# 1300: CTC Module 9: Out-of-Home Placement and Permanency Planning:
## Child Permanency Plan: Transfer of Learning – Support Session
## Facilitator's Agenda

| Time | Facilitator | Content | Resources/Handouts |
|---|---|---|---|
| 5 minutes | Practice Improvement Specialist | Section I: Welcome and Introductions<br><br>• Practice Improvement Specialist welcomes caseworkers<br>• Practice Improvement Specialist reviews the key learning points from the training with the caseworkers:<br>  • State the impact of permanency on a child<br>  • Identify the timeframes established in law to achieve timely permanence<br>  • Recognize the required components of a Child Permanency Plan (CPP) | • Handout #1: 1300: Child Permanency Plan TOL Learning Objectives and Agenda |
| 25 minutes | Practice Improvement Specialist | Section II: Application of Learning<br><br>• Practice Improvement Specialist reviews and discusses the application of the key learning points with caseworkers:<br>  ▪ Permanency Goals and Timelines<br>  ▪ Core Components of Concurrent Planning<br>  ▪ SWAN Units of Service<br>    o What new skills and strategies did you try to apply in the past 30 days?<br>      ▪ What went well for you when applying the new knowledge and skills?<br>      ▪ What did not go so well?<br><br>    o How has using these new skills been different for you? | • Handout #2: Permanency Goal Comparisons (CTC Module 9: Handout #11)<br>• Handout #3: Permanency Goal Descriptions (CTC Module 9: Handout #12)<br>• Handout #4: Permanency Timelines (CTC Module 9: Handout #15)<br>• Handout #5: Child Permanency Plan (CTC Module 9: Handout #24) |

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| | | o What have you had to change or do differently in order to use the new knowledge and skills?<br>o Have you used support from your supervisor to apply the new knowledge and skills?<br>o Have you seen any changes in the families that you work with since you tried to use the new skills? | • Handout #6: Description of SWAN Units (CTC Module 9: Handout #25)<br>• Poster #1: Eight Core Components of Concurrent Planning (CTC Module 9: Poster #3) |
| 80 minutes | Practice Improvement Specialist | Section III: Barriers to Application<br><br>• Practice Improvement Specialist facilitates caseworkers through the development of objectives and tasks for Child Permanency Plans for children/youth in placement incorporating knowledge of all concepts reviewed (permanency goals and timelines, Concurrent Planning core components, and SWAN Units of Service) | |
| 5 minutes | Practice Improvement Specialist | Section IV: Learning Scale<br><br>• Practice Improvement Specialist asks the caseworker to assess themselves on a scale of 1-10 on their level of applying the new knowledge and skills from the training.<br>• Once the caseworkers have shared their number (rating), the Practice Improvement Specialist asks the caseworkers what could help them increase their number one or two more points. | |

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| | | • Ask supervisors to share what they can do/support the caseworkers to do to increase their number by one or two. | |
| 5 minutes | Practice Improvement Specialist | Section V: Closing and Next Steps<br><br>• Practice Improvement Specialist asks the caseworkers to identify what they feel their needs as a worker/agency are to continue to apply the new knowledge and skills and be successful including from administration, supervisors, coworkers and training.<br>• Practice Improvement Specialist has caseworkers create an action plan to be worked on for the next 30 days.<br>• Practice Improvement Specialist concludes by asking the caseworkers to share a few of their next steps to continue to apply their new knowledge and skills individually and as a unit. | • Handout #7: Action Plan |

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