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Slide 2: Learning Objectives. Includes a bulleted list of objectives and a footer with the Pennsylvania Child Welfare Resource Center logo and 'Module 6: Case Planning With Families'.

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Slide 3: Learning Objectives, (cont'd). Includes a bulleted list of objectives and a footer with the Pennsylvania Child Welfare Resource Center logo and 'Module 6: Case Planning With Families'.

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Agenda

- Day One
 - Introduction
 - Connections to Laws, Policy, Regulations and Best Practice
 - Comprehensive Family Assessment
 - Goals, Objectives, and Tasks
 - Review

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Agenda, (cont'd)

- Day Two
 - Prioritization of Needs
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 - Review of the Family Service Plan Document
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Act 55

Family finding shall be conducted when the child is accepted for services and at least annually thereafter, until the child's involvement with the county agency is terminated or one of the following criteria about the child is met:

- Dependent and the court determines that continued family finding threatens child's safety or is not in child's best interest.
- Not dependent and the agency determines that continued family finding threatens child's safety.
- In pre-adoptive placement with court proceedings.

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3130 Regulations for FSP Planning

- Group 1:
 - §3130.31 (3) (i-v)—Responsibilities of the County Agencies.
- Group 2:
 - §3130.61—Family Service Plans.
- Group 3:
 - §3130.62—Parent Appeals and Fair Hearings.
 - §3130.63—Review of Family Service Plans.
- Group 4:
 - §3130.66—Case Planning for Children in Emergency Placement.
 - §3130.67—Placement Planning.

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The Family Service Planning Process

- Is a mutual process with parents;
- Builds on strengths;
- Addresses needs identified during assessments;
- Is a fluid process. Plans are formally reviewed every six months and/or when circumstances change;
- Includes incremental and reasonable actions/tasks; and
- Requires the oversight of the supervisor.

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Family Service Plan's Interactions

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Building a Comprehensive Family Assessment

- SAFETY ASSESSMENT:
 - 6 Domains
 - 25 Protective Capacities
 - 14 In-Home Safety Threats
- RISK ASSESSMENT:
 - 15 Risk Factors
- OTHER ASSESSMENTS
- SCREENINGS
- EVALUATIONS

COMPREHENSIVE FAMILY ASSESSMENT

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Comprehensive Family Assessment

- Strengths;
- Family Situation and its Causes;
- The Situation's Effects on the Children; and
- Concerns.

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Strength Categories

- What people have learned about themselves, others and their world.
- Personal qualities, traits and virtues that people possess.
- What people know about the world around them.
- The talents that people have.
- Cultural and personal stories and lore from their cultural orientation.
- The resources of the community in which they live.
- Enhanced protective capacities.

Saleebey, 2006

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The Strength-Based, Solution-Focused Questions

- Past Successes:
 - What discipline methods have worked with your daughter?
 - What goals have you achieved so far in your life?
- Exception Questions:
 - Tell me about a time when you were able to express your anger without hurting someone.
 - When have you been able to manage your son's behavior without hitting him?

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The Strength-Based, Solution-Focused Questions, (cont'd)

- Scaling Questions:
 - On a scale of 1 to 10, with 1 being not very much at all and 10 being as much as you can imagine, how confident are you about being able to do the tasks we listed in your Family Service Plan?
 - What would help to move you one number higher on that scale?

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The Strength-Based, Solution-Focused Questions, (cont'd)

- The Miracle Question:
 - If a miracle were to happen tonight while you were sleeping and when you woke up in the morning your life had changed, but you didn't know that it had changed, you had to discover the change, what would you first notice would be different?
 - What else?... anything else?... who else would notice the change?... what would they see?

Developed by Insoo Kim Berg (2000) and Peter deShazer, 1994.

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Levels of Protective Capacities

- **Enhanced** – the caregiver has the capacity and is actively using that capacity to protect their children.
- **Diminished** – the caregiver has the capacity but is not using it, due to life circumstances or other reasons, to protect their children.
- **Absent** – the caregiver does not have the capacity at all.

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The Family's Situation and the Causes of the Situation

- Crystal's current level of drug use currently impacts negatively on her ability to provide adequate care and supervision to the children. She leaves the children home alone to locate and use drugs, often overnight, 5-6 times per week. Although Colin is a household member and recognizes that the children should not be left unsupervised, he has not assured the children are supervised by a responsible adult at all times. Crystal's judgment is impaired by her drug use, and she feels that Carley is capable of caring for her younger brother Christian in the absence of an adult caregiver, to include extended periods of time.

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Effects on the Children

Both children report they are scared to be home alone at night and scared of the neighborhood in which they live. Carley is parentified and expected to care for her mother when she is hung-over and also provide care for her four-year-old brother.

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Concerns

- Crystal has left the children home alone for long periods of time unsupervised to use and obtain drugs. Collin leaves the home knowing that Crystal will leave the children home alone. Crystal admits to leaving the children home alone but does not see this as a major concern as Carley is 10-years-old and can provide supervision to Christian. Crystal's treatment needs are not known at this time.
- Christian presents extremely shy and his developmental functioning is not known at this time.
- It is unclear if Colin fully embraces the caregiver role. He has been part of the children's lives and says he wants to be a part of the family long-term; but has not yet fully acknowledged his role as a caregiver.

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Family Service Plan Definitions

- **Goals:**
 - Represent the desired overall outcome toward which all case activities are directed;
 - Correspond to the accepted permanency goals for children as indicated in the Federal Adoption and Safe Families Act; and
 - To achieve a goal often requires the coordinated implementation of many activities.

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Family Service Plan Definitions, (cont'd)

- **Objectives:**
 - Describes in measurable terms exactly what change is desired to support the achievement of the goal;
 - Are statements which describe a specific desired outcome or "end state";
 - Are more specific in scope than goals;

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Family Service Plan Definitions, (cont'd)

- **Objectives, cont'd:**
 - Are derived from the Comprehensive Family Assessment;
 - Generally represent the elimination of the identified need or problem; and
 - Are SMART (Specific, Measureable, Action Oriented, Realistic, and Time-Limited).

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Family Service Plan Definitions, (cont'd)

- **Tasks:**
 - Identify what activities will be performed to achieve an objective;
 - Are a step-by-step implementation plan which will structure and guide the provision of services;
 - Need to specify who is responsible for the implementation of each task;
 - Need to specify when task is to take place, including desired time frames for beginning and completing each task; and
 - Need to specify how they will be measured.

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Tasks

- Who is responsible for the implementation of each task?
- What tasks or actions must be performed, in what order, to achieve the objectives?
- When is the task to take place, including desired time frames for beginning and completing each task?
- How will the successful completion of the task be measured?

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Confusion Between Objectives and Tasks

- **Concern:** Mother has schizophrenia, and when having a psychotic episode, mistreats children.
- **Objective:** Mother will attend weekly counseling sessions at the community mental health agency.
- **Task:** Child welfare professional will transport mother to mental health appointment.

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Objectives and Tasks Understood

- **Concern:** Mother has schizophrenia, and when having a psychotic episode, does not supervise or provide care for her children.
- **Objective:**
 - Mother's schizophrenia will be stabilized to allow her to provide age appropriate care and supervision for her children.
 - Mother will have professional mental health support.

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Objectives and Tasks Understood, (cont'd)

- **Tasks:**
 - Child welfare professional will set up an appointment with mental health psychiatrist for an evaluation of mother's mental illness.
 - Caseworker will transport mother to the mental health evaluation.
 - Psychiatrist will develop and recommend a treatment plan for mother's schizophrenia.
 - Mother will attend weekly counseling sessions at the mental health agency.

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Criteria for Prioritization

- **Importance:**
 - What is the inherent value of an activity?
- **Urgency:**
 - What is the time frame within which the activity must be completed?

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Setting Priorities

- **Objectives/Tasks** which are of high importance and high urgency are of the highest priority and should be completed first.
- **Objectives/Tasks** which can be rated moderately important and highly urgent, or highly important and moderately urgent, are of the second level of priority.

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Setting Priorities, (cont'd)

- **Objectives/Tasks** which are of low urgency and of high or moderate importance, should be planned and scheduled for a later date.
- **Objectives/Tasks** which are low importance, regardless of the degree of urgency, should not be performed at all.

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When a Child Remains in the Home

- The child is not at imminent risk of placement.
or
- The child is at imminent risk of removal from his/her home. Absent effective preventive services, foster care is the planned placement for the child.
or
- Absent effective preventive services provided for in this service plan, placement outside of the home other than in foster care is the planned placement for the child.

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Activity Instructions

- Identify a recorder and group spokesperson;
- Review the case information;
- List the information to share with the service provider;
- List the information that cannot be shared with service provider; and
- Explore what they are going to discuss with the individual/family about the referral.

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Instructions for FSP Review Activity

- **Both:** Read scenarios.
- **Child Welfare Professional:** Use Interactional Skills of Summarizing and Identifying Next Steps. Use a graph or chart if desired.
- **Crystal/Evaluator:** Listen for the skill of Summarizing and Identifying Next Steps.
- **Crystal/Evaluator:** Fill out Handout #25 (Observation Checklist of Summarization).
- **Crystal/Evaluator:** Give to the child welfare professional motivational and constructive feedback.
- **Both:** Switch roles and complete Steps 1-5 using Smith Review 2.

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