

Critical Thinking



Trainer Guide

Critical Thinking Workshop

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University of South Florida



Critical Thinking Workshop

Important Information for Trainers

Design of Workshop:

The focus of this workshop is to introduce some of the primary concepts related to “critical thinking” and target those concepts around skill building and application level activities for participants, specific to our work in child welfare.

This workshop is designed around the first two competency components within Safety Methodology. Additional workshops will focus on the remaining competencies.

The five competencies within Safety Methodology are:

1. I know what information I must learn about a family. I know what information I must collect on each case I am assigned.
2. I understand the purposes or reasons for needing to know this information.
3. I demonstrate the ability to gather the information.
4. I demonstrate awareness that everything I do to reconcile and validate information influences the overall quality of the information.
5. I can discuss and write about information I collected logically, succinctly, and in a way that justifies my conclusions.

Target Audience for Workshop:

It is presumed that those attending and participating in this workshop are already carrying a caseload, have experience in the field working with families, providers, other professionals and stakeholders within the system of care. This workshop is meant to provide information and practice opportunities geared toward the experienced child welfare professional and strives to enhance skills by recognizing that those attending have practical experience with families, including various challenges and barriers present within the field of child welfare. The respect demonstrated, by the trainer, for the participants’ experience will serve as the basis for successful class discussions, a safe learning environment and an opportunity for staff to develop and practice skills that can be immediately applicable in the field.

Trainer Attitude and Attention to Content:

This workshop is designed with many application activities and facilitated discussions before and after each practice activity. The content points for delivery in this workshop are a springboard for the more important and necessary work of practice and application by workshop participants. It is anticipated that trainers will know their audience well enough to know how to facilitate and establish the expectations for full class participation, rotating group and/or partner work and set



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the tone for encouraging and requiring significant reflection on practice efforts during the post processing discussion of activities.

It is important that trainers allow for mistakes, debates and allow participants to struggle a bit if necessary with the application of activities. Healthy and safe debate is necessary for facilitation of content, but watch timing so that activities and skill building practice is the **primary source** of time used in class.

While examples and sample responses are provided for the trainers, as a guide, it is essential that trainers allow for participants to use their critical thinking skills without the necessity for an EXACT correct response, unless noted in the materials. The primary skill required of trainers conducting this workshop is the ability to facilitate discussions with participant groups.

Timing and Agenda:

It is recommended that class size not exceed 20 due to the experiential nature of the application activities. Timing may vary based on discussions, practice applications and content delivery with smaller class sizes. It is up to each trainer's discretion to determine time management, based on skill development needs and progress on delivery processes. This workshop is designed for a full 6 hour training day of content delivery, activities, lunch and two breaks.

Trainer Tips and Suggestions:

It is suggested that when conducting the activities, trainers switch groups for **each practice and application activity** and not allow the exact same groups to work together for the entire day. Because of this switching of groups, it is important to let the class participants know at the beginning of the day that there will be an expectation of rotating into different groups so they are "prepared" for this expectation, direction and process with the least amount of resistance.

Review the content materials carefully. Every effort has been made to match up your trainer guide materials, power points and participant materials, but it is key that trainers review materials with advance time to gain familiarity and comfort with content and facilitation requirements.

There are areas in the trainer guide with suggested responses and samples **for you**, as the trainer. This information is a **guide** and **not an exhaustive list** or the **only** definitive response possible.



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KEY

Icon	Description
	Trainer Note
	Agenda
	Competency 1
	Competency 2
	Learning Objectives
	Key Concepts/Discussion
	Activity
	Pre/Post Test



Critical Thinking Workshop

Workshop Length: 6 hours

Pre-requisite/ Trainer prep info for participants: Each attendee must bring two FFA's printed out. The FFA must have a completed prior history summary section and should be a case with more than five (5) priors.

Introductions: Name/role and how many methodology cases have you had your hands on?

Establish working agreement: Cell phones, laptops, punctuality, minimal sidebar discussions, full attendance, mutual respect for class discussion and debate, confidentiality of information shared in class, and a commitment to full participation by all.



Opening Discussion (Concrete/Reflection): Trainer facilitates class discussion. Ask for volunteers to share something that has been the most "thought provoking" in their role since implementation and practice of the model. Allow for a few volunteers to share their responses and then inform the class that a pre-test will be given as a baseline assessment for knowledge on critical thinking.



Pre-test: Thinking about Thinking

- Provide each participant with a pre-test and allow 15 minutes to complete.
- Collect all tests when participants are finished.
- Test answers are bolded in Trainer Guide only on page 7.
- Pre/Post Test included in back of TG as a full handout (without answers) to be copied and handed out to all participants.



Critical Thinking Workshop

Pre-Test: Thinking about Thinking

1. Critical Thinking is best described within how many stages of development?
 - A) 3
 - B) 6**
 - C) 8
 - D) 4
2. How might we clarify our thinking when talking with others?
 - A) State one point at a time
 - B) Elaborate
 - C) Give Examples
 - D) Use Analogies and Metaphors
 - E) All of the above**
3. Not allowing your mind to wander to different topics is an example of?
 - A) Sticking to the Point**
 - B) Clarifying your thinking
 - C) Questioning your thinking
 - D) Being reasonable
4. Someone who has a variety of thinking skills but inconsistently applies them is?
 - A) The Challenged Thinker
 - B) The Beginning Thinker
 - C) The Unreflective Thinker**
 - D) The Advanced Thinker
5. The Accomplished Thinker is?
 - A) Someone who is fair-minded, controls egocentric nature, and analyzes their thinking in all aspects of their lives.**
 - B) Someone who may believe their thinking is better than it actually is.
 - C) Someone who can effectively articulate strengths/needs in their thinking.
 - D) Someone who develops habits of thought based on deep values and can recognize areas of inconsistency and contradiction.
6. Someone who recognizes the problems in their thinking but has not discovered how to systematize their efforts to solve them yet?
 - A) The Challenged Thinker
 - B) The Beginning Thinker**
 - C) The Unreflective Thinker
 - D) The Advanced Thinker
7. How many worker competencies are there in Safety Methodology?
 - A) 5**
 - B) 6
 - C) 3
 - D) 4
8. Within the context of Safety Methodology, sufficiency of information means...
 - A) I'm done for the day and it's time to commence my other case.
 - B) I know everything I need to know about the maltreatment.
 - C) My information is reliable and not open to speculation.
 - D) The quality of my information meets the needs of a situation or a proposed end.**



Critical Thinking Workshop

	<p>What Can Be Expected?</p> <p>Review agenda with class participants.</p>
	<p style="text-align: center;">Workshop Agenda:</p> <p style="text-align: center;">9am–4pm</p> <p>9:00am Introductions/Reflection</p> <p>9:30am Pre-Test</p> <p>9:45am What is Critical Thinking?</p> <p>10:30am Break</p> <p>10:45am Critical Thinking Discussion exercise</p> <p>11:00am Activity 1 (What Do I Ask and Why?) and Debrief</p> <p>12–1:00pm Lunch</p> <p>1:00pm Activity 2 (Tasking or Talking?) and Debrief</p> <p>2:00pm Activity 3 (Planning with a Purpose) and Debrief</p> <p>2:45pm Break</p> <p>3:00pm Compare/Contrast Discussion of Prior History in FFA's</p> <p>3:30pm Post-Test</p> <p>3:45–4pm "In Hindsight" and Wrap up</p>







Critical Thinking Workshop

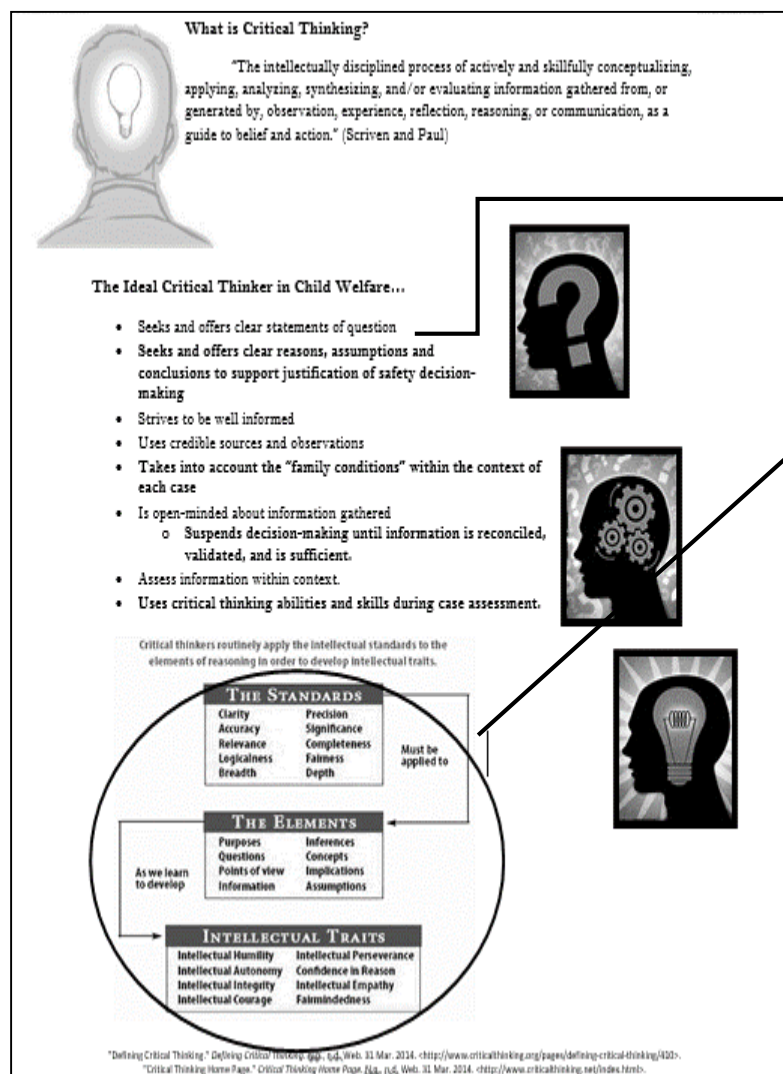
	<p>Information Collection Competencies:</p> <p>I know what information I must learn about a family. I know what information I must collect on each case I am assigned.</p> <p>I understand the purposes or reasons for needing to know this information.</p> <p>I demonstrate the ability to gather the information.</p> <p>I demonstrate awareness that everything I do to reconcile and validate information influences the overall quality of the information.</p> <p>I can discuss and write about information I collected logically, succinctly, and in a way that justifies my conclusions.</p> <p> This workshop will focus on the <u>first two</u> competencies.</p>
	<p>Competency 1 → I know what information I must learn about a family. I know what information I must collect on each case I am assigned.</p>
	<p>Competency 2 → I understand the purposes or reasons for needing to know this information.</p>
	<p>Review the following objectives with the class and make sure to describe the benefit of each objective to participants. Try to tie the benefit of each objective to some part of discussion from earlier when you asked participants about their most “thought provoking” experience in their role since implementing the practice model.</p>



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	<ul style="list-style-type: none">▪ Define and identify the six stages of critical thinking▪ Analyze how critical thinking is utilized in preparation for information collection with the family.▪ Distinguish when conversations are task driven, as opposed to a consultative approach.▪ Formulate a plan for a successful conversation with the family and articulate how you would have this conversation.	
1		Define and identify the six stages of critical thinking.
	<p>Content/Discussion Points:</p> <ul style="list-style-type: none">• What is Critical Thinking and where does the concept come from?• Poll the class to see who’s heard of critical thinking and in what context.<ul style="list-style-type: none">▪ Under what circumstances have you had to use critical thinking? (Ask for sharing).▪ In what situations have you not used critical thinking and it “got you in trouble”? (Ask for sharing).▪ Trainers may need to provide their own example. Example: Times when, as a CPI or Case Manager, you simply followed the advice of a peer without checking with a supervisor or policy first and it had a bad outcome.	
	Emphasize key points from each handout, as noted in “Handout Help” boxes and facilitate class discussion about key points. Handouts for participants can be found on pages 7–10 in their PG.	





Handout Help

- Call attention to bolded information on handout.
- Call attention to the concepts circled on the handout.

*****Full page visuals provided in back of Trainer Guide for all handouts. *****



What Exactly is Critical Thinking?

Basic Process of Critical Thinking

- 1) Identify the assumptions that frame our thinking and determine our actions.
- 2) Checking out the degree to which these assumptions are accurate and valid.
- 3) Looking at one's ideas and decisions (intellectual, organizational, and personal) from several different perspectives.
- 4) **On the basis of all this, taking informed actions.**



➤ **Taking Informed Action**







- The whole point of critical thinking:
 - Informed Action
 - **An action that is based on thought and analysis, which means there is some evidence we take seriously as supporting such an action for purposes of child safety.**

Handout Help

- Call attention to bolded information on handout.



6 Stages of Critical Thinking Development

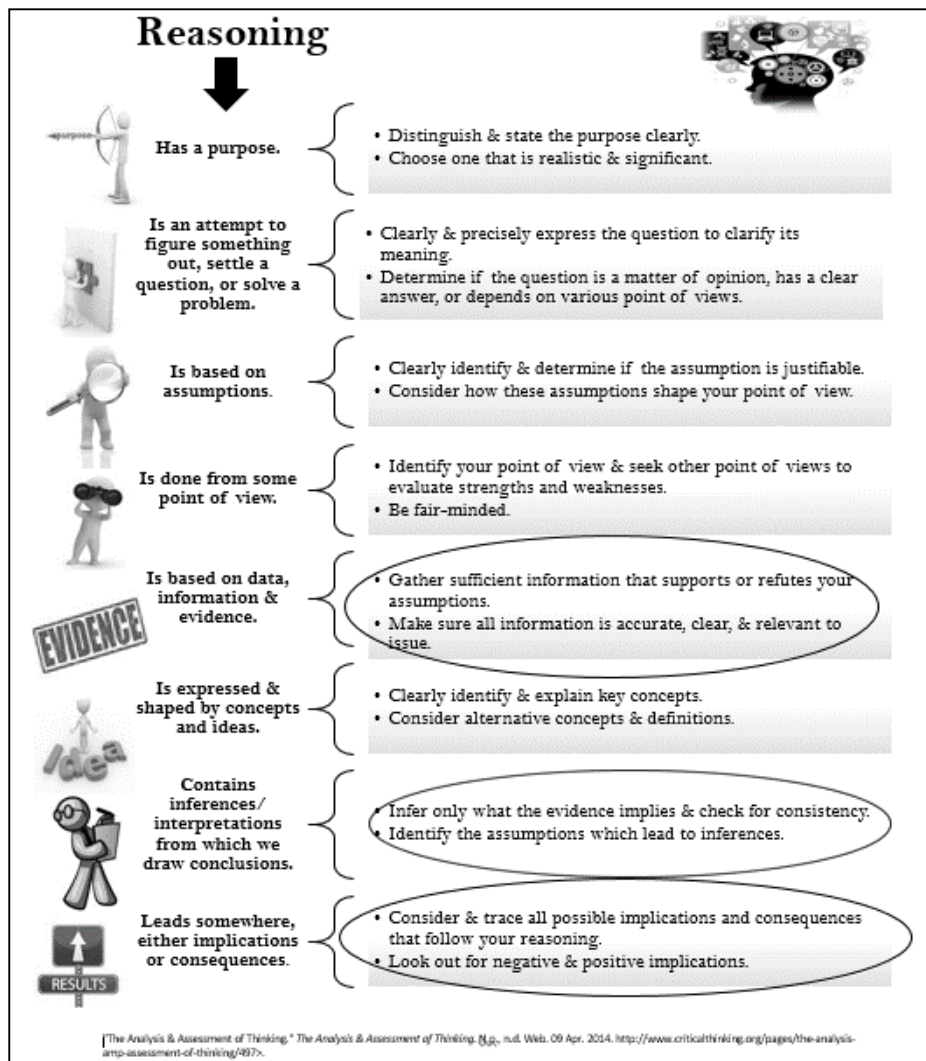
Stage 1: The Unreflective Thinker		Lacks the ability to explicitly assess their thinking and improve it.	Has a variety of thinking skills but inconsistently applies them.
Stage 2: The Challenged Thinker		Aware that high quality thinking requires deliberate reflective thinking about thinking in order to improve.	May believe that their thinking is better than it actually is.
Stage 3: The Beginning Thinker		Has intellectual confidence in reason which allows them to take up the challenge & begins the process of active development as a critical thinkers.	Recognizes more the <u>problems</u> in their thinking but has yet discovered how to <u>systematize</u> their efforts to solve them.
Stage 4: The Practicing Thinker		Understands what it would take to systematically monitor the role in their thinking of concepts, assumptions, points of view, etc...	Can effectively articulate the strengths & weaknesses in their thinking and tries to eliminate <u>egocentric</u> thinking.
Stage 5: The Advanced Thinker		Develops new fundamental habits of thought based on deep values to which one has committed oneself & can recognize areas of <u>inconsistency</u> and <u>contradiction</u> .	Has significant insight into problems at deeper levels of thought & can address viewpoints toward which one has <u>strong negative emotion</u> and is fair-minded.
Stage 6: The Accomplished Thinker		Is deeply fair-minded & controls their egocentric nature, for them critical thinking is both <u>conscious</u> & highly <u>intuitive</u> .	<u>Analyzes</u> their thinking in all the <u>significant</u> domains of their lives & <u>continually</u> developing new insights into problems at deeper levels of thought.

"Critical Thinking Development: A Stage Theory." Critical Thinking Development: A Stage Theory. N.p., n.d. Web. 09 Apr. 2014.
<<http://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483>>.

Handout Help

- Briefly review each stage with participants and call attention to bold and underlined concepts.
- This information is the foundation for the upcoming facilitated discussion.





Handout Help

- Briefly review each reasoning point with participants and call attention to circled concepts.
- This information provides additional foundation for the upcoming facilitated discussion.



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Discussion

Purpose: To think about the stages of development within critical thinking.

Directions to Trainer:

Think about the stage of development you are in, your supervisor might be in, your staff are in, to facilitate a group/class discussion after reflection by each individual. Provide a personal or a professional example to initiate a class discussion.

Directions to Participants:

Individually, take 5 minutes to identify someone in your personal or professional life represented in a particular stage of critical thinking development. Provide an example of how you know they are in that particular stage.



Facilitate open reciprocal class discussion for about 5–10 minutes. Before the class shares, trainer models first.

Topic examples: thinking about going on a trip, going on a diet, someone contemplating getting a pet, starting a relationship, some other life changing event and identify which stage of development this person is in and why.

Concrete example: Knows that healthy eating would be the way to become healthier, realizes that they know that fact but they do not apply behaviors to their thinking. [Continuing to eat ice cream as a snack on a routine basis]. (**Stage 3: The Beginning Thinker**).

- Elicit several examples from class participants of their own examples and ask how they were able to identify which stage of critical thinking was occurring.
- Make sure class has time to process and provide their own examples before moving on to the second objective.



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2



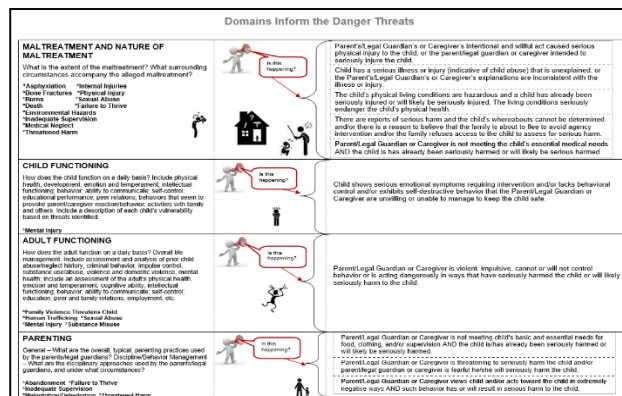
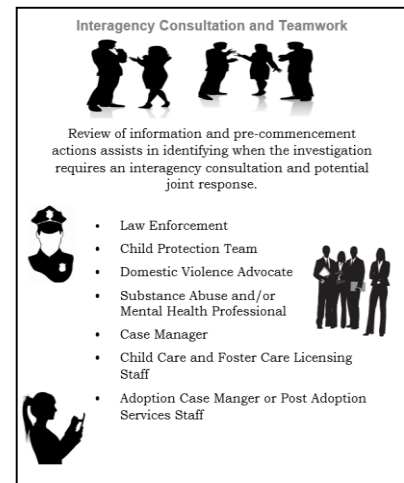
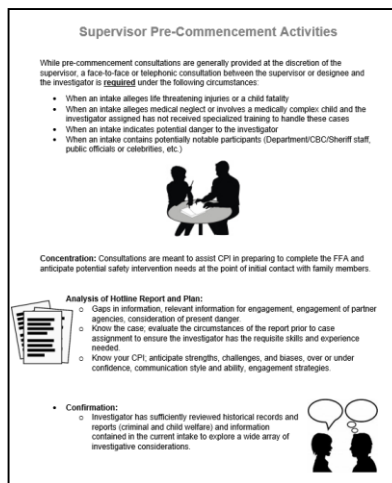
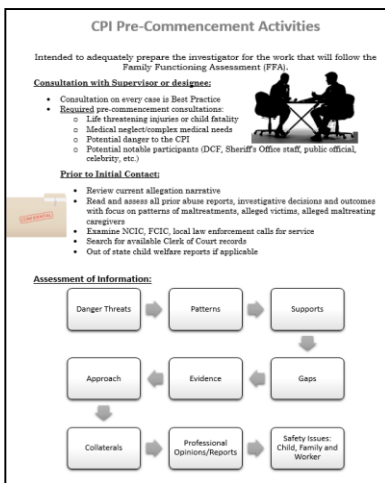
Analyze how critical thinking is utilized in preparation for information collection with the family.



Critical thinking is used in pre-commencement activities by staff and in the consultation piece with supervisors.

- Is there a benefit to having a plan before doing something?
- If so, what is the benefit?
- What if we don't think first, we just do?
- What could happen if you complete an activity but do not think about the meaning for that action or the meaning behind that action?

- Allow for a couple people in the class to share some responses to these questions.
- Utilize the handouts below to help facilitate a class discussion of the benefits and challenges during **pre-commencement activities & consultations**. Handouts can be found in PG on pages 14-17.



Handout Help

- Review these handouts.
- Many participants should be familiar with these handouts provided in previous trainings.





Activity #1

What Do I Ask and Why?

Purpose: To think about information collection and how it applies to a case scenario.

Directions to Trainer:

- Divide the class into groups of 6, one group per information collection domain.
- Refer participants to the domain handouts pages 20–23 and the case scenario on page 24 in their participant guides. Case scenario for Trainer is on the next page.
- Each group must develop questions they will need to ask the family in order to obtain meaningful information for their assigned domain.

Directions to Participants:

- Within your groups, review the domain you have been assigned. Read the provided scenario and develop questions you would ask the family in order to get meaningful information for your assigned domain.
- Support and justify why the questions/answers will contribute to a “need to know” for child safety purposes, identifying danger threat(s), and making an appropriate decision of safe or unsafe at the conclusion of your information collection.
- Why did you consider these questions? How are these questions a “need” to know for child safety decision making?
- Groups will need to identify a scribe and a spokesperson to report out to the class.



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Scenario:

Two parent household with ongoing domestic violence situations, both reported and unreported. The current report alleges inadequate supervision of the children due to the mother drinking excessively and mutual aggression by the parents. The father has been arrested on a separate occasion for pushing/shoving the mother and the children report hearing verbal arguments routinely and also occasionally seeing the father push or shove the mother when he is angry. There are 3 children in the household, ages 9, 7, and 5. The oldest child takes on many parenting responsibilities to assist the family due to the father working many long hours in construction and the mother battling an ongoing alcohol dependency. There are 8 priors on the family to include a report on the mother as a child; she was sexually abused by her grandfather. As parents, these caregivers have had 4 reports of family violence, one resulting in verified findings when the father was arrested. The other 3 priors involve substance misuse by the mother for alcohol, allegations the father has a history of prescription medication misuse, and inadequate supervision of the children.



- It is **VERY** important to have each group not only identify what kinds of questions they will be asking the family for proper information collection for their domain, but also **WHY** those questions are a **NEED** to know to make a child safety determination at the completion of the FFA?
- Be prepared to differentiate “need” to know versus “want” to know when groups report out.
 - **Need to know** = Must have the information to make a safety decision.
 - **Want to know** = Something you would like to know or are curious about but does not impact your safety decision.

***This activity is designed for the purpose of allowing a free flow of ideas between participants about their assigned



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domain and the concept of what information they must learn and collect about families.

*** While there are no “exact” answers, below you will find a guide to help facilitate discussion when groups report out. Participants **do not** have the information listed below. This is Trainer information only for assistance is knowing what to look for in participant responses.

Maltreatment–Look for questions the class would ask the parents and children about the allegations–inadequate supervision, parents arguing, and alcohol use by the mother. The severity and intensity of the mother’s drinking and determining if the children were left alone or unattended. What do collaterals say about the specific event?

- Remember that this domain is all about the actual incident or what is occurring/has occurred.

Nature of Maltreatment–Would need to know what led up to these allegations, the back story of the parents fighting/arguing and if having the oldest babysit his siblings occurs regularly or frequently. What is the source of the mutual aggression between the parents? Is there a history of this type of behavior? What is the relevance and meaning of the father’s criminal history?

- Remember that this domain is all about the surrounding circumstances, what lead up to the incident.

Child Functioning–Questions would need to be asked around the oldest child and whether or not he is “parentified.” In what ways is the oldest actually parenting or supervising his siblings and why? General mood and temperament of these children? Is their school attendance effected at all due to family conditions? Do these children have any serious emotional symptoms or lack behavior control that the parents are not willing or able to manage?

- Remember that this domain is all about how the child functions on a daily basis and their vulnerability.



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Adult Functioning–How has the mother’s past history affected her current state as a grown up? What kind of relationships have these caregivers been in? Has violence always been a part of their relationships? Is alcohol a coping mechanism for the mother? Does the father work long hours to avoid problems at home or with the mother? What’s the significance of the father’s past or present medication misuse? Are these caregivers meeting their own needs emotionally so they can be stable and able adults?

- **Remember that this domain is all about adult behaviors, relationships, and history of adult decision-making.**

Parenting General–Is the mother relinquishing her parental responsibilities to her oldest son because she is not stable enough as a caregiver? Is the father parenting these children? In what ways? Does the father have a connection with the children? Are the parents’ expectations for their children realistic? What frame of reference do the parents have for general parenting skills?

- **Remember that this domain is all about how caregivers see themselves as parents, how others view them as caregivers, and how they demonstrate those parenting responsibilities.**

Discipline/Behavior Management–How are day to day behaviors managed by these caregivers? Who takes on the disciplinarian role and why? What do the children say about who teaches them right from wrong? What are the parents’ views on discipline and where was that learned?



- **Remember that this domain is all about the conditions and strategies used to manage their children’s behaviors.**

*** Allow groups to add to responses from other groups, however keep the environment safe for learning so spokesperson doesn’t feel wrong for sharing.

*** When debriefing answers provided by groups, remember to emphasize that each group must justify why their questions are significant in the context of this case.






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	<p>Trainer Debrief:</p> <ul style="list-style-type: none"> • How did this activity help inform what information you must learn and collect about families? • Tie responses back to the first two competencies.
	<p>Closure of this activity and bridge to the next activity:</p> <ul style="list-style-type: none"> • Refer back to the 6 Stages of Development handout. In terms of Critical Thinking, have you had pre-commencement consultations that did not have the depth of thinking that you know would have been beneficial? Explain. • What have you learned about your own stage and depth of critical thinking?



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3		Distinguish when conversations are task driven, as opposed to a consultative approach.
	<h2>Activity #2</h2> <h3>Tasking or Talking?</h3>	
<p>Purpose: To think about consultations and how the language used impacts the quality of decision-making.</p>		
	<p>Distinguish for participants the difference between <u>Directives/Tasks</u> and <u>Consultations</u>;</p> <ul style="list-style-type: none">• Tasks are computer/completion/compliance driven and consultations are conversations/communications with people. “Paper/Computer vs. People.”• Directives for compliance are finished when the task is completed whereas consultations around critical thinking have a purpose and a need to gather further information, the scope and relevance of that information, the meaning behind the response, the significance, etc.• Planning for information collection seeks to determine <u>sufficiency</u>, <u>reconciliation</u> and <u>validation</u> of all information.<ul style="list-style-type: none">• Sufficiency is the condition or quality of being adequate. Enough information to meet the needs of a situation or a proposed end.• Reconciliation ensures that relevant information is presented consistently, no unexplained discrepant statements in assessment and/or rationale is provided to explain why more	



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weight or credibility is given to one statement over another.

- **Validation** is the act, process, or instance of determining the **degree of reliability**. The information should be analytical but must be based on specific describable information and not open speculation.

Directions to Trainer:

Divide class into smaller groups of 3 or 4 and call attention to the list of directives and/or questions in their participant guides on page 25.

- From the provided list, the groups will recreate as many as possible that are best served as consultative questions or directives and why.
- If any of the tasks should remain as directives, which ones are they? Why are they best served as directives?
- Group responses should justify how consultative questions support **sufficiency, reconciliation, and validation**.
 - **Trainer Example: “What does the prior history tell us about the patterns and meaning of the dynamics within this family?”** --- Example of how a directive statement from a supervisor such as, “Complete prior history summary section,” can be turned into a consultative conversation.
 - **Trainer Example: “Upload photo of child into FSN”** --- This is best served as a directive/task type of communication due to its compliance driven nature. Often times this type of communication is required for new staff and/or serves as a reminder to complete this task prior to case closure.
 - The following directives/questions are commonly used by supervisors in written reviews or verbally to give guidance to their staff. The goal of this activity is to get the participants to think differently about communication. While many may “appear” to be appropriate directives, most can be revised to reflect a collaborative and consultative approach to enhance critical thinking about child safety.



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• Directives/Tasks and Consultation Questions List:




- Complete prior history summary section within FFA.
- Were the children truth/lie qualified?
- Offer a daycare referral.
- Add the grandmother to the report and run criminal background checks on her.
- Did you ask the parents to submit to a drug screen?
- Obtain a teacher collateral.
- Interview the paternal aunt and see her children.
- Request medical records for the children.
- Did you talk to the neighbor about the allegations?
- Double check the danger threats selected. Are these supported?
- Was this case pre-commenced with a supervisor?
- Ask the mother about her parenting skills.
- If the mother's paramour does not engage in community resources, staff with CPIS.
- Add Nature of Maltreatment domain information in the FFA.
- Upload photo of the child into FSFN.---(Can only be a Directive)
- Complete the TANF.---(Can only be a Directive)

Directions to Participants:

Review the provided list of directives and questions on page 25 in your PG. Rework as many directives into consultation questions that you can. If any are best suited as directives, provide an explanation. Relate your responses to sufficiency, reconciliation, and validation and/or the impact of not obtaining or discussing the need for this information.





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	<p>***This activity is designed for the purpose of allowing a free flow of ideas among group participants.</p> <p>***Only two tasks from the provided list must remain as directives, these have been noted in TG only. Participant answers will vary for the remaining tasks.</p> <p>***Encourage participants to express the benefits and challenges to a consultative approach versus a list of directives. Remember to distinguish between old CSA “laundry list reviews” and current “consultation practices.”</p>
	<p>Trainer Debrief:</p> <ul style="list-style-type: none"> • How did this activity help inform what information you must learn and collect about families? • How did this activity inform the purpose and reasons for needing to know this information?
	<p>Activity closure and bridge to next activity:</p> <ul style="list-style-type: none"> • The last activity identified the significance and importance of thinking differently during pre-commencement consultations. • One aspect within the pre-commencement consultation is knowing about a family’s prior DCF history and being able to discuss the significance of history and how it impacts assessments and outcomes. • One must read about the history, be able to articulate the history during consultations, and then formulate a plan to discuss this history with the family. • Thinking critically about what the family has already been through with the Department, and for what purpose, leads to more informed “front-end” assessments.



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4		Formulate a plan for a successful conversation with the family and articulate how you would have this conversation.
	<h2>Activity #3</h2> <h3>Planning with Purpose</h3>	
<p>Purpose: To think about a family’s prior DCF history and formulate a purposeful plan of addressing this history with the family.</p>		
<p>Directions to Trainer:</p> <p>Focus on priors and developing a plan to talk to the family about those priors and the meaning behind them. Use same case scenario class used when in groups for the 6 information collection domains, but this time the focus will be on the priors.</p> <p>There are two options for this activity. Trainer discretion, based on class size and participants, however it is suggested that only one option be provided for all groups.</p> <ol style="list-style-type: none">1. Groups come to the front of the room and demonstrate the consultation between the CPI and Supervisor. <p><i>OR</i></p> <ol style="list-style-type: none">2. Groups formulate the plan and report out how the conversation should look when addressing this prior history with the family. <p>Questions to consider for group participants prior to activity --- Trainer read questions aloud to prompt thinking prior to activity.</p> <ul style="list-style-type: none">• What would be your approach? Why?• Did you tie your strategy/approach to a specific domain? Which one? Why?• What would be a challenge for you to discuss?• What would you be cautious about in your approach?• What would you <u>need</u> to know? Why?		



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Directions to Participants:

Read about the family's prior DCF history from the provided case scenario from Activity 2 (PG page 24 and 28). Demonstrate and/or report out group responses based on Trainer's direction.



Two Possible Examples:

- What would be a challenge for you to discuss? ---
Asking the mother about her past sexual abuse.
- Did you tie your strategies/ approach to a specific domain? ---**Adult functioning domain due to past/present actions and reactions of these caregivers.**

*** This activity is designed for the purpose of allowing a free flow of ideas among group participants.

*** While there are no "exact" answers, encourage participants to express the benefits and challenges of discussing a family's prior DCF history, as it relates to the current family dynamics.







After groups demonstrate or report out activity information, **Trainer facilitates follow-up discussion.**

- Have groups take cases they brought with them and do a compare/contrast looking at the prior history summary section within the FFA.
- Does it appear a plan was developed to speak to the family about this history?
- Can you determine in the information documented in the FFA that a conversation occurred with the family about their prior history with the department? (Is it documented in a particular domain?)
- What do the priors say about the family? What's the significance?



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	<ul style="list-style-type: none"> • Does the analysis address the impact of the prior history on child safety? • Is there something you would do differently next time when documenting the prior history summary section within the FFA? Ask group to share responses.
	<p>Post-Test:</p> <p>After post-test, Trainer may verbally review answers with class if time permits.</p>
<p>Closing: "In Hindsight"</p>	
	<p>Go around the room and have each participant share something they would do differently in practice, based on something they know now that they didn't know before.</p>
	<p>Hindsight is 20/20</p> <ul style="list-style-type: none"> • Lessons Learned? • Ah Ha Moments?

Critical Thinking Workshop

Pre/Post-Test: Thinking about Thinking

Name: _____

Date: _____

1. Critical Thinking is best described within how many stages of development?
 - A) 3
 - B) 6
 - C) 8
 - D) 4

2. How might we clarify our thinking when talking with others?
 - A) State one point at a time
 - B) Elaborate
 - C) Give Examples
 - D) Use Analogies and Metaphors
 - E) All of the above

3. Not allowing your mind to wander to different topics is an example of?
 - A) Sticking to the Point
 - B) Clarifying your thinking
 - C) Questioning your thinking
 - D) Being reasonable

4. Someone who has a variety of thinking skills but inconsistently applies them is?
 - A) The Challenged Thinker
 - B) The Beginning Thinker
 - C) The Unreflective Thinker
 - D) The Advanced Thinker



Critical Thinking Workshop

5. The Accomplished Thinker is?
- A) Someone who is fair-minded, controls egocentric nature, and analyzes their thinking in all aspects of their lives.
 - B) Someone who may believe their thinking is better than it actually is.
 - C) Someone who can effectively articulate strengths/needs in their thinking.
 - D) Someone who develops habits of thought based on deep values and can recognize areas of inconsistency and contradiction.
6. Someone who recognizes the problems in their thinking but has not discovered how to systematize their efforts to solve them yet?
- A) The Challenged Thinker
 - B) The Beginning Thinker
 - C) The Unreflective Thinker
 - D) The Advanced Thinker
7. How many worker competencies are there in Safety Methodology?
- A) 5
 - B) 6
 - C) 3
 - D) 4
8. Within the context of Safety Methodology, sufficiency of information means...
- A) I'm done for the day and it's time to commence my other case.
 - B) I know everything I need to know about the maltreatment.
 - C) My information is reliable and not open to speculation.
 - D) The quality of my information meets the needs of a situation or a proposed end.



Critical Thinking Workshop

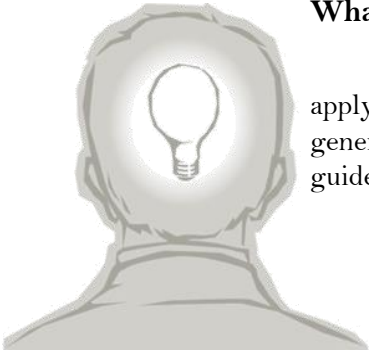
Workshop Agenda:

9am–4pm



9:00am	Introductions/Reflection
9:30am	Pre-Test
9:45am	What is Critical Thinking?
10:30am	Break
10:45am	Critical Thinking Discussion exercise
11:00am	Activity 1 (What Do I Ask and Why?) and Debrief
12–1:00pm	Lunch
1:00pm	Activity 2 (Tasking or Talking?) and Debrief
2:00pm	Activity 3 (Planning with Purpose) and Debrief
2:45pm	Break
3:00pm	Compare/Contrast Discussion of Prior History in FFA's
3:30pm	Post-Test
3:45–4pm	“In Hindsight” and Wrap up



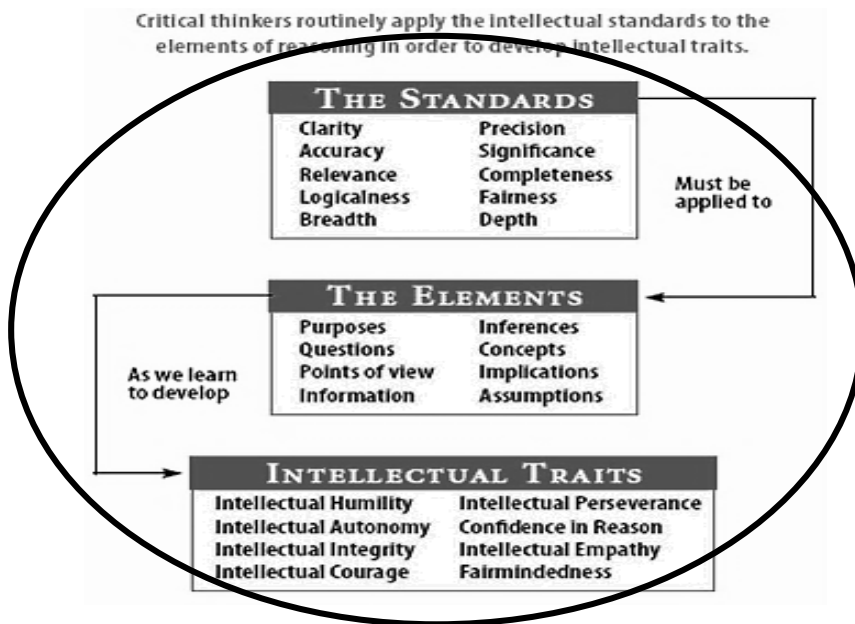
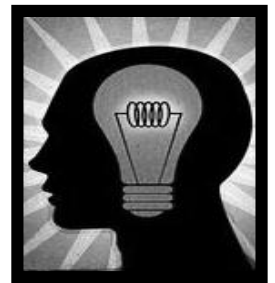


What is Critical Thinking?

"The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." (Scriven and Paul)

The Ideal Critical Thinker in Child Welfare...

- Seeks and offers clear statements of question
- **Seeks and offers clear reasons, assumptions and conclusions to support justification of safety decision-making**
- Strives to be well informed
- Uses credible sources and observations
- **Takes into account the "family conditions" within the context of each case**
- Is open-minded about information gathered
 - **Suspends decision-making until information is reconciled, validated, and is sufficient.**
- Assess information within context.
- **Uses critical thinking abilities and skills during case assessment.**



"Defining Critical Thinking." *Defining Critical Thinking*. N.p., n.d. Web. 31 Mar. 2014. <<http://www.criticalthinking.org/pages/defining-critical-thinking/410>>.

"Critical Thinking Home Page." *Critical Thinking Home Page*. N.p., n.d. Web. 31 Mar. 2014. <<http://www.criticalthinking.net/index.html>>.



What Exactly is Critical Thinking?

Basic Process of Critical Thinking

- 1) Identify the assumptions that frame our thinking and determine our actions.
- 2) Checking out the degree to which these assumptions are accurate and valid.
- 3) Looking at one's ideas and decisions (intellectual, organizational, and personal) from several different perspectives.
- 4) **On the basis of all this, taking informed actions.**



➤ **Taking Informed Action**







- The whole point of critical thinking:
 - Informed Action
 - **An action that is based on thought and analysis, which means there is some evidence we take seriously, as supporting such an action for purposes of child safety.**

Brookfield, Stephen D. "What Is Critical Thinking?" *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. 1st ed. San Francisco: Jossey-Bass, 2012. 1-25. Print.



Critical Thinking Workshop

6 Stages of Critical Thinking Development

<p><i>Stage 1:</i></p> <p>The Unreflective Thinker</p>		<p>Lacks the ability to explicitly assess their thinking and improve it.</p>	<p>Has a variety of thinking skills but inconsistently applies them.</p>
<p><i>Stage 2:</i></p> <p>The Challenged Thinker</p>		<p>Aware that high quality thinking requires deliberate reflective thinking about thinking in order to improve.</p>	<p>May believe that their thinking is better than it actually is.</p>
<p><i>Stage 3:</i></p> <p>The Beginning Thinker</p>		<p>Has intellectual confidence in reason which allows them to take up the challenge & begins the process of active development as a critical thinkers.</p>	<p>Recognizes more the <u>problems</u> in their thinking but has yet discovered how to <u>systematize</u> their efforts to solve them.</p>
<p><i>Stage 4:</i></p> <p>The Practicing Thinker</p>		<p>Understands what it would take to systematically monitor the role in their thinking of concepts, assumptions, points of view, etc...</p>	<p>Can effectively articulate the strengths & weaknesses in their thinking and tries to eliminate <u>egocentric</u> thinking.</p>
<p><i>Stage 5:</i></p> <p>The Advanced Thinker</p>		<p>Develops new fundamental habits of thought based on deep values to which one has committed oneself & can recognize areas of <u>inconsistency</u> and <u>contradiction</u>.</p>	<p>Has significant insight into problems at deeper levels of thought & can address viewpoints toward which one has <u>strong negative emotion</u> and is fair-minded.</p>
<p><i>Stage 6:</i></p> <p>The Accomplished Thinker</p>		<p>Is deeply fair-minded & controls their egocentric nature, for them critical thinking is both <u>conscious</u> & highly <u>intuitive</u>.</p>	<p><u>Analyzes</u> their thinking in all the <u>significant</u> domains of their lives & <u>continually</u> developing new insights into problems at deeper levels of thought.</p>

"Critical Thinking Development: A Stage Theory." *Critical Thinking Development: A Stage Theory*. N.p., n.d. Web. 09 Apr. 2014.
<<http://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483>>.



Reasoning



Has a purpose.

- Distinguish & state the purpose clearly.
- Choose one that is realistic & significant.



Is an attempt to figure something out, settle a question, or solve a problem.

- Clearly & precisely express the question to clarify its meaning.
- Determine if the question is a matter of opinion, has a clear answer, or depends on various point of views.



Is based on assumptions.

- Clearly identify & determine if the assumption is justifiable.
- Consider how these assumptions shape your point of view.



Is done from some point of view.

- Identify your point of view & seek other point of views to evaluate strengths and weaknesses.
- Be fair-minded.



Is based on data, information & evidence.

- Gather sufficient information that supports or refutes your assumptions.
- Make sure all information is accurate, clear, & relevant to issue.



Is expressed & shaped by concepts and ideas.

- Clearly identify & explain key concepts.
- Consider alternative concepts & definitions.



Contains inferences/interpretations from which we draw conclusions.

- Infer only what the evidence implies & check for consistency.
- Identify the assumptions which lead to inferences.



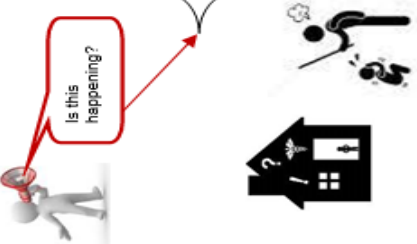
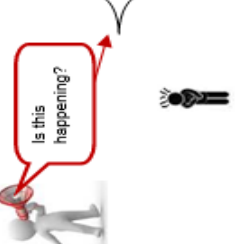
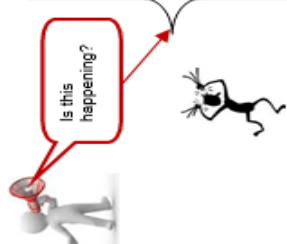
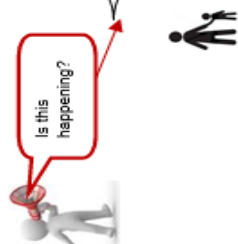
Leads somewhere, either implications or consequences.

- Consider & trace all possible implications and consequences that follow your reasoning.
- Look out for negative & positive implications.

"The Analysis & Assessment of Thinking." *The Analysis & Assessment of Thinking*. N.p., n.d. Web. 09 Apr. 2014. <http://www.criticalthinking.org/pages/the-analysis-and-assessment-of-thinking/497>.



Domains Inform the Danger Threats

<p>MAL TREATMENT AND NATURE OF MAL TREATMENT</p> <p>What is the extent of the maltreatment? What surrounding circumstances accompany the alleged maltreatment?</p> <ul style="list-style-type: none"> *Asphyxiation *Bone Fractures *Burns *Death *Environmental Hazards *Inadequate Supervision *Medical Neglect *Threatened Harm 		<p>Parent's/Legal Guardian's or Caregiver's intentional and willful act caused serious physical injury to the child, or the parent/legal guardian or caregiver intended to seriously injure the child.</p> <p>Child has a serious illness or injury (indicative of child abuse) that is unexplained, or the Parent's/Legal Guardian's or Caregiver's explanations are inconsistent with the illness or injury.</p> <p>The child's physical living conditions are hazardous and a child has already been seriously injured or will likely be seriously injured. The living conditions seriously endanger the child's physical health.</p> <p>There are reports of serious harm and the child's whereabouts cannot be determined and/or there is a reason to believe that the family is about to flee to avoid agency intervention and/or the family refuses access to the child to assess for serious harm.</p> <p>Parent/Legal Guardian or Caregiver is not meeting the child's essential medical needs AND the child is has already been seriously harmed or will likely be seriously harmed.</p>
<p>CHILD FUNCTIONING</p> <p>How does the child function on a daily basis? Include physical health, development, emotion and temperament, intellectual functioning, behavior, ability to communicate, self-control, educational performance, peer relations; behaviors that seem to provoke parent/caregiver reaction/behavior; activities with family and others. Include a description of each child's vulnerability based on threats identified.</p> <ul style="list-style-type: none"> *Mental Injury 		<p>Child shows serious emotional symptoms requiring intervention and/or lacks behavioral control and/or exhibits self-destructive behavior that the Parent/Legal Guardian or Caregiver are unwilling or unable to manage to keep the child safe.</p>
<p>ADULT FUNCTIONING</p> <p>How does the adult function on a daily basis? Overall life management. Include assessment and analysis of prior child abuse/neglect history, criminal behavior, impulse control, substance use/abuse, violence and domestic violence, mental health; include an assessment of the adult's physical health, emotion and temperament, cognitive ability, intellectual functioning, behavior, ability to communicate, self-control, education, peer and family relations, employment, etc.</p> <ul style="list-style-type: none"> *Family Violence Threatens Child *Human Trafficking *Sexual Abuse *Mental Injury *Substance Misuse 		<p>Parent/Legal Guardian or Caregiver is violent, impulsive, cannot or will not control behavior or is acting dangerously in ways that have seriously harmed the child or will likely seriously harm to the child.</p>
<p>PARENTING</p> <p>General – What are the overall, typical, parenting practices used by the parents/legal guardians? Discipline/Behavior Management</p> <p>– What are the disciplinary approaches used by the parents/legal guardians, and under what circumstances?</p> <ul style="list-style-type: none"> *Abandonment *Failure to Thrive *Inadequate Supervision *Malnutrition/Dehydration *Threatened Harm 		<p>Parent/Legal Guardian or Caregiver is not meeting child's basic and essential needs for food, clothing, and/or supervision AND the child is/has already been seriously harmed or will likely be seriously harmed.</p> <p>Parent/Legal Guardian or Caregiver is threatening to seriously harm the child and/or parent/legal guardian or caregiver is fearful he/she will seriously harm the child.</p> <p>Parent/Legal Guardian or Caregiver views child and/or acts toward the child in extremely negative ways AND such behavior has or will result in serious harm to the child.</p>

Reference: Action for Child Protection



CPI Pre-Commencement Activities

Intended to adequately prepare the investigator for the work that will follow the Family Functioning Assessment (FFA).

Consultation with Supervisor or designee:

- Consultation on every case is Best Practice
- Required pre-commencement consultations:
 - Life threatening injuries or child fatality
 - Medical neglect/complex medical needs
 - Potential danger to the CPI
 - Potential notable participants (DCF, Sheriff's Office staff, public official, celebrity, etc.)

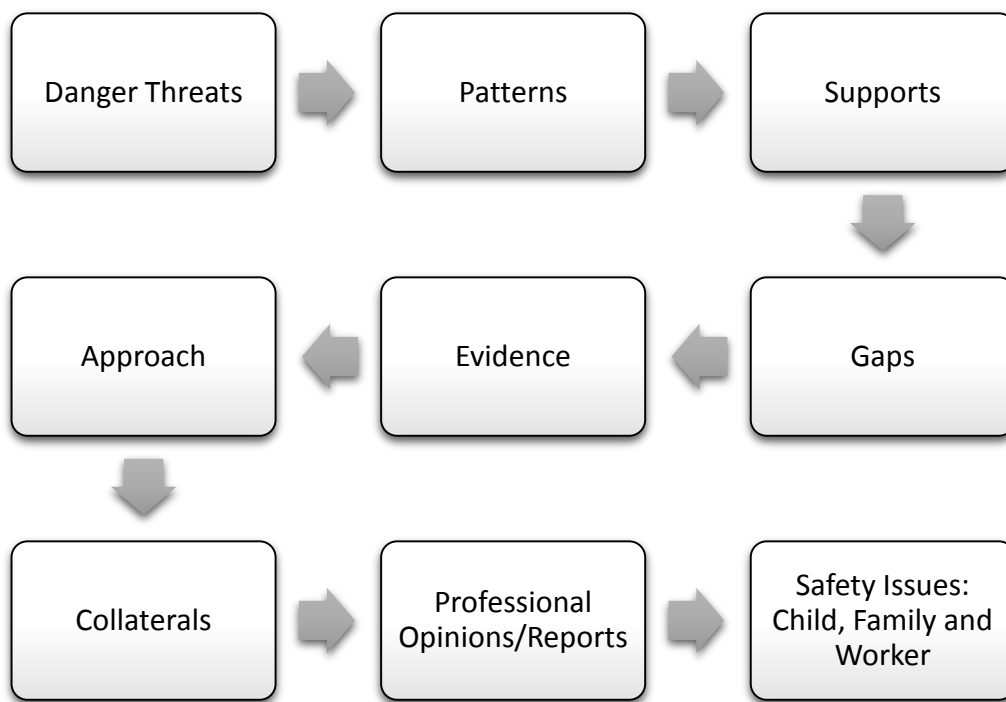


Prior to Initial Contact:



- Review current allegation narrative
- Read and assess all prior abuse reports, investigative decisions and outcomes with focus on patterns of maltreatments, alleged victims, alleged maltreating caregivers
- Examine NCIC, FCIC, local law enforcement calls for service
- Search for available Clerk of Court records
- Out of state child welfare reports if applicable

Assessment of Information:



Reference: Safety Methodology Practice Guideline (2014)



Supervisor Pre-Commencement Activities

While pre-commencement consultations are generally provided at the discretion of the supervisor, a face-to-face or telephonic consultation between the supervisor or designee and the investigator is **required** under the following circumstances:

- When an intake alleges life threatening injuries or a child fatality
- When an intake alleges medical neglect or involves a medically complex child and the investigator assigned has not received specialized training to handle these cases
- When an intake indicates potential danger to the investigator
- When an intake contains potentially notable participants (Department/CBC/Sheriff staff, public officials or celebrities, etc.)



Concentration: Consultations are meant to assist CPI in preparing to complete the FFA and anticipate potential safety intervention needs at the point of initial contact with family members.



Analysis of Hotline Report and Plan:

- Gaps in information, relevant information for engagement, engagement of partner agencies, consideration of present danger.
- Know the case; evaluate the circumstances of the report prior to case assignment to ensure the investigator has the requisite skills and experience needed.
- Know your CPI; anticipate strengths, challenges, and biases, over or under confidence, communication style and ability, engagement strategies.

- **Confirmation:**

- Investigator has sufficiently reviewed historical records and reports (criminal and child welfare) and information contained in the current intake to explore a wide array of investigative considerations.



Reference: Safety Methodology Practice Guideline (2014)



Interagency Consultation and Teamwork



Review of information and pre-commencement actions assists in identifying when the investigation requires an interagency consultation and potential joint response.



- Law Enforcement
- Child Protection Team
- Domestic Violence Advocate
- Substance Abuse and/or Mental Health Professional
- Case Manager
- Child Care and Foster Care Licensing Staff
- Adoption Case Manager or Post Adoption Services Staff



Reference: Safety Methodology Practice Guideline (2014)



Bibliography

- ❖ Action for Child Protection, Inc. *Florida Safety Decision Making Methodology*. Charlotte, NC. 2013.
- ❖ Defining Critical Thinking." *Defining Critical Thinking*. N.p., n.d. Web. 31 Mar. 2014. <<http://www.criticalthinking.org/pages/defining-critical-thinking/410>>.
- ❖ Department of Children and Families. *Safety Methodology Practice Guidelines*. Tallahassee, FL. 2014.
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