

Executive Summary

Course Title: Writing Successful and Succinct Petitions

Outline of Training:

The class will begin with an overview of petitions and the four petitions that are used in juvenile court. There will be an activity for participants to assess their knowledge of the jurisdictional grounds under §300 and an in depth discussion of what those grounds are. The next portion of the class focuses on the definitions and uses of facts, evidence, and opinion, including a brief overview of some rules of evidence. Participants use a hypothetical to identify and distinguish facts and evidence. There will be a brief discussion of the three ways to file a petition. The next portion of the class will highlight drafting hints, using discussion and the handouts. The last third of the class will be writing practice. Using overhead transparencies participants will view petition examples and then be asked to work in groups to rewrite the allegations which will be shared with the larger group and discussed.

Target Audience: *This class is designed for any child welfare worker who writes petitions, including initial, subsequent, supplemental or modification petitions. The class will benefit new or experience workers. Supervisors that of workers that write petitions will also benefit as they will be better able to reinforce the concepts taught.*

Outcome Objectives for Participants:

As a result of this training participants will be able to correctly identify and utilize the proper jurisdictional allegations when writing an initial §300 petition. Participants will be able to write allegations that are legally sufficient under the applicable law, that do not contain inappropriate material such as opinions, evidence or extraneous language, and which provide clarity in terms of what has to be proven. Participants will be able to identify and utilize the appropriate secondary petitions.

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

BEFORE the training

Supervisors can have workers bring sample petitions that were difficult to write or about which there were questions to review with the class. Have

the worker identify a petition they previously wrote to rewrite after the class using the concepts from the class.

AFTER the training

Supervisors can meet with workers and review a petition the worker previously wrote and ask the worker to rewrite the allegations using the concepts taught in the class. Supervisors can review petitions with the worker before they are filed and identify language or allegations that are inappropriate.