

Executive Summary
Walking, Talking and Squawking:
Brief Developmental Assessments in a CPS Setting

Course Description:

Rather than an in-depth discussion of Piaget or other developmental theories, the training will review easily assessed behaviors/traits on the social, emotional, cognitive and physical domains so that you know when a child is seemingly on or off target. Using a variety of vignettes, participants will learn how to use developmental milestones and warning signs to do a brief developmental assessment that highlights strength and deficit areas and whether services/referrals are in order.

Answers to child welfare relevant questions like: How tall and how much should a three year old weigh? **Should I be worried IF?** a 5 1/2 year old doesn't seem to understand concepts of "first, last, large"? (NO) A 3 year old can't balance on their toes? (YES) or a 4 year old can't draw a circle? (YES)

Target Audience:

This course is designed for experienced workers in all units who may want a child development refresher specific to a child welfare setting.

Outcome Objectives:

1. Be familiar with the multi-domain approach to developmental assessment
2. Identify key developmental milestones of each age group in the social, physical, emotional and cognitive domains
3. Utilizing case vignettes, complete a brief developmental assessment that outlines key areas of concern or strength
4. Be able to correctly answer child welfare related developmental questions such as **Should I be worried IF?** a 5 1/2 year old doesn't seem to understand concepts of "first, last, large"? A 3 year old can't balance on their toes? or a 4 year old can't draw a circle?
5. Understand the relationship between early identification of developmental delays and increased likelihood of improved outcomes

Ways that Supervisors can support the Transfer of Learning from the classroom to the job....

BEFORE the training:

- review objectives with staff members and identify learning objectives for employee development
- request that staff members share training information with team members upon their return

AFTER the training:

- Supervisor should ask the trainee to identify to identify developmental implications (information learned in training) to two families with whom the trainee is familiar either through file review, secondary case management, or case discussion.