

## Investigations and Assessment Day 1

### Learning Objective:

After day one, learners will have a basic understanding of Child Welfare, the OCS Practice Model, the Intake process, and the I&A process. Day one serves as a foundation to be built upon during week one.

### Morning:

- How we got here: brief history of Child Welfare.
- Five components of the OCS Practice Model.
- Mission, Vision, Guiding Principles, and Core Values.

### Afternoon:

- Intake decision making.
- Introduction to 4 PSRs that will be utilized throughout the training process.
- Introduction to the MAP and how it connects to Intake.
- Introduction to the three assessments in I&A.
- Introduction to the purple guide and information collections process.
- Protective Factors as part of the information collection process in I&A.

## Investigations and Assessment Day 2

### Learning Objective:

After day two, learners will have a basic understanding of essential services and how to prioritize their workload. In addition, they will learn about interviewing children and parents and gain an understanding of their role in the lives of families served by OCS. They will also gain an understanding of present danger and responding to present danger.

### Morning:

- Essential services.
- Preparation: Safety, history, and Tribal collaboration.
- Prioritizing cases. Pate identified as first priority.
- Child interviewing.
- Child interviews for Pate case.
- Reminder of the three assessments in I&A.
- Present danger.

### Afternoon:

- Roles and responsibilities of a Protective Services Specialist.
- Parent interviewing and rapport building.
- Pate parent interviews and home walk through.
- Responding to present danger.
- Least restrictive, least intrusive.
- Documenting notes.

## Investigations and Assessment Day 3

### Learning Objective:

After day three, learners will understand impending danger and will be able to identify the difference between present and impending danger. In addition, they will understand how to respond to both present and impending danger.

### Morning:

- Pate safety plan.
- Impending danger overview to include safety threats and the safety threshold.
- Assessing if another caregiver can and will protect.
- Revisit priorities. Identifying Dehaley as next priority case.

### Afternoon:

- Dehaley interviews.
- Present danger assessment in Dehaley.
- Impending danger assessment in Dehaley.
- Responding to impending danger.
- Dehaley safety plan.
- Assess impending danger in Pate.
- Collaterals

## Investigations and Assessment Day 4

### Learning Objectives:

After day four, learners will understand how to assess risk and complete the Future Risk of Abuse and Neglect (FRAN) Tool. In addition, they will understand how to make maltreatment determinations by gathering evidence and utilizing the Maltreatment Assessment Protocol (MAP).

### Morning:

- Pate and Dehaley case updates.
- Review Petition in Dehaley case.
- Relative search.
- Determining risk.
- Revisit priorities. Identifying Thurston as next priority case.
- Thurston interviews.
- FRAN
- Risk in Thurston.

### Afternoon:

- Reminder of the three assessments in I&A.
- Determining maltreatment.
- Evidence collection.
- MAP
- Documenting maltreatment.
- Maltreatment perpetrator letter and appeal process.
- Practice writing maltreatment determination for Thurston.

## Investigations and Assessment Day 5

### Learning Objectives:

After day five, learners will have had an opportunity to practice documenting the work they've completed throughout the week by writing an I&A summary. They will also learn about the case transfer process and end the week with a final exam.

### Morning:

- I&A summary policy and guidelines.
- I&A contacts.
- Participant tab.
- ICWA tab.
- Characteristics tab.
- Maltreatment tab.
- Safety/risk tab.
- Analysis/outcome tab.
- Practice writing an I&A. Feedback given in real time.

### Afternoon:

- Case transfer overview.
- Week in review.
- Final exam.