

WORKSHOP DIRECTORY PAGE

TITLE: **Charting the Course towards Permanency for Children in Pennsylvania**
Module 6: Case Planning With Families

COMP. #: 110

NO. HRS: 12 hours

DATE: December 2016

COMPETENCIES:

- 101-11:** The child welfare professional knows the proper roles and responsibilities of other community agencies in the child protective service process and can collaborate with these agencies and practitioners to develop case plans and to provide services.

- 102-1:** The child welfare professional is able to apply social work values and principles in practice, including respecting the self-determination, dignity and individuality of the family.

- 102-2:** The child welfare professional understands the importance of effective case assessment and planning as the foundation of casework intervention.

- 102-9:** The child welfare professional is able to develop appropriate, time-limited case goals and objectives and can formulate observable, behavioral measures of these goals and objectives.

- 102-10:** The child welfare professional is able to prioritize case needs and objectives and can develop action/service plans, which reflect these priorities.

- 102-13:** The child welfare professional can use casework methods to promote family preservation and permanence for children by involving parents in case planning; by providing services to maintain children in their own homes; by assuring parents' involvement with children in placement; and by providing services toward timely reunification.

- 102-14:** The child welfare professional understands the importance of conducting routine and timely case reviews and can reassess the outcomes of all case plans and service interventions and to make appropriate modifications in the case plan.

- 102-15:** The child welfare professional is able to write concise, summarized case assessment, case plan and other supporting documentation into the family case record in a timely manner.

LEARNING OBJECTIVES: Participants will be able to:

- Recognize the importance of doing strength-based and solution-focused Family Service Plans to ensure the safety, permanence and well-being of children;
- List the steps in the service planning process;
- Explain the purpose of the required components of a Family Service Plan & FSP Review;
- Write objectives to support the identified goal and that are specific, measurable, action-oriented, realistic and time-limited;
- Write tasks derived from the task analysis that identifies the activities that will be completed to achieve each objective;
- Prioritize the sequencing of the objectives and tasks to reduce risk factors, increase protective capacities and meet well-being needs in a timely manner;
- Describe the process for making referrals to community agencies; and
- Explain the steps in the Family Service Plan Review process.

CALENDAR SUMMARY:

Module 6 of Charting the Course, Case Planning with Families, introduces new child welfare professionals to the knowledge and skills that are required to do effective service planning with families; and introduces them to the standardized Family Service Plan and Family Service Plan Review forms used in Pennsylvania. In this workshop, the child welfare professionals have an opportunity to learn the family service planning process and to practice it with a case. In this workshop, child welfare professionals will learn what is expected of them according to Pennsylvania laws and regulations when making referrals to other agencies, monitoring service delivery and evaluating service delivery outcomes. Connections to the Federal Child and Family Services Review standards will also be made. This workshop is eligible for 12 Continuing Education credit hours.

TARGET AUDIENCE:

This training is intended for newly-employed child welfare professionals seeking certification as Direct Service Workers, as well as private provider professionals and other child welfare professionals.

EXPECTATIONS OF THE TRAINER:

The trainer will be knowledgeable about the entire casework process for child welfare cases, including safety and risk assessment and be especially skilled in the area of service planning with families. The trainer should also have a basic knowledge of the child welfare laws and regulations (both federal and state). The trainer should be familiar with the Interactional Helping Skills, the Strength-Based, Solution-Focused approach. The trainer needs to be committed to strength-based child welfare practice and the values and ethics of social work.

The trainer should have supervisory and casework experience in child welfare practice, specifically, in child protective services. The trainer should have considerable experience in conducting training workshops, with excellent group facilitation skills, and knowledge regarding the Pennsylvania Child Welfare Training Program.

MATERIALS NEEDED TO PRESENT WORKSHOP:

- ✓ 2 Flip chart stands
- ✓ 2 Blank flip charts
- ✓ Colored markers
- ✓ Masking tape
- ✓ CTC name tents
- ✓ *Idea Catchers*
- ✓ 50 Sentence Strips
- ✓ 30 sheets of blank paper
- ✓ 1 pack of 3" X 5" Sticky notes
- ✓ *Don't Spill the Beans* game
- ✓ Laptop, LCD projector and screen
- ✓ 15 table copies of ***Reference Manual for Charting the Course towards Permanency for Children in Pennsylvania*** (in the training room)
- ✓ ***Safety Assessment and Management Process Reference Manual (6 table copies)***
- ✓ ***Smith Family Folder*** (Participants are to bring this with them to training. 1-2 extra copies will be in the training room.)
- ✓ Appendices
- ✓ Curriculum
- ✓ Handouts
- ✓ Power Point presentation
- ✓ Trainer Resources

LIST OF HANDOUTS:

Note: If offering handouts in packet form, remove **Handout #16** (Smith Family Service Plan) and the extra copies of **page 7, Handout #15** (Family Service Plan).

- ✓ **Handout #1:** Learning Objectives (1 page)
- ✓ **Handout #2:** Agenda (1 page)
- ✓ **Handout #3:** Act 55: Family Finding and Kinship Care (3 pages)
- ✓ **Handout #4:** Steps in the Family Service Planning Process (1 page)
- ✓ **Handout #5:** Family Service Planning-Incorporating Safety and Risk Assessments (1 page)
- ✓ **Handout #6:** Screening, Evaluation & Assessment (1 page)
- ✓ **Handout #7:** ASQ in a Nutshell (1 page)
- ✓ **Handout #8:** ICWA Screening Form (3 pages)
- ✓ **Handout #9:** *Indian Child Welfare Act* Desk Aid (3 pages)
- ✓ **Handout #10:** Safe Sleep Environment Screening (1 page)
- ✓ **Handout #11:** Building a Comprehensive Family Assessment (1 page)

- ✓ **Handout #12:** Family Service Plan Definitions (1 page)
- ✓ **Handout #13:** FSP Goals (1 page)
- ✓ **Handout #14:** Guidelines for Choosing a Specific Service Provider (1 page)
- ✓ **Handout #15:** Family Service Plan (11 pages)**
- ✓ **Handout #16:** Smith Family Service Plan (17 pages)***
- ✓ **Handout #17:** Standard Information When Making a Referral (1 page)
- ✓ **Handout #18:** Confidentiality Laws and Regulations (2 pages)
- ✓ **Handout #19:** Case Examples (3 pages)
- ✓ **Handout #20:** Family Service Plan Review Requirements (2 pages)
- ✓ **Handout #21:** Assessing Progress of Family Service Plans (4 pages)
- ✓ **Handout #22:** Summarizing and Identifying Next Steps (1 page)
- ✓ **Handout #23:** FSP Reviews (2 pages)
- ✓ **Handout #24:** Observation Checklist of Summarization (1 page)
- ✓ **Handout #25:** Action Plan (3 pages)
- ✓ **Handout #26:** References (3 pages)

**In addition to the original handout copies, 3 extra copies of page 7 per participant will be needed.

***Participants will add this handout to their *Smith Family Folder*.

LIST OF POWERPOINT:

- ✓ **PowerPoint Presentation #1:** CTC: Mod 6 Presentation (35 slides)

LIST OF APPENDICIES:

- ✓ **Appendix #1:** Protective Capacity Resource (1 copy per table)

LIST OF DVD's/VIDEOS:

- ✓ **DVD/Video #1:***Pathways to Permanence*

TRAINER RESOURCES:

- ✓ **Trainer Resource #1:** Summary of 3130 Regulations Related to Family Service Planning (2 pages)
- ✓ **Trainer Resource #2:** Early Intervention Eligibility (1 page)
- ✓ **Trainer Resource #3:** Developing the Comprehensive Family Assessment (2 pages)

CREDIT ASSIGNED:

Continuing Education credits: 12 hours