Core Activities Directory

Module 1: Florida’s Child Protection System

Unit 1.1

Activity 1: Ice Breaker – TG: 5

Activity 2: Federal Statutes Impacting Your Work – TG: 21, PG: 5-11

**Unit 1.2**

No Activities

Unit 1.3

Activity 3: Child Welfare Roles – TG: 33

Unit 1.4

Activity 4: Essence – TG: 46, PG: 30

Activity 5: Identifying Ethical Violations – TG: 48, PG: 31-34

Module 2: Florida’s Child Welfare Practice Model

**Unit 2.1**

Activity 1: Engagement and Teamwork – TG: 20, PG: 9

Activity 2: Information Sufficiency – TG: 25, PG: 10

Activity 3: Core Practices Discussion – TG: 28

Module 3: Child Development

Unit 3.1

Activity 1: 0-36 months – TG: 38, PG: 25-28

Activity 2: 3-6 Year Olds – TG: 46, PG: 30-32

Activity 3: 6-11 Year Olds – TG: 52, PG: 34-36

Activity 4: 13-18 Year Olds – TG: 57, PG: 37-40

Module 4: Trauma and the Child

Unit 4.1

Activity 1: What Did You See? – TG: 17, PG: 19-22

Unit 4.2

Activity 2: Henry – TG: 28, PG: 27-28

Activity 3: Rewriting Henry’s Experience with Us – TG: 30, PG: 29-30

Activity 4: Using a Trauma-Informed Approach in Child Welfare Practice: Creating Your Rules of Thumb – TG: 32, PG: 38

Unit 4.3

Activity 5: How should I acknowledge Culture or Historical Trauma as a part of the Family Picture? – TG: 50, PG: 54

Module 5: Family Conditions

**Unit 5.1**

Activity 1: What is a family? – TG: 6

**Unit 5.2**

Activity 2: Profiling your own family system and dynamics – TG: 32, PG: 15-16

**Unit 5.3**

No Activities

**Unit 5.4**

Activity 3: Could you survive poverty? – TG: 59-60, PG: 33

**Unit 5.5**

No Activities

**Module 6: Understanding Child Maltreatment**

Unit 6.1

Activity 1: Child Maltreatment Index Scenarios – TG: 10, PG: 48-49

Unit 6.2

Activity 2: The Gavin Family – TG: 31, PG: 75

Unit 6.3

Activity 3: Assessing Situations for Physical Abuse – TG: 51, PG: 96-103

Unit 6.4

Activity 4: Sexual Abuse: Does it Meet the Legal Definition? – TG: 90, PG: 110-112

Activity 5: What are the Indicators in these Situations? – TG: 103, PG: 123-126

Activity 6: Grappling with Potential Sexual Abuse Cases – TG: 109, PG: 128-132

Unit 6.5

Activity 7: Types of Mental Injury – TG: 123, PG: 136-143

Activity 8: Margaret – TG: 131, PG: 144-145

Unit 6.6

Activity 9: Alcohol and Drug Abuse – TG: 138, PG: 146

Activity 10: Risks and Protection Factors – TG: 140, PG: 147

Activity 11: Danger of Being at Risk – TG: 146, PG: 150

Activity 12: Physical and Psychological Effects of Substance Abuse – TG: 150, PG: 151

Activity 13: OxyContin Express – TG: 154

Activity 14: Physical, Psychological and parenting Effects of Substance Use – TG: 155, PG: 151-155

Activity 15: Family Roles – TG: 170, PG: 162

Activity 16: Family Sculpture – TG: 172

Unit 6.7

Activity 17: Does it reach the Level of maltreatment? Impact on the Child. – TG: 209, PG: 182, PG: 180-186

Module 7: Assessing and Analyzing Family Functioning

**Unit 7.1**

Activity 1: Information Collection – TG: 7, PG: 6-9

Activity 2: Competencies – TG: 14, PG: 10-11

**Unit 7.2**

Activity 3: Extent of Maltreatment – TG: 21, PG: 14-17

**Unit 7.3**

Activity 4: Analyzing Child Functioning – TG: 30, PG: 22-24

**Unit 7.4**

Activity 5: Assessing Adult Functioning – TG: 39, PG: 27-29

Activity 6: Analyzing Adult Functioning – TG: 41

**Unit 7.5**

Activity 7: General Parenting – TG: 47, PG: 31-32

Activity 8: Analyzing Parenting General – TG: 49

**Unit 7.6**

Activity 9: Parenting Discipline – TG: 55, PG: 34-35

Activity 10: Analyzing Parenting Discipline – TG: 56, PG: 34-35

**Module 8: Safety and Risk**

**Unit 8.1**

Activity 1: Identify Present Danger Threats - TG: 9, PG: 6-9

Activity 2: Present Danger Case Scenario - TG:15, PG: 10-15

**Unit 8.2**

Activity 3: Negative Family Conditions - TG**:** 29, PG: 19-24

**Unit 8.5**

Activity 4: Child and Adult Functioning, General Parenting, and Family Protective Factors – TG: 79, PG: 50-53

Module 9: Safety Planning

Unit 9.2

Activity 1: Safety Planning: True or False – TG: 22, PG: 10

Activity 2: Safety Planning Analysis Criteria #1 - #5 – TG: 27, PG: 12-20

Activity 3: The Concept of Conditions for Return – TG: 43, PG: 22-27

Activity 4: Applying Concepts to Practice – TG: 50, PG: 27-45

Activity 5: Applying Concepts – TG: 66, PG: 46-53

Activity 6: Conditions for Return – TG: 77, PG: 56

Unit 9.3

Activity 7: Safety Services – TG: 82, PG: 58-62

Activity 8: Who is Appropriate to Participate as Safety Service Providers? - TG: 91, PG: 63

Activity 9: Applying Concepts to Practice – TG: 94, PG: 65-72

CORE Labs

Activity Directory

Lab 1: Communications

Unit 1.1

Lab Activity 1: Guided Imagery – TG: 6

Lab Activity 2: Listening to Families (Youth and Parents) – TG: 15

Unit 1.2

Lab Activity 3: Observing Two Interviews – TG: 17

Lab Activity 4: What is Empathy? – TG: 21

Lab Activity 5: Assessment of Cultural Differences – TG: 26, PG: 8-9

Lab Activity 6: Using Interpreters – TG: 32

Unit 1.3

Lab Activity 7: Phases of Interview – TG: 37

Unit 1.4

Lab Activity 8: Active Listening Skills – TG: 42

Lab Activity 9: Physical Attending Skills: Demonstrating Empathy – TG: 44, PG: 18

Lab 2: Exploring Skills

**Unit 2.1**

Lab Activity 1: Determining Meaning of Non-verbal Behaviors – TG: 13, PG: 6

**Unit 2.2**

Lab Activity 2: Reflecting Content and Emotions – TG: 24, PG: 16-18

Lab Activity 3: Demonstrating Reflection Skills – TG: 28, PG: 21

Lab Activity 4: Reframing Child Attributes – TG: 32, PG: 23-24

Lab Activity 5: Developing Reframes – TG: 37, PG: 25-26

Lab Activity 6: Demonstrating Exploring Skills – TG: 44, PG: 28

**Unit 2.3**

Lab Activity 7: Building Rapport – TG: 51, PG: 21

**Unit 2.4**

Lab Activity 8: Self-Assessment – TG: 56, PG: 34-35

Module 3: Focusing Skills

Unit 3.2

Lab Activity 1: Observation of Summarization – TG: 16, PG: 7-8

Lab Activity 2: Observation of Interview with Jennae – TG: 33, PG: 12-18

Unit 3.3

Lab Activity 3: Observation of Interview with Laura – TG: 44, PG: 22-24

Unit 3.4

Lab Activity 4: Exploring and Focusing Skills Practice – TG: 48, PG:

Lab Activity 5: Exploring and Focusing Skills Practice Using the Full Spectrum – TG: 50

Module 4: Interviewing Children

**Unit 4.2**

* Lab Activity 1: The Ten Step Investigative Interview, Part 1 – TG: 16, PG: 7-8
* Lab Activity 2: The Ten Step Investigative Interview, Part 2 – TG: 27
* Lab Activity 3: Demonstrate use of Child Interview Instructions – TG: 29, PG: 7

**Unit 4.3**

* Lab Activity 4: The Ten Step Investigative Interview, Part 3 – TG: 35
* Lab Activity 5: Demonstrating Language Solutions – TG: 55, PG: 20-23
* Lab Activity 6: What to ask a Four-Year-Old – TG: 59, PG: 24
* Lab Activity 7: What to ask a Nine-Year-Old – TG: 67, PG: 26
* Lab Activity 8: What to ask a Fifteen-Year-Old – TG: 73, PG: 28

**Unit 4.4**

* Lab Activity 9: What to ask a Child to Learn about Adult Functioning, Parenting and Discipline – TG: 81, PG: 29
* Lab Activity 10: Asking Child about Details – TG: 101, PG: 39-43

**Unit 4.5**

* Lab Activity 11: Demonstrating Child Interviewing Skills – TG: 112, PG: 46

**Module 5: Interviews to Learn about Family Dynamics**

**Unit 5.1**

Activity 1: Listening to Neen – TG: 11, PG: 4-6

Activity 2: What questions do I ask to learn about family functioning? – TG: 12

**Unit 5.2**

Activity 3: Skills Practice – TG: 26, PG: 17

**Unit 5.3**

Activity 4: Interview Planning and Closings – TG: 36, PG: 18-19