnic group) is represented in the child welfare system at a higher percentage than other groups

Distance education refers to an educational situation in which the instructor and students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction, including written correspondence, text, graphics, audio- and videotape, CD-ROM, online learning, audio- and videoconferencing, interactive TV, and FAX. Distance education does not preclude the use of the traditional classroom. The definition of distance education is broader than and entails the definition of e-learning (ASTD).

Distance learning is the desired outcome of distance education. The two terms are often used interchangeably (ASTD).

Diversity is a characteristic or set of characteristics that a person identifies as being unique about himself; including his culture, but not necessarily with reference to a group of people with similar characteristics. (OCWTP)

E-learning (electronic learning) is the term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more (ASTD).

E-Track Learning Management System is an online database that manages seven primary OCWTP functions:

- Management of Individual Development Plans for Staff and Caregivers
- Training Intervention Maintenance
- Trainer Record Maintenance
- Training Registration
- Trainee Record Maintenance
- Evaluation
- Online Learning Delivery and Tracking

Efficacious means effective, producing the effect intended. Evidence Based Practice methods encourage use of efficacious research.

Evidence Based Practice (EBP) is the “conscientious, explicit and judicious use of current best evidence ...” (Sacket, et. al. 2000, p.2) in making clinical practice and policy decisions. In child welfare: *Conscientious* means practitioners consistently apply best available evidence to all clients for whom the evidence applies. (Heffner, 1998). *Explicit* means practitioners are clear and honest about the reliability and validity of evidence used in decision-making. *Judicious* means practitioners use their clinical expertise to assess each client’s unique characteristics, personal preferences, and life circumstances against available research findings in making recommendations for client care. (Heffner, 1998).

Foster, Adoptive and Kinship (FAK) is the term used in the Ohio Child Welfare Training Program when describing curricula for foster, adoptive and kinship providers or curricula for foster care and adoption workers.

Family-Centered Practice, in child welfare, is the provision of planful and relevant social work and auxiliary services that strengthen families and enable them to provide safe care for their children within their own homes, cultures, and

communities. Family-centered practice enhances the autonomy of the family and engages the family in every aspect of service delivery.

Family-Centered Neighborhood-Based Services is an approach to working with children, families, and communities. It is based on the principle that the first and greatest investment in time and resources should be made in the care and treatment of children in their own homes and, when not possible, in their own communities. It is based on the premise that neighborhoods are the primary source of opportunity and support for families and are, therefore, primarily responsible for ensuring the safety and vitality of their members.

Family Search and Engagement is the process of searching for and engaging family and kin through a variety of strategies that leads to both legal and emotional permanency for the youth. These strategies include searching, contacting potential permanency connections, teaming, developing permanency, and sustaining permanency.

Family Stability is the goal or desired end of all child welfare practice. Family stability refers to families achieving homeostasis to protect the safety and well-being of their children and their families. The achievement of this goal with a family may vary, and is dependent upon the depth and scope of the family's needs.

“Field Guide to Child Welfare” written by Judith S. Rycus, PhD, MSW, and Ronald C. Hughes, PhD, MSSA, and published by the Child Welfare League of America is a four-volume resource for child welfare professionals that integrate theory and practice. It is also available on-line. It was designed to support and enhance in-service training for child welfare caseworkers and supervisors.

Go-To- Meeting is an integrated Web conferencing tool used by the OCWTP.

Guardian Ad Litem (GAL) is a temporary guardian for the duration of a legal proceeding. The GAL is a trained volunteer or paid professional who is appointed by the court to advocate for the best interests of abused, neglected or dependent children in court proceedings. The GAL does not serve as the child's attorney nor provide social services to the child.

Indian Child Welfare Act (ICWA) is a federal law which regulates placement proceedings involving children who are members of a tribe or are eligible for membership.

Individual Training Needs Assessment Process (ITNA) is the process used to identify each worker's, supervisor's and caregiver's training needs and provides

the regional training centers (RTCs) with the information needed to develop training that meets each worker's highest-priority training needs.

Institute for Human Services (IHS) is the state training coordinator of the Ohio Child Welfare Training Program. The responsibilities for the statewide coordinator include: curriculum development; trainer development and support; technical support to the RTCs; procurement and development of training resources; fiscal management of the OCWTP, including payment of trainers; feedback and evaluation of OCWTP training and trainers.

Institutional racism refers to agency values, norms, policies and practices that disadvantage specific populations in systemic ways" (*The People's Institute for Survival and Beyond*)

Intake Unit is the unit in the children services agency that receives the initial information regarding the abuse, neglect or dependency of the child and conducts the investigations. Information is collected by the screener to determine the level of risk to the child and family and whether children services needs to be involved. If children services needs to be involved then an investigation is conducted.

Interagency Collaboration refers to two or more agencies working together to the benefit of the families they serve.

Kinship Care refers to placement of children in need of care with relatives, close family friends, or individuals with whom the child has a significant relationship. Kinship care providers may provide care with little or no agency involvement, may assume legal guardianship of the children, become licensed foster parents, or may adopt the children.

Least-Restrictive Setting refers to the most family-like placement setting appropriate to best meet the needs of the child. On a continuum, the least-restrictive setting would be the primary parent's home; next would be a kinship home, a family foster home, a community group home, a small group institution, and a locked facility.

Multi Ethnic Placement Act (MEPA) is a federal law that prohibits the delay or denial of any adoption or placement in foster care due to the race, color, or national origin of the child or of the foster or adoptive parents and requires states to provide for diligent recruitment of potential foster and adoptive families who reflect the ethnic and racial diversity of children for whom homes are needed

Ohio Administrative Code (OAC) is the "book of rules" written and revised by the state agency which guides child welfare practice in Ohio

Ohio Child Welfare Training Program (OCWTP) is the competency-based in-service training system organized by the Ohio Department of Job and Family Services to provide training to caseworkers, supervisors, and managers, and adoptive and kinship caregivers throughout Ohio.

Ohio Department of Job and Family Services (ODJFS) partnered with the Public Children Services Association of Ohio (PCSAO) in 1985 to form the Ohio Child Welfare Training Program (OCWTP). ODJFS' role within the OCWTP includes: establishing the broad training program goals with input from the counties; establishing funding levels for the OCWTP and providing that funding in collaboration with the counties; and contracting with the state coordinator (IHS) and the eight regional training centers.

Ongoing Family Services are the units in public children services agencies that provide ongoing, planful, and relevant child welfare and auxiliary services to strengthen families and enable them to provide safe care for their children within their own homes, cultures, and communities. Ongoing units also carry cases of children in out-of-home care.

Ohio Revised Code (ORC) are state statutes from the Ohio Legislature. They include statutes that guide child welfare practice; and statutes that implement federal regulations for child welfare practice.

Overrepresentation occurs when a particular group of children is represented in the child welfare system at a higher percentage than they are represented in the general population.

Public Children Services Association of Ohio (PCSAO) is the proactive coalition of public children services agencies that promote child safety, family stability, and community strength through the development of public policy. PCSAO partnered with ODJFS in 1985 to form the Ohio Child Welfare Training Program (OCWTP). PCSAO's role within the OCWTP includes: representing the interests and needs of county Public Children Services Agencies (PCSAs) and chairing the OCWTP state steering committee meetings.

Permanency Planning refers to a comprehensive case-planning process directed toward achieving the goal of permanence for children. It includes a range of activities directed toward ensuring that the children have permanent families who can provide them with nurturance and protection. Permanency outcomes include reunification with birth parents, legal custody transferred to kin, or adoption.

Planned Permanent Living Arrangement (PPLA) is a legal case disposition through juvenile court. It is used for children who cannot be adopted, and who may not be reunified with their families. This status implies that the child is placed with a foster family who will provide a permanent home for him or her. This disposition may only be used in cases where adoption is impossible. Permanent

planned living arrangements do not ensure the child permanent lifelong membership in a family. Every effort should be made to find adoptive or guardianship homes for children and to avoid the use of the PPLA disposition.

Reasonable Efforts refers to attempts by child protection workers to locate and engage the parents or other caregivers in efforts to avoid placing the child in out-of-home care, and to reunify the family as quickly as is safely possible, when placement in substitute care has occurred. PCSAs must prove to juvenile courts that reasonable efforts have been made to avoid placement. Failure to achieve reasonable efforts results in financial sanctions for PCSAs.

Regional Training Centers (RTCs) are the regional sites that are responsible for the budgeting, scheduling, registration, and administration of child welfare-related training within their regions, and for the production of training calendars. RTCs collaborate with their constituent agencies regarding the identification of training needs, the implementation of training, Transfer of Learning, and other training-related issues. Training is developed and delivered based upon data gathered from ongoing training needs assessment of staff in each region. Training calendars publicize training activities throughout the region.

Reliability is a statistical term that reflects consistency. It is the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Reliable studies can be repeated. An important part of evidence-based practice is to utilize research which is reliable.

Safety Decision Points are key junctures during the risk assessment process, used to assess the level of risk to the child for re-abuse or neglect.

Semi-Annual Administrative Review (SAR) is a bi-annual agency meeting to discuss and evaluate the family's case plan.

Special Needs refers to children who have at least one need or circumstance, as defined in the Ohio Administrative Code that may be a barrier to placement or adoption or a barrier to the child being sustained in a substitute care placement or adoptive home without financial assistance.

Statewide Automated Child Welfare Information System (SACWIS) is the data base that tracks child welfare case information.

Supplemental Planning (or Concurrent Case Planning) is the development of a contingency case plan for children in placement. A plan for an alternative permanent home for the child is developed in case the reunification plan is not successful. The child's family is involved in the development of this plan, and they identify relatives, friends, etc. who could provide permanent care for the child. The development of supplemental plans helps the agency place children in permanent homes as quickly as possible after termination of parental rights.

Synchronous Learning is learning in which all participants participate at the same time. It can also refer to trainings that require the trainer or facilitator to be present in person or available online to deliver training. Examples of this might be face to face training, videoconferences and web meetings.

Training on Content (TOC) is the process of training trainers on the use of standardized training curricula. TOCs can be held with groups or with individual trainers.

Training of Trainers (TOT) are a variety of workshops that provide new trainers with skills in presentation, culture and diversity, curriculum development, use of technology including classroom performance system and PowerPoint and transfer of learning needed to train in the Ohio Child Welfare Training Program.

Transfer of Learning (TOL) is the application of new knowledge and skills into workplace practice. It is an essential piece of all learning in the OCWTP.

Trauma-Informed Care is an approach to engaging youth with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives. Trauma-informed organizations assure their staff have a basic understanding of how trauma can impact emotions and behavior, the impact of trauma on development, and research-based treatments. These organizations are also aware that traditional service delivery approaches by trigger a trauma survivor, and work at providing supportive services that avoid re-traumatization. (SAMHSA)

Universe of Competencies is the comprehensive listing of all the knowledge and skills required for staff and caregivers to do their jobs. This list of competencies is the criterion used to assess individual training needs, and guides the development of all training courses and curriculum content and can be found on the OCWTP website: www.ocwtp.net

University Partnership Program (UPP) is a partnership between the OCWTP and several state universities. University students receive tuition and fees reimbursement and are trained in child welfare practice. In return, they agree to work for a PCSA upon graduation.

Validity is a statistical term that reflects the degree of accuracy of a measurement. Valid studies measure what they say they are measuring. An important part of evidence-based training is selecting research that is valid.

What's In It For Me? (WIIFM) is the training activity designed to elicit specific learning needs from workshop participants. Trainers use this information to make slight adjustments to the workshop to meet the participants' learning needs.

Wraparound Services provides individualized, comprehensive, *cost-effective*, community-based services and supports to children and adolescents. The State of Ohio has adopted John Vandenberg's model of wraparound services.