

# Foundational Elements Descriptions, Learning Objectives, and Behavioral Indicators

## Culturally Responsible Practice

In this element we review the cultural competence standards that guide our practice, explore ways that cultural differences and biases can impact our practice, and discuss strategies to work with families in a culturally responsible manner.

Upon completion of this course, the professional will be able to:

**Learning Objective:** Identify and manage personal cultural identity, preferences, and biases as they arise in child welfare practice and services.

Behavioral Indicator(s):

- Manage their own cultural identity, preferences, and biases as they arise in child welfare practice and services.
- Manage their implicit and explicit biases.

**Learning Objective:** Review and discuss what the National Association of Social Workers (NASW) cites as the ethical responsibility in providing culturally competent services.

Behavioral Indicator(s):

- Provide culturally responsible services based on the NASW Standards.

**Learning Objective:** Apply the four tenets of Cultural Humility for child welfare practice and child welfare professionals.

Behavioral Indicator(s):

- Apply the four tenets of Cultural Humility to their work with families.

**Learning Objective:** Identify ethnographic interviewing techniques to engage with culturally diverse families.

Behavioral Indicator(s):

- Use ethnographic techniques such as observation and consulting with those who understand the family to appreciate a family's lived experience and engage in a culturally respectful manner.

**Learning Objective:** Practice preparing to interview for the family story.

Behavioral Indicator(s):

- Listen to “the family story” and use that information interviewing the family.

**Learning Objective:** Adopt an intersectional approach to the diversity of cultural groups and their history in Wisconsin when providing child welfare services to children and families in Wisconsin.

Behavioral Indicator(s):

- Acknowledge that parents are the expert on their identity.
- Acknowledge the challenges the family experiences due to the multiple identities they possess.
- Describe the demographics of their county and use that information to inform their work. Demographics include: culture/ethnicity, gender, age, income, wealth (homeownership, marital status), education, average size of household, etc.

## **Trauma Informed Practice**

In this element we explore how families experience trauma, discuss strategies to recognize the signs of traumatic stress, and identify tools to help regulate distress using trauma informed practices.

Upon completion of this course, the professional will be able to:

**Learning Objective:** Recognize symptoms of traumatic stress within a developmental and cultural context.

Behavioral Indicator(s):

- Recognize general symptoms of traumatic stress--fight/flight and freeze/shutdown.

**Learning Objective:** Explain how trauma impacts child development and adult functioning, including self-regulation, ability to trust, and healthy self-concept.

Behavioral Indicator(s):

- Explain 2-3 ways that traumatic stress might affect child development.
- Explain how historical, racial or other sociocultural trauma may affect child development.

**Learning Objective:** Describe and identify physiological and psychological responses to distress, fear, and trauma.

Behavioral Indicator(s):

- Describe physiological and psychological responses to distress, fear and trauma.

**Learning Objective:** Practice techniques that support the professional in regulating their own distress so that they can engage in a trauma-informed and culturally responsible manner.

Behavioral Indicator(s):

- Explain and demonstrate the “regulate, relate, reason” process for responding to distress.

**Learning Objective:** Demonstrate effective strategies and practices that regulate distress in others, promote resiliency and prevent re-traumatization.

Behavioral Indicator(s):

- Explain and demonstrate the “regulate, relate, reason” process for responding to distress.

**Learning Objective:** Recognize the trauma experienced by families based on their involvement in the child welfare system and identify strategies to help reduce these trauma stressors.

Behavioral Indicator(s):

- Explain how involvement with the child welfare system can induce trauma.
- Explain and demonstrate 2-3 strategies for reducing stress/trauma associated with child welfare involvement.
- Identify 2-3 strategies for mitigating historical, racial or other sociocultural trauma.

## **Engaging Families**

In this element we examine and apply the Six Principles of Partnership, discuss the importance of effective engagement to develop a trusting relationship with the families with whom we work, and explore how our judgements and biases impact the helper-authority continuum in our work with families.

Upon completion of this course, the professional will be able to:

**Learning Objective:** Employ family centered, strength-based, culturally responsible engagement strategies to begin to build a working partnership with children and families.

Behavioral Indicator(s):

- Use empathic listening techniques to validate family members’ experiences, ensure that the child/family understands conversations, and to gather information.
- Utilize exploring skills to solicit all perspectives and encourage the family to tell their story.
- Ask open-ended and/or strengths-based questions.
- Recognize and actively explore child, youth, and family strengths. Utilize family strengths in service and case planning.

**Learning Objective:** Describe the personal and relational barriers to partnership with families and determine methods to overcome these barriers.

Behavioral Indicator(s):

- Actively withhold judgment while gathering information.
- Identify how expectations, assumptions, and beliefs become perceptual filters in how we view others.

- Recognize that resistance is natural in child welfare situations and identify ways resistance might be displayed in a family's behaviors.
- Demonstrate techniques for overcoming resistance and increasing a family's power during interactions such as recognizing strengths, validating the resistance a family feels, and giving them choices when possible.

**Learning Objective:** Practice techniques that reflect the core conditions of engagement (respect, empathy, genuineness, competence) and the Six Principles of Partnership.

Behavioral Indicator(s):

- Practice techniques that demonstrate respect, empathy, genuineness, and competence with the child, youth, and/or family.
- Demonstrate a commitment to partnership as a process that requires time and investment by the child welfare professional.
- Demonstrate principles that everyone has strengths, is an expert on themselves, can make positive change, deserve to be heard, and desire respect.

**Learning Objective:** Modify their engagement strategies based on what each person and family need to feel respected and empowered in the child welfare process.

Behavioral Indicator(s):

- Apply critical thinking and creativity to adjust engagement strategies to the individual and/or family served throughout child welfare process.

## **Case Practice with American Indian Tribes**

In this element we explore the impact of historical trauma and loss on Native American families, review ICWA and WICWA requirements, and discuss ways to strengthen our practice with Indian children, families, and tribes.

Upon completion of this course, the professional will be able to:

**Learning Objective:** Review the concept of historical trauma as it specifically relates to American Indian people.

Behavioral Indicator(s):

- Identify the symptoms and features of unresolved historical trauma as it relates specifically to American Indian people.

**Learning Objective:** Recognize the Tiers of Trauma and how they impact American Indian families today.

Behavioral Indicator(s):

- Explain what lead to the passage of the Indian Child Welfare Act.
- Identify how the Tiers of Trauma impact American Indian people today.

- Describe how the Tiers of Trauma could impact their practice with American Indian people.

**Learning Objective:** Examine how to work with American Indian families in a culturally responsible manner.

Behavioral Indicator(s):

- Identify strengths of American Indian people based upon their cultural values.
- Identify the essential values for culturally responsible practice with American Indian people.

**Learning Objective:** Identify methods to engage tribal partners in building trusting relationships to offer culturally specific services to American Indian families.

Behavioral Indicator(s):

- Consistently ask questions to assess for American Indian heritage for children served.
- Describe ways to work collaboratively with tribal partners.
- Access and use resources necessary to support their collaborative work with the 11 federally recognized Wisconsin Tribes.