

Screening and Initial Contact

Last updated by: Aimee Dickson 06/24/2025

Session Summary Link

Time: 3.5 hours

Recommended Class Size: Approx. 35

Learning Objectives:

1. Become familiar with the purpose of screening, guiding principles, types of calls and screening process.
2. Identify questions and question techniques that begin gathering information relevant to child safety.
3. Know the types of abuse and how they are applied to screening allegations.
4. Become familiar with the Structured Decision Making tool used in screening.
5. Understand the reasons for resistance and identify techniques to work through resistance.
6. Know how to engage with a family during a first encounter.

Materials:

- 1 Screening and IC PPT
- 2 Life of a Case
- 3 Definitions of Abuse Types
- 4 Response Timeline Decision Making
- 5 Closed at Screening Criteria
- Baskin Case File: Screening Report, page 5 (located in the Case Scenarios Folder for EE)
- Cooper Case File: Screening Report, page 5 (located in Case Scenarios Folder for EE)
- Rich Case File: Screening Report, page 5 (located in Case Scenarios Folder for EE)
- Tasi Case File: Screening Report, page 5 (located in Case Scenarios Folder for EE)
- 6 Initial Contact Guide

- 7 Hoja de Referencia de Contacto Inicial
- R2 ICWA_ce1270 (located in CPS Assessment Packet within the Handouts folder for Week 1, Day 3, Intro to Assess)
- L1 (color) Updated Brochure 1536 (located in CPS Assessment Packet within the Handouts folder for Week 1, Day 3, Intro to Assess)
- 8 Action Items
- 9 Screening and IC References

Media/Tools:

- Trainer PowerPoint
- [Kahoot: Screening Scenarios](#)
- Video: [Big Bang Theory - Please Pass the Butter](#)
- Video: Initial Contact_audiobalanced.mp4
- Video: ICWA Inquiry_audiobalanced.mp4
- Video: 1536_audiobalanced.mp4

Room Preparation Guide:

- N/A

Engagement Legend:

-  Large Group discussion
-  Small Group Breakout Rooms
-  Polls
-  Quiz Game
-  Animated Slide
-  Written exercise
-  Annotate exercise
-  Video
-  Handout

-  IdeaBoardz
-  Trainer Notes
-  Panel

Trainer's Agenda:

Introduction (5 minutes)

- Introduction to topics
- Learning Objectives

Screening (55 minutes)

- Introduction to the Oregon Child Abuse Hotline and its guiding principles
- Screening report types
- Information gathered and reviewed at screening
- Structured Decision Making: Types of Abuse & Response Timelines
- Kahoot: Screening Scenario Practice

Engaging at Initial Contact (40 minutes)

- Trauma-informed engagement
- Practicing cultural humility using case scenarios
- Listening, body language, and the power of silence

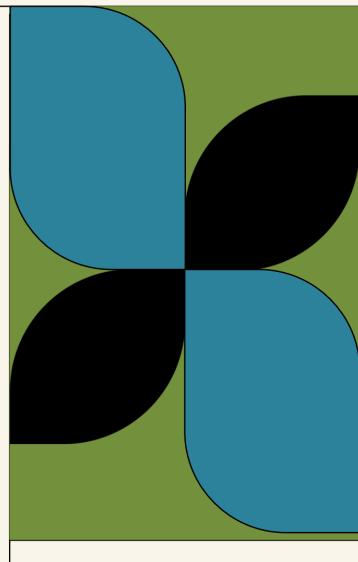
Making Initial Contact with a Family (90 minutes)

- Initial Contact Guide
- Engaging a family through the ICWA Inquiry
- Sharing information and rights through the 1536 pamphlet
- Video demonstrator of skills
- Practicing initial contact skills

Training Content:

Slide 1

Screening and Initial Contact



1

Suggested Start Time:

1:00 (2 min)

Materials/Links:

N/A

Content:

- For the first part of the afternoon, we're going to talk about the screening process at the Oregon Child Abuse Hotline (ORCAH).
- Then we'll spend the rest of the day talking about engaging families at the initial contact of a CPS assessment.

Slide 2

Learning Objectives

1	Become familiar with the purpose of screening, guiding principles, types of calls and screening process.
2	Identify questions and question techniques that begin gathering information relevant to child safety.
3	Know the types of abuse and how they are applied to screening allegations.
4	Become familiar with the Structure Decision Making tool used in screening.
5	Understand the reasons for resistance and identify techniques to work through resistance.
6	Know how to engage with a family during a first encounter.



2

Suggested Start Time:

1:02 (3 min)

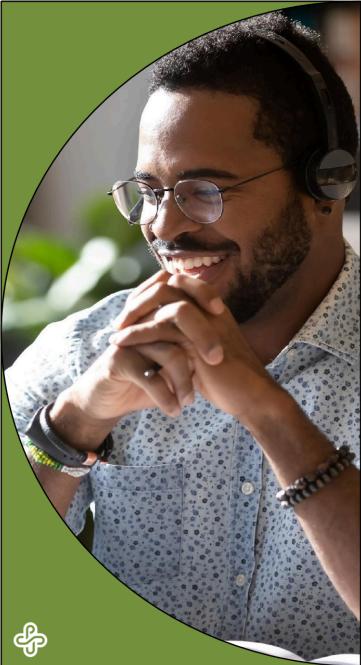
Materials/Links:

N/A

Content:

- Share the learning objectives for the afternoon. The first four will be covered in our screening section, and the last two will be addressed in the Making Initial Contact section.

Slide 3



Screening and the Oregon Child Abuse Hotline¹

- ORCAH
- First point of contact
- Guiding principles

3

Suggested Start Time:

1:05 (5 min)

Materials/Links:

Life of a Case

Content:

- According to the ODHS Child Welfare Procedure Manual, Oregon Child Welfare follows a systematic safety intervention model for identifying and managing safety threats.¹
- Within that safety intervention model the screening assessment serves as the first assessment directed at determining what families will be served by Child Welfare. The safety intervention process formally begins with screening.
-  **Life of a Case:** This is a diagram of a typical 'Life of a Case', and the different steps and processes that might occur as we assess and manage safety for a family.
- Essential Elements follows the Life of a Case throughout the next three weeks. Week one will follow reports assigned for

¹ Child Welfare Division, Oregon Department of Human Services. (n.d.). Ch 2. *Child Welfare Procedure Manual*. Oregon Department of Human Services. Retrieved 2025, from <https://www.oregon.gov/odhs/rules-policy/Documents/cw-procedure-manual.pdf>

assessment, week two will cover co-case management for cases that stay open, and week three will address reunification and permanency planning.

- On the handout, the very first step is a call coming into the Oregon Child Abuse Hotline (ORCAH).
- Screeners at the Oregon Child Abuse Hotline (ORCAH) have a unique role in gathering information from a reporting party to determine whether something needs to be assigned for a CPS assessment.
- Since the agency has limited resources and the assessment process can be intrusive for families, this is a serious and important decision.
- ORCAH has four Guiding Principles they use to make these decisions: customer service, safety, consistency, and equity.

-  **Large Group Discussion:** What are the ways ORCAH screeners can demonstrate these principles?

-  **Trainer Note:** Important aspects of the guiding principles to be sure are discussed:
 - Calling and asking for help or asking for someone to intervene in the lives of children and families may be difficult, so it is critical that screeners provide good customer service. This is potentially the first contact CW has with someone, and this could be the only opportunity we have to make a positive first impression.
 - Just like other caseworkers, screeners must be aware of their biases that could influence how they behave, what information they gather, and ultimately the decisions that are made. So, it is critical that the screener keeps a focus on safety.
 - Consistency is important because what is assigned as abuse by one screener should not be closed at screening by a different screener.

- A focus on equity helps make decisions reliably and accurately regardless of demographics, which can reduce the disparities that we know exist within our system.

Slide 4

Types of Reports received by ORCAH

1	Potential abuse reports
2	Office of Training Investigations and Safety (OTIS)
3	Family Support Services (FSS) requests
4	Case management documentation
5	Requests for referrals and information
6	Notifications

4

Suggested Start Time:

1:10 (5 min)

Materials/Links:

N/A

Content:

- In addition to potential abuse reports, ORCAH is responsible for taking 5 other types of calls, 24 hours a day, 7 days a week.
- The objectives of screening depend on the type of call received:
 - Potential abuse reports: determine if the report meets the criteria for CPS assessment or to Close at Screening. Cross-report the information to law enforcement and Tribes when applicable and make any other required notifications.

- o Calls that involve childcare or Child-caring Agency settings: Gather basic information and forward it to the Office of Training Investigations (OTIS) for possible assessment and decision-making.
 -  **Trainer Note:** Child Welfare isn't responsible for assessing these settings. More information about this is in the Procedure Manual and OAR 413-015-0211 (C).
- o Call from a parent, guardian, adoptive parent, or former foster child to request Family Support Services: determine if the family/individual meets the criteria for a Family Support Services assessment. If so, assign it to the local branch for assessment.
- o Call connected to an open CPS assessment, open case, or Child Welfare certified resource home, but isn't abuse: notify the primary workers and their supervisors and document a case note.
- o Requests for information or referrals: Provide information about other agencies or community resources that might help.
- o Calls that are required notifications to Child Welfare: document in the appropriate database.

Slide 5

What information does a screener gather?

Extent	Circumstances
Demographics	Race & Ethnicity
Languages spoken	Contact information
Location of the family and incident	ICWA



5

Suggested Start Time:

1:15 (5 min)

Materials/Links:

N/A

Content:

- During the beginning of the screening interview, the screener focuses on gathering information about the reporting party and demographic information about the family. This includes names, addresses, race & ethnicity, Tribal affiliations, languages spoken, whereabouts, and other relevant information.
- After gathering some of this basic information, the screener asks the reporting party to share their story or reason for their

call. They listen closely to identify what areas they need to explore in more detail.

-  **Large Group Discussion:** Why is it so important that screeners ask about race and ethnicity at the first contact with a reporter?
 -  **Trainer Note:** If needed, share with participants that, as discussed on Day 1, families of color and those in marginalized populations may be impacted by historical and cultural trauma. It is important to understand what experience a family may have had so culturally responsive and trauma informed services can be provided.

Slide 6

Gather

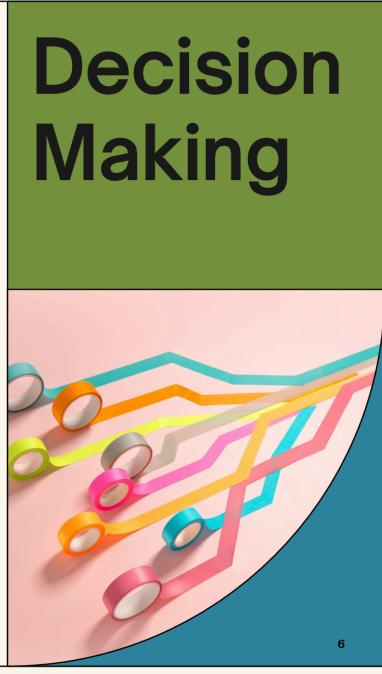
- Extent
- Circumstances
- Child vulnerabilities

Review

- Child Welfare history
- Criminal history, when relevant

Consider

- Collateral contacts
- Caseworker/supervisor contact



The graphic features a green rectangular box at the top with the words "Decision Making" in white. Below it is a pink rectangular area containing several colorful, wavy lines (blue, orange, yellow, pink) that resemble thought or decision paths. A small number "6" is visible in the bottom right corner of the pink area.

Suggested Start Time:

1:20 (5 min)

Materials/Links:

N/A

Content:

- During the screening interview, the screener should gather information about Extent and Circumstances, which are also two of the 6 Domains gathered during a CPS assessment.
- They also gather information to understand child vulnerability—if and how a child is susceptible to abuse. It is important that screeners not only gather information about age but also about an individual child's behaviors, development, health, socialization, trauma, and other factors that impact vulnerability.
- After the call, they review Child Welfare history and when relevant, criminal history. This helps them determine whether the concerns being reported have been previously reported or assessed, and to understand any patterns regarding the reported information.

- Finally, there are times when the screener may make collateral contacts. When there is not enough information to make a screening decision, they can contact collaterals who have direct knowledge of the child or the circumstances in the family.
- If a call comes in regarding a family that has an open case, the screener will contact the assigned case worker to gather information and see if the information has already been reported or assessed.

Slide 7

Types of Abuse at Screening

For all children:

- Neglect • In educational settings:
 - Restraint or
 - Seclusion
 - Infliction of corporal punishment
- Physical Abuse
- Sexual abuse
- Mental injury
- Threat of harm

Additional for children/young adults in care:

- Neglect
- Abandonment • Wrongful use of a restraint
- Financial exploitation
- Physical Abuse: • Sexual abuse:
 - willful infliction of physical pain
 - coercive contact
- Involuntary seclusion • Verbal Abuse



7

Suggested Start Time:

1:25 (5 min)

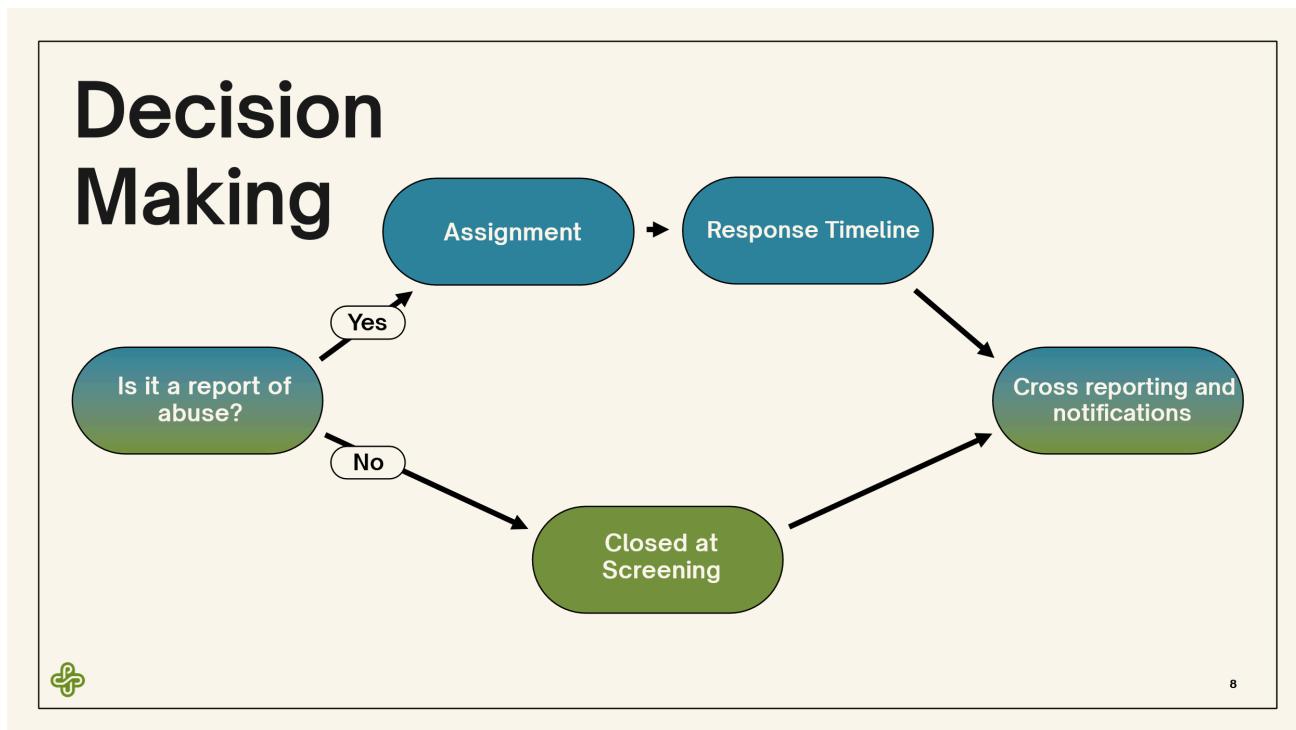
Materials/Links:

Definitions of Abuse Types in Screening Handout

Content:

- To determine if a report should be assigned or Closed at Screening, screeners determine if the information in the report meets the definition of any abuse types.
- In Oregon, there are two different statutes that define abuse. One applies to all children under 18. These abuse types likely sound familiar and include neglect, physical abuse, sexual abuse, mental injury, and threat of harm.
- The second set of abuse types is a more recent addition to the statute that applies to children and young adults (0-20) residing in an out-of-home care setting, like a Child Welfare certified resource home.
-  **Definition of Abuse Types in Screening**: This handout is a brief introduction to the abuse types and is also available in the Procedure Manual. They will also be discussed more throughout EE as they apply to CPS assessments.

Slide 8



8

Suggested Start Time:

1:30 (5 min)

Materials/Links:

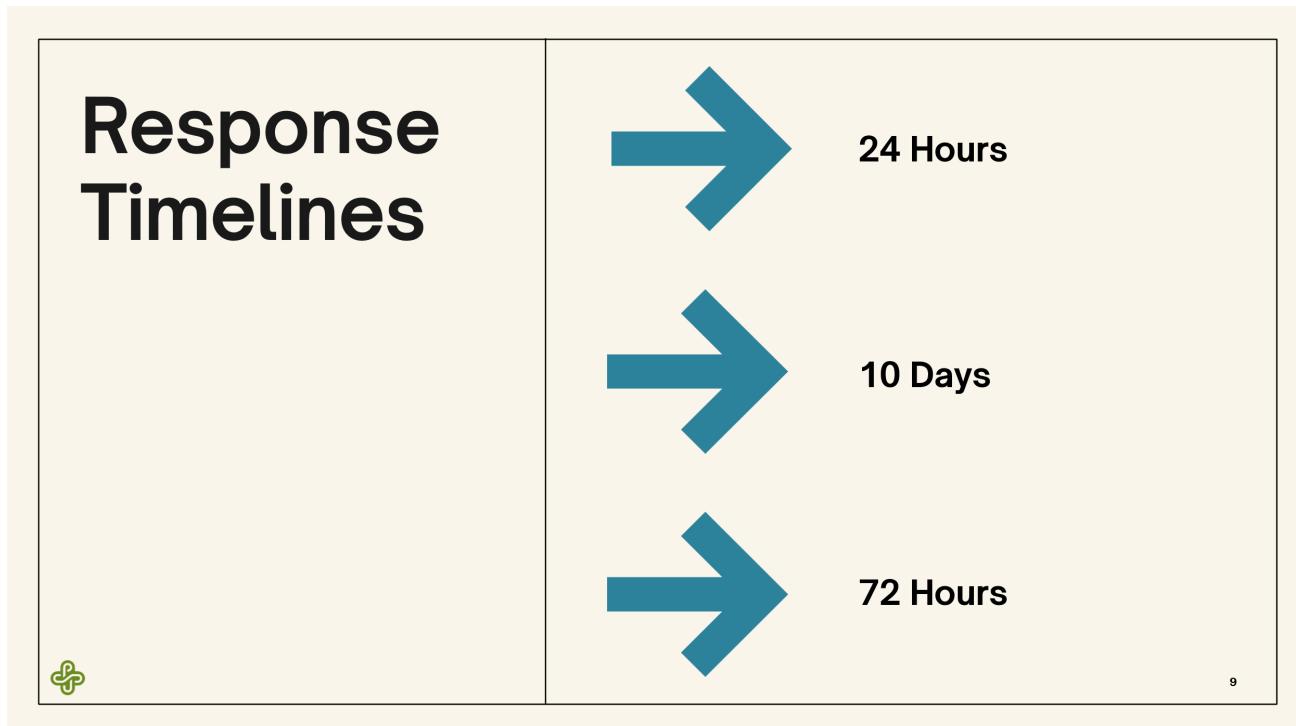
N/A

Content:

- Determining if there is an allegation of abuse, whether to assign or close at screening, and choosing response timelines are all decisions a screener makes using a tool called the Structured Decision-Making tool, or SDM.
- The goals of the tool include:
 - Equity: the structured tool helps remove bias and reduce disparities
 - Accuracy: by providing clarity in definitions rather than relying on individual interpretations
 - Reliability: if multiple individuals were to review the same screening report, they come to the same decision using the tool
 - Utility: it is easy to use

- The SDM doesn't make decisions for a screener but instead supports a screener in making their decisions equitably and consistently.
- The SDM includes two sections: the Screening Decision and the Response Time.
 - First, the screener will determine whether the report meets criteria for assignment or to be Closed at Screening.
 - If it meets the criteria for assignment, then the response time will be determined using criteria to select a 24-hour, 10-day, or 72-hour response time.
 -  **Trainer Note:** Response Timelines and CAS criteria will be discussed more thoroughly in the next two slides.
- Once the screener has made these decisions, they will also need to inform the reporter of that screening decision, per statute.

Slide 9



9

Suggested Start Time:

1:35 (5 min)

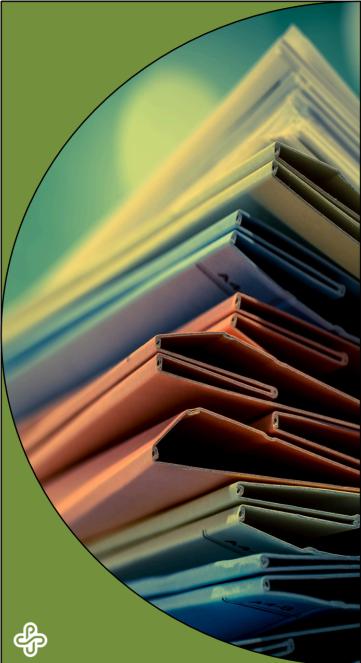
Materials/Links:

Response Timeline Decision-Making

Content:

- When assigning a report, screeners use a specific part of the SDM to determine the response timeline.
- There are three timelines that are currently used: Within 24 Hours, Within 10 Days, and Within 72 Hours.
-  **Response Timeline Decision-Making:** This handout is based on information from the Procedure Manual. The screener will first consider whether the criteria are met for a 24-hour response. If those criteria aren't met, the screener will then consider the criteria for a 10-day response. If those aren't met, then the screener will be assigned as within 72-hour response.

Slide 10



Closed at Screening Criteria

- Not abuse, but risk to a child
- Historical abuse by deceased alleged perpetrator
- Abuse and perpetrator out of country
- Out of state circumstances
- Notifications

10

Suggested Start Time:

1:40 (5 min)

Materials/Links:

Closed at Screening Criteria Handout

Content:

-  **Closed at Screening Criteria:** When a report doesn't contain an allegation of abuse, but the report DOES describe a risk to a child, this results in a Closed at Screening, or a referral that is documented but closed without CPS response. Examples of this may be parents drinking or using marijuana, physical discipline, or parent criminal activity.
- Some CAS reports also require a screener to make additional notifications:
 - A report of a child on an open case being identified as a sex trafficking victim, when it is not a new allegation.
 - A report of a substance-affected infant.
 - Hospital alert letters (also known as "birth alerts" and "red flag letters") were previously sent out on all reports involving a pregnant person posing risks to a newborn. This changed in 2021 to align with the Vision for

Transformation, acknowledging the over-surveillance of families that is rooted in bias and systemic racism.

Slide 11

Screening Scenarios

Go to kahoot.it
and enter
Game PIN

Read through
scenarios and
questions

Assign and
choose
timeline or
close at
screening



11

Suggested Start Time:

1:45 (15 min)

Materials/Links:

[Screening Scenarios Kahoot](#)

Content:

-  **Screening Scenarios Kahoot Quiz:** Direct participants to use mobile devices or their computer to go to Kahoot.it and enter the Game PIN on the screen. Ask them to participate by reading through the scenarios and then answering the quiz questions to better understand how screeners make decisions.
 - Instruct participants to use the Definitions of Abuse Types in Screening and the Response Timeline Decision Making Criteria to support their answers.
 - The trainer should click on the graphic with text in the Kahoot to zoom in on it, then read it out loud for participants before moving on to presenting the quiz questions.
- Answers (information that informs decisions is italicized):
 - **Baskin:** "Reporter states Karina came to school with a *black eye and large cut on her lip*. Karina won't talk about

how she got the injuries. Reporter states that two teachers have also come to them with concerns about marks that look like superficial cuts on Karina's arms. When asked about the marks, Karina will pull her sleeves down and won't talk about them. She will sometimes instead change the subject, walk away, or lash out in anger. Reporter says Karina's behavior has changed in the last year. She used to be happy-go-lucky and get along with teachers and peers. She now seems sullen and withdrawn and wears baggy clothes and a sweatshirt with a hood up all the time. She seems angry and defensive, and no longer has any friends at school. There are rumors that she has recently been arrested for shoplifting, as well. Karina's mother is employed, but the reporter doesn't know where. The school doesn't know who Karina's father is, but they are aware she has a stepfather."

- Physical Abuse, 24 hour (Child has a current injury due to alleged abuse.)
- o **Cooper:** "Reporter states Jasmine has witnessed and *attempted to intervene in a domestic violence situation.* Jasmine came to school today and said her stepfather Shawn is a 'bad guy' and called her mom names. *Jasmine said Shawn pushed her mom on the ground and Jasper was crying. Jasmine said she tried to take Jasper away from the fight, but Shawn wouldn't let her. Jasmine said her mom has 'owies' on her.* Reporter has heard Jasmine's maternal grandmother say that Shawn is a 'loose cannon' and that 'children shouldn't see the stuff that happens in that house.' The reporter states that Jasmine has been shy and withdrawn the last several months. Reporter states that Jasmine's school has not had contact with Sara or Shawn since Jasmine was enrolled at the beginning of the year since her grandmother drops her off and picks her up."

- Threat of Harm (domestic violence), 24 hour (Child or reporter expresses fear that child will experience harm if the response does not occur within the next 24 hours/Child is currently in an unsafe, unsanitary, or hazardous setting or will be if the response does not occur within the next 24 hours)
 - These 24-hour response criteria apply due to the dynamics of power and control in DV situations.
- **Rich:** "Reporter states Daniel has an *abscessed tooth and has been suffering from a toothache for a few months now*. The school helped the parents set up an appointment for Daniel with the dental van for yesterday, but he was absent and did not make the appointment. When asked why today, Daniel said their electricity was turned off, so he did not have an alarm to wake him. *The school has attempted to contact the parents however, they have not responded. When Daniel arrived at school today, he had a hard time eating and drinking without pain and appeared to avoid food at lunch.* Daniel has missed 10 days of school in the past 6 weeks. Daniel reports that it's because he has to stay home and watch his younger siblings. Daniel is described as coming to school looking disheveled and wearing dirty clothes. and his peers often tease him about his body odor. The school counselor often gives Daniel clean clothes from their clothing closet, and they let him take a shower at the school."
 - Neglect, 24 hour (Child of any age requires urgent medical or mental health evaluation or care for injury, pain, or illness.)
- **Tasi:** "Reporter states that Malia is being 'beat' by her brother, Efren. The reporter witnessed Efren 'attack' his sister by punching and kicking her. Reporter states that Tammy did not intervene immediately, and *Malia was hit*

in the eye causing a large welt. Reporter said that Efren 'snapped' after his sister took something that belonged to him. Reporter states they had to alert Tammy to intervene before she broke up the incident. Efren is much larger than his mother or his sister and the reporter says they are worried these incidents will continue and will get worse. Reporter states Malia is left home alone with Efren between when school gets out and when Tammy gets off work. Reporter states that Efren says he hates his sister and shows no remorse for hurting her. Tammy has told the reporter that she is 'at her wits end' and often does not do anything when Efren is aggressive."

- Neglect, 24 hour (Child has a current injury due to alleged abuse/Child or reporter expresses fear that child will experience harm if the response does not occur within the next 24 hours)
-  **Large Group Discussion:** Debrief the quiz and the decision-making process. Let participants know that we will be working with the cases that were assigned throughout the next three weeks.

Slide 12



We will be working with the assigned reports through out the next 3 weeks:

- Baskin
- Cooper
- Rich
- Tasi

Case Files for Essential Elements



12

Suggested Start Time:

2:00 (< 1 min, suggested break after this slide)

Materials/Links:

Baskin Case File: Screening Report, page 5

Cooper Case File: Screening Report, page 5

Rich Case File: Screening Report, page 5

Tasi Case File: Screening Report, page 5

Content:

-  **Case Scenario Screening Reports (Baskin, Cooper, Rich, Tasi, all on page 5, located in the Case Scenarios Folder for EE)**: Inform participants that they have screening reports for each of the assigned cases located in their case file materials. They will be following these cases throughout the remainder of the training and the Tasi case will be used for simulations on Friday of Week 1.

Slide 13

Engaging at Initial Contact



13

Suggested Start Time:

2:10 (1 min)

Materials/Links:

N/A

Content:

- It's important to understand that we need to build relationships with families for engagement to occur and for safety to be assessed for the duration we are working with the family from assessment to case closure.
- Relationship building can and does happen with your first encounter, whether it be on the telephone or in person.
- We saw how this process started as part of the screening assessment by gathering information about a family's culture and individual dynamics. It continues into how we engage the family at the start of the CPS assessment.

Slide 14



Trauma Informed Practice Strategies

- Validate emotions
- Anticipate questions
- Transparency and information sharing
- Provide physical, emotional, and psychological safety

14

Suggested Start Time:

2:11 (9 min)

Materials/Links:

N/A

Content:

-  **Large Group discussion:** Ask the large group to share actions that a caseworker can take to demonstrate what they have learned about trauma informed practice when making initial contact with a family. The trainer should ensure the following are addressed:
 - Consider the tone and language you use when you call someone or the way you knock on someone's door.
 - Validating emotions – Consider the wide range of emotions a parent/caregiver may be experiencing when child welfare makes contact. We may see people who are angry, frustrated, fearful, crying, defensive or even indifferent. It's important to recognize emotions or reactions of the individuals we encounter. We do this through clarification and validation.

- o Anticipating questions – consider the questions that parents may have when a caseworker first introduces themselves. Emphasize that the first question that many parents have is “why are you here?”
- o Transparency about the reason for the contact and process – providing parents with a clear, yet trauma informed, description of the reason for contact demonstrates to the parent that they can trust you to share information with them and be responsive to the questions they have. We also need to share with parents what to expect from a CPS assessment including the process and their rights.
- o Responsive to the parent/psychological safety/sharing power - examples of this may include asking the parent where they would like to talk, where they would like you to sit, who else is in the home, etc.
- o Adopt a not-knowing stance/check biases - understand that the information in the screening report is both important and does not tell the whole story.

Slide 15

Practicing Cultural Humility

Review the screening report for your assigned case and consider the following questions:

- What did you learn about the family's culture or identities to consider in initial contact?
- What did you notice about your own bias when reading the report?
- How can you demonstrate cultural humility during initial contact with this family?



15

Suggested Start Time:

2:20 (20 min)

Materials/Links:

N/A

Content:

- One of the most valuable assets you can have as a critical thinker is curiosity. Curiosity is a hallmark of cultural humility, as you are seeking to understand another's point of view, and the intent or reasons behind their behavior. Curiosity opens the door for exploration. This curiosity should begin from the moment you receive and review a screening report.
-  **Small Group Breakout Rooms (10 min.):**
 - o Participants will return to their Learning Teams for the next activity. Each group will be assigned one of the 4 case scenarios (Tasi, Baskin, Cooper, or Rich).
 - What information do you know about this family's culture or identities that should be considered in initial contact?
 - What did you notice about your own bias when reading the report?

- How can you demonstrate cultural humility during initial contact with this family?
-  **Trainer Note:** Once groups return, debrief by inviting each group to report on the one question that their group had the most conversation about. Debrief should last no more than 8 minutes.
- We spent a good amount of time this morning on the importance of self-awareness and checking our biases. If we find ourselves having strong emotions, forming opinions or making decisions before we have had a chance to get to know people, we likely need to take a step back and consider our bias.
- Remember bias can be positive or negative. We may immediately form an opinion that we like someone because they are kind to us from the start, or they remind us of a friend. Both positive and negative biases can influence our decision making in ways which are not helpful to the family.
- These biases influence how we identify a family condition in the Oregon Safety Model and affect safety. They influence the outcome of our protective capacity assessment, case plans and expected outcomes.

Slide 16

- Autobiographical Listening
- Empathetic Listening

Listening to Understand



16

Suggested Start Time:

2:40 (8 min)

Materials/Links:

Video: [Big Bang Theory – Please Pass the Butter](#)

Content:

- Listening is a skill. Even when people are listening attentively, they are typically listening with the intent to reply or to get to a specific piece of information. This is referred to as autobiographical listening because we are filtering everything we hear through our own frames of reference.
- It takes a conscious effort to listen empathetically.
-  **Big Bang Theory - Please Pass the Butter (1:54)²:** As participants watch the video, invite them to consider:
 - What do they observe about the listening and responses from both characters?
 - How do you see this happening during initial contact with a family?

² Lorre, C.; Prady, B.; Molaro, S. (Writers), & Rich, A. (Director). (2014). The Indecision Amalgamation [Season 7, Episode 19]. Chuck Lorre Productions. The Big Bang Theory. Warner Bros. Television.

-  **Trainer Note:** Following the video, debrief with the large group. Share the remaining content if it is not covered during the video debrief.
- The “butter” in this video is like a caseworker who is overly focused on the goal of gathering information about the report of concern without understanding the context of the family. This may also include a caseworker looking for and expecting information to confirm the information in the report rather than truly seeking to understand the family’s perspective.
- Adopting a not-knowing stance is the first ingredient for strengths-based interviewing. This does not mean child welfare professionals don’t know anything, on the contrary, it means recognizing that families are experts on their own situations and on how they want their lives to be different. They are also the only ones who know what they are willing and able to do.
- Adopting a not-knowing stance means we maintain a posture of curiosity about the family’s life and are willing to learn from them. We decide how and when to use our expertise. We suspend our years of experience and all our knowledge and begin with the family’s context and worldview. It requires us to be competent and humble enough to admit that we don’t have all the answers.

Slide 17

Be attentive to non-verbal communication.

Remember, silence can be golden.



17

Suggested Start Time:

2:48 (2 min, suggested break after this slide)

Materials/Links:

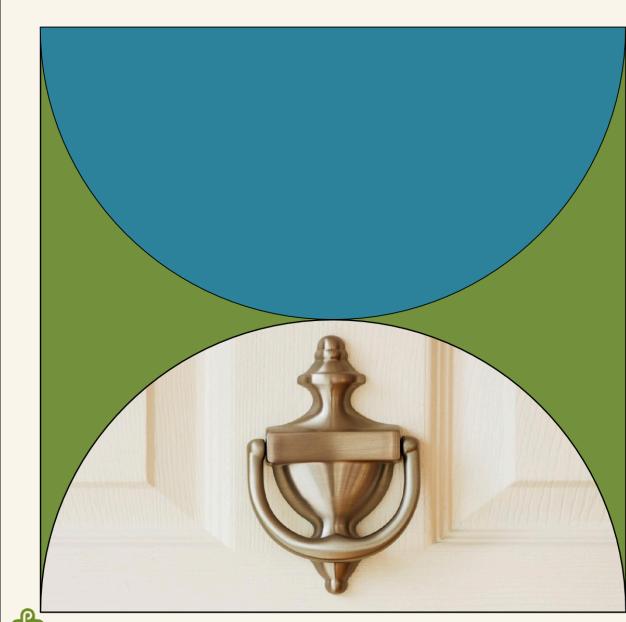
N/A

Content:

- In the last video, there were also many clues that indicated a lack of interest in the other person. While the words spoken conveyed interest, the nonverbal communication including tone of voice and body language told a different story.
- A large part of interviewing is paying attention to non-verbal communication. We need to pay attention to our own non-verbal communication as well as that of others. It is easy to misread non-verbal cues, so we should also check out assumptions (remember the ladder of inference).
- Another important part of communication is silence. We experienced earlier how difficult it is to remain silent and allow someone to speak uninterrupted. We also need to allow for silence or long pauses after asking a question. Don't rush to fill the space. Some people need more time to process a question that is asked of them and want time to think of their response.

So, allow at least 30-60 seconds for someone to answer a question you have asked before asking another question.

Slide 18



Initial Contact Guide

How do you see the Principles of Partnership reflected?

18

Suggested Start Time:

3:00 (30 min)

Materials/Links:

Initial Contact Guide

Content:

- Engagement during initial contact begins from the moment we knock on a family's door. It includes how we introduce ourselves, the information we share, and how we explain our reason for contact.
-  **Initial Contact Guide:** Allow participants five minutes to review *only* the first page of the guide. Ask them to highlight or make notes of anything that piques their interest or anything they have questions about.
-  **Trainer Note:** When they return, invite participants to hang onto their reflections. As the trainer talks through each item on this handout, participants are encouraged to make sure their questions are answered.
 - The trainer should talk through the items on the first page of the handout, highlighting key points.

- o The trainer should invite participants to reflect on the Principles of Partnership as the trainer talks through the guide, sharing in chat how they believe each element connects to the Principles.
- Now that we have reviewed the guide and considered the Principles of Partnership, what questions do you still have?

Slide 19



Initial Contact Video



19

While watching the video:

- What do you notice about the way the caseworker describes the reason for contact?
- Was anything missed?
- What questions does this bring up?

Suggested Start Time:

3:30 (10 min)

Materials/Links:

Initial Contact Brief_audiobalanced.mp4

Content:

-  **Initial Contact Brief_audiobalanced (1:54):** This video is an example of an initial contact at the door with a parent.
 - o The caseworker will be making initial contact on a report that a 6-month-old has unexplained bruising to the eye.
- They will be practicing the skills discussed in the **Initial Contact Guide**. As you watch, pay attention to:
 - o What do you notice about the way the caseworker describes the reason for contact?
 - o Was anything missing?
 - o What questions does this bring up?

Slide 20

In groups of two:

- Each partner should choose one of the four case scenarios to practice with and decide who will play the role of the caseworker first
- As the ‘caseworker’, practice the following elements:
 - Knock on the door
 - Introduce yourself
 - Verify you are speaking to the correct person
 - Explain the reason for contact (be clear and transparent about the concern!)
 - Ask where the parent would like to speak more
 - Find out if anyone else is in the home
 - Begin asking about the report
- Switch roles and go through a different scenario
- As time allows, discuss the remaining 2 case scenarios and how you would clearly describe the reason for contact



Making Initial Contact



20

Suggested Start Time:

3:40 (15 min)

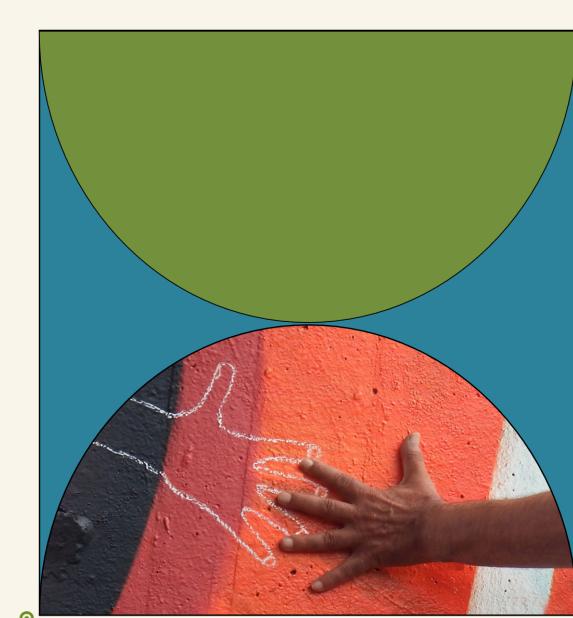
Materials/Links:

N/A

Content:

-  **Small Group Breakout Rooms (10 min):** Participants will be with a partner for this activity.
 - Each participant should choose one of the four case scenarios to practice with. The partners are encouraged to choose different scenarios.
 - Each partner will have a chance to play the caseworker and a chance to play the parent.
 - Participants will practice the items discussed on the **Initial Contact Guide** and listed on this slide.
 - Each person will be given 5 minutes to practice.
 - As time allows, partners can also discuss the two remaining case scenarios and how they would clearly describe the reason for contact in those scenarios.

Slide 21



ICWA Inquiry³

1270 Verification of American Indian/Alaska Native Membership or Enrollment

21

Suggested Start Time:

3:55 (10 min)

Materials/Links:

ICWA Inquiry_audiobalanced.mp4

R2 ICWA_ce1270

Content:

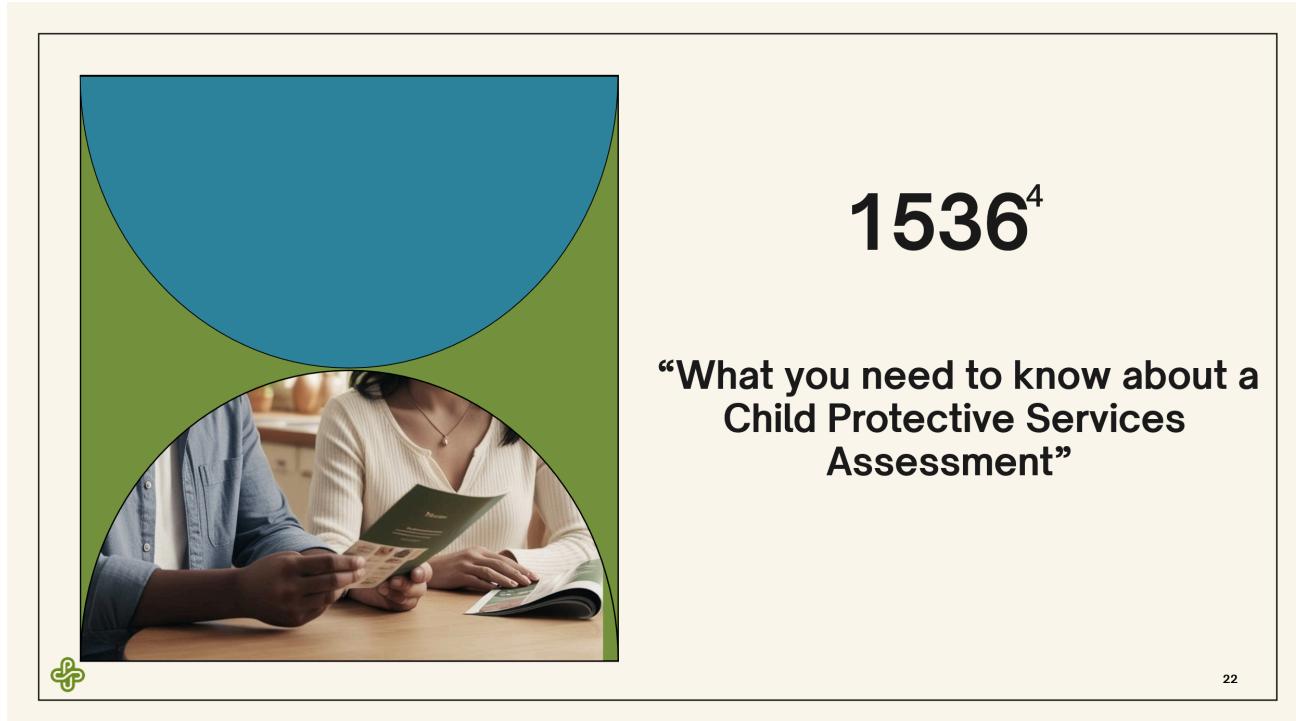
- At initial contact, it is imperative that caseworkers begin to gather information to determine whether the Indian Child Welfare Act (ICWA) applies. This includes asking the family if the parents or child have any American Indian or Alaskan Native ancestry or Tribal affiliation.³
- This inquiry should also include a brief explanation of why we are gathering this information. We will be watching a video example of this.
-  **ICWA Inquiry_audiobalanced (0:44)**
- While the video only shows a brief explanation of the reason for the inquiry, caseworkers also need to complete the 1270

³ Child Welfare Division, Oregon Department of Human Services. (n.d.). Ch 3, Section 21. *Child Welfare Procedure Manual*. Oregon Department of Human Services. Retrieved 2024, from <https://www.oregon.gov/odhs/rules-policy/Documents/cw-procedure-manual.pdf>

Verification of American Indian/Alaska Native Membership or Enrollment form in its entirety with each parent.

-  **R2 ICWA ce1270:** Please take a moment to locate the ODHS form 1270, titled “Verification of American Indian/Alaska Native Membership or Enrollment”, in your materials. It will be part of a separate small packet of forms and materials, likely paperclipped together. You will be referred to this packet again during tomorrow’s session.
-  **Trainer Note:** Provide a link to the electronic form in the chat. The form is located with Week 1, Day 3 Materials in the CPS Assessment Packet Folder within the Handouts Folder. There is also a Spanish version of the brochure available in the Spanish Forms folder, although it is a prior version, as translation of the new form has not yet occurred. According to Tribal Affairs, the Spanish version of the prior form is still accepted pending translation.
- Everyone, take three minutes to review the questions asked on this form.
- This form must be completed with each parent on each new CPS assessment. Even if the parents deny any Tribal affiliation or if the family has completed the 1270 during a previous child welfare case, it is still required that this form be completed, including the family tree.
- Keep in mind that this is an opportunity to engage with any family about parts of their family’s culture or heritage that are important to them. For example, if a family were to deny any tribal affiliation, case workers can use this opportunity to ask the family what they think child welfare should know about their family to best serve them.

Slide 22



Suggested Start Time:

4:05 (15 min)

Materials/Links:

1536_audiobalanced.mp4

L1 (color) Updated Brochure 1536

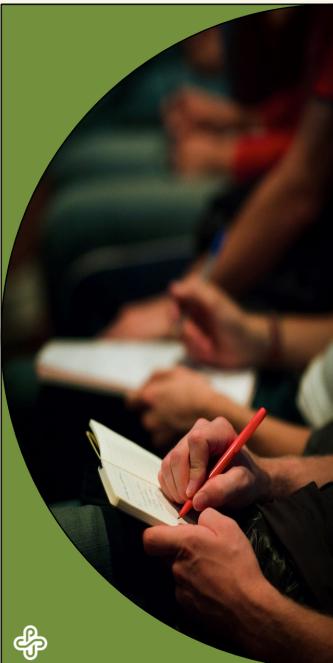
Content:

- In addition to gathering information from the family, it is critical that case workers also share information with the parents about what to expect and about their rights in the CPS assessment.
- During initial contact, caseworkers should provide all parents with a copy of the 1536 brochure, which is titled “What you need to know about a Child Protective Services Assessment”.⁴

⁴ Child Welfare Division, Oregon Department of Human Services. (n.d.). Ch 3, Section 3. *Child Welfare Procedure Manual*. Oregon Department of Human Services. Retrieved 2024, from <https://www.oregon.gov/odhs/rules-policy/Documents/cw-procedure-manual.pdf>

-  **L1 (color) Updated Brochure 1536:** Please take a moment to locate the ODHS brochure titled "What you need to know about a Child Protective Services Assessment" in your materials. It will also be part of that separate small packet of forms and materials where you found the ICWA form.
-  **Trainer Note:** Provide a link to the electronic brochure in the chat. The brochure is located with Week 1, Day 3 Materials in the CPS Assessment Packet Folder within the Handouts Folder. There is also a Spanish version of the brochure available in the Spanish Forms folder.
- Please take 3 minutes to review the brochure.
- Please share aloud or in the chat your reflections on the information and any experience in seeing case workers provide this information to families.
-  **1536_audiobalanced.mp4 (1:40):**
 - This video will show one example of a caseworker having this conversation with families.
-  **Small Group Breakout Rooms (10 min):** You will now return to small groups with the same partner as your last activity.
 - Each person should take 5 minutes to practice the ICWA inquiry and provide the 1536 to a parent.
-  **Trainer Note:** When groups return, facilitate a brief discussion about their experience.

Slide 23



Action Items

Write down:

- One thing you learned from engaging with the Parent Panel
- One way you plan on demonstrating cultural humility in your casework

23

Suggested Start Time:

4:20 (8 min)

Materials/Links:

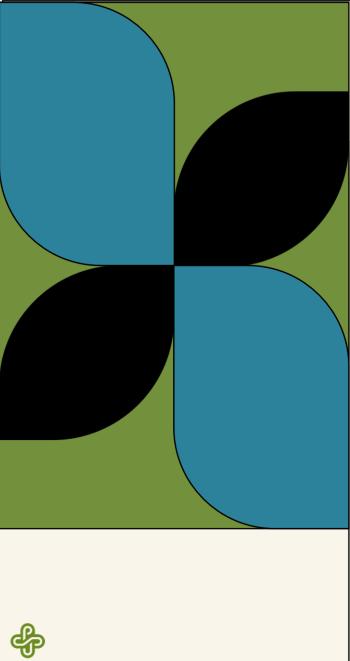
Action Items

Content:

- Today we have heard from parents who have experienced our system about how they believe caseworkers can engage families, discussed protective factors and how to partner for change. We've also talked about the screening process and how to make initial contact with families in trauma-informed and culturally responsive ways.
-  **Action Items Handout:** Take time to write down one thing you learned from the Parent Panel, and one way you plan to demonstrate cultural humility in your casework.

- If time allows, ask participants to share or ask questions.

Slide 24



Please fill out
today's evaluation!

Please see the Screening and Initial Contact References handout for content source information.

Thank you!

24

Suggested Start Time:

4:28 (2 min)

Materials/Links:

Evaluation link

Content:

- Thank you for attending and engaging today! Please take a moment to fill out today's evaluation.
-  **Trainer note:** One suggestion for this activity is to have all participants turn their cameras off, fill out the evaluation, and then turn their cameras back on when done.
- Tomorrow we will be back in the classroom to learn more about the basics of CPS assessments. See you in the morning!

