110: CHARTING THE COURSE TOWARDS PERMANENCY FOR CHILDREN IN PENNSYLVANIA: A Knowledge and Skills-Based Curriculum

MODULE NINE (9)
OUT-OF-HOME PLACEMENT AND PERMANENCY PLANNING

Standard Curriculum
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Agenda for a Three-Day Curriculum on
Module 9: Out-of-Home Placement and Permanency Planning

Day One

Estimated Time	Content	Page
30 minutes	**Section I:** Introduction	1
1 hour, 45 minutes	**Section II:** The Importance of Permanency	6
2 hours, 20 minutes	**Section III:** Supporting Children, Parents, and Substitute Caregivers Throughout the Placement Process	11
1 hour, 25 minutes	**Section IV:** Permanency Goals	26

Agenda for a Three-Day Curriculum on
Module 9: Out-of-Home Placement and Permanency Planning

Day Two

1 hour, 50 minutes	**Section V:** What is Concurrent Planning?	31
50 minutes	**Section VI:** Clear Timelines	40
1 hour, 30 minutes	**Section VII:** Finding Family	45
35 minutes	**Section VIII:** Teaming	54
1 hour, 15 minutes	**Section IX:** Engagement	57

Agenda for a Three-Day Curriculum on
Module 9: Out-of-Home Placement and Permanency Planning

Day Three

2 hour, 20 minutes	**Section X:** Visitation	65
1 hour, 40 minutes	**Section XI:** Child Permanency Plan	73
2 hours	**Section XII:** Review and Summary	82

Module 9: Out-of-Home Placement and Permanency Planning

Section I: Introduction

Estimated Length of Time:
30 minutes

Section Objective:
- Identify one personal strength and one learning goal in the area of permanency planning.

Methods of Presentation:
Lecture, Individual Activity, Large Group Activity, and Large Group Discussion

Materials Needed:
- ✓ Colored markers
- ✓ Name tents
- ✓ Flip chart paper
- ✓ PowerPoint Slide projector or laptop/LCD projector
- ✓ Screen
- ✓ **Table Resource #1: *Child and Adolescent Development Resource Book***
- ✓ **Trainer Resource #1: Concurrent Planning Bulletin**
- ✓ **Handout #1: Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning** (PowerPoint Presentation)
- ✓ **Handout #2: Agenda**
- ✓ **Handout #3: Learning Objectives**
- ✓ **Handout #4: Idea Catcher**
- ✓ **PowerPoint Slide #1: Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning** (title slide)
- ✓ **PowerPoint Slide #2: Section I: Introduction**
- ✓ **PowerPoint Slides #3-5: Agenda**
- ✓ **PowerPoint Slide #6: Learning Objective**

Module 9: Out-of-Home Placement and Permanency Planning

Section I: Introduction

Trainer Note:
Trainer Resource #1: Concurrent Planning Bulletin is provided as a reference for the trainer.

Trainer Note:
Prepare a trainer prepared flip chart for the wall entitled WIIFM (What's In It For Me)?

Trainer Note: Prior to beginning the workshop, ensure **Poster #1 (Getting to Positive Outcomes)** is hanging on the wall.

Trainer Note:
Prepare the training room in advance by placing one copy of **Table Resource #1 (*Child and Adolescent Development Resource Book*),** tents, markers, and handout packets (if using) at each table. If handouts will be distributed as they are used, place **Handout #1 (*Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*)** (PowerPoint Presentation) at each table.

As participants arrive, greet each one.

Trainer Note:
Display **PowerPoint Slide #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (title slide).

Trainer Note:
There are many flip chart activities in this workshop. Trainers may request volunteer participants to help record.

Trainer Note:
Groups that have more professional experience may ask questions that go deeper into the content than this curriculum. Use your judgment in electing to facilitate deeper level discussions. You may also wish to refer participants to specialized and related courses which we will identify in trainer notes throughout the curriculum.

Alumni Trainer Note:
Portions of the workshop will be co-facilitated by an alumni trainer on Day 3. The alumni trainer will enrich the learning from all three days by sharing a first person perspective and personal stories from time spent in substitute care. The alumni trainer can also help to answer general questions participants may have about youth in care. The purpose of this sharing is to illustrate and reinforce the impact that casework tasks have on children in out-of-home placement.

When the alumni trainer arrives, share the groups' learning needs and key points of interest to help identify topic areas that can be enhanced by the sharing of the alumni trainer's unique perspective. Plan which areas will be discussed and where during the day this will take place.

While participants' questions are encouraged, if they are beyond the scope of the curriculum, the alumni trainer can choose to speak with participants during break or during lunch. In addition, if at any time the alumni trainer does not feel comfortable answering a personal question, he/she may decline to answer in a respectful manner.

In addition, the alumni trainer may offer to lead some sections of the curriculum. These collaborative efforts are encouraged and must be planned ahead of time.

Step 1: Welcome: Lecture
(5 minutes)

Start the training session promptly at 9:00 AM. Reinforce the established training room culture. Later—during introductions—reinforce other important guidelines as needed.

Trainer Note:
If this training is for a cohort group, participants will not need to review each guideline unless you feel they need to be reinforced to ensure they are being followed. If this training session is not part of a cohort group, guide participants through reviewing all of the training room guidelines.

Welcome participants to the training and introduce yourself.

Review the identified training room guidelines:

- ✓ Be on time
- ✓ Training Schedule – 9:00 to 4:00 with breaks
- ✓ Document your presence -sign-in sheet
- ✓ Provide constructive and motivational feedback
- ✓ Respect
- ✓ Risk taking
- ✓ Practice makes permanent
- ✓ Focus on Learning - no cell phones & only contact office for emergencies

Remind participants of the additional guidelines they developed for their cohort in the first day of *Charting the Course: Module 1: Introduction to the Pennsylvania Child Welfare System*.

Step 2: Name Tent: Individual Activity and Large Group Activity
(15 Minutes)

Display **PowerPoint Slide #2 (Section I: Introduction).** Ask that participants write their name in the center of the name tent. Next to their name, indicate the number of times they have personally removed a child from his or her home.

County	Unit/Department
One thing they'd like to get out of this training	Personal strength

Instruct participants to write the county in which they work in the top right corner of the name tent. Instruct participants to write their position in the agency in the top left corner.

In the bottom left corner, ask participants to write one thing that they'd like to get out of this training.

In the lower right corner, ask the participants to identify a personal strength that they think may help them in the area of permanency planning.

When the name and four corners are complete, ask participants to stand their name tent in front of them. Ask participants to share introductory information from their name tents with the larger group. Document personal strengths on a separate flip chart and refer back to specific strengths throughout the next three days when a particular strength can be utilized to enhance practice.

Document participants' learning goal" information on the pre-made WIIFM flip chart.

Step 3: Agenda and Learning Objectives: Lecture
(10 Minutes)

Review the agenda on **PowerPoint Slides #3-5 (Agenda)** and learning objectives on **PowerPoint Slide #6 (Learning Objectives)** for the three-day module.

Inform participants that by the end of the three day module, they should be able to understand the casework tasks needed to achieve permanency outcomes for children and families.

Inform participants that on Day 3, portions of the workshop will be co-facilitated by an alumni trainer. Explain that the alumni trainer will share personal stories from time spent in substitute care. Explain that the alumni trainer can also help to answer general questions participants may have about youth in care.

Remind participants to use **Handout #4 (Idea Catcher)** to note any new ideas that shouldn't get away.

Section II: The Importance of Permanency

Estimated Length of Time:
1 hour, 45 minutes

Relevant Course Objective:
- State the impact of permanency on a child

Section Objectives:
- Cite ways to consider permanency at various stages of casework practice.
- Give an example of the importance and impact of permanency.

Methods of Presentation:
Lecture, Video, Small Group Activity, Large Group Discussion, Large Group Activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart pads
- ✓ Laptop/LCD Projector or DVD player/TV/ PowerPoint Slide Projector
- ✓ Screen
- ✓ Tape
- ✓ Boxes of tissues (one box per table)
- ✓ Blank sheets of paper
- ✓ **Poster #1: Getting to Positive Outcomes**
- ✓ **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- ✓ **Handout #4: Idea Catcher** (revisited)
- ✓ **Handout #5: Pennsylvania's Child Welfare Practice Model**
- ✓ **Handout #6: Video Worksheet**
- ✓ **Handout #7: The Importance of Permanency**
- ✓ **PowerPoint Slide #7: Section II: The Importance of Permanency**
- ✓ **PowerPoint Slide #8: What is Permanency?**
- ✓ **PowerPoint Slide #9: Pennsylvania's Practice Model Outcome: Permanence**
- ✓ **PowerPoint Slide #10: Video Worksheet: Multiple Transitions**
- ✓ **PowerPoint Slides #11: Basic Permanency Assumptions**
- ✓ **PowerPoint Slides #12-13: What is Permanency Planning?**
- ✓ **PowerPoint Slide #14: Don't Let Ideas Get Away!**
- ✓ **Video: Multiple Transitions**

Section II: The Importance of Permanency

Step 1: What is Permanency?: Small Group Activity, Large Group Discussion, and Lecture

(15 minutes)

Display **PowerPoint Slide #7 (Section II: The Importance of Permanency).** Provide each table a blank sheet of flip chart paper. Begin by asking each table to answer the question, “What is permanency?”

After five minutes, ask each table to post their definitions of permanency and work with the large group to consolidate their definition. It is often a good idea to get participants up and grouped around the posted charts. Then, compare the class definition(s) to the definitions provided on **PowerPoint Slide #8 (What is Permanency?).**

Step 2: Permanency Outcomes: Lecture and Large Group Discussion

(5 minutes)

Ask participants if they know the three outcomes of child welfare that are promoted by the federal government through the Child and Family Service Review (CFSR). They should answer “safety, ***permanence***, and well-being.”

Refer to **Handout #5 (Pennsylvania’s Child Welfare Practice Model).** Ask participants if they are familiar with Pennsylvania’s Child Welfare Practice Model (Practice Model). If no one can explain what the Practice Model is, explain that. the model delineates the outcomes, values and principles, and essential skills of quality child welfare practice. It clearly links the abstract ideals of mission, vision and strategic plans to day-to-day practice.

The Pennsylvania Practice Model (Practice Model) identifies outcomes associated with safety, permanence, and well-being. Refer to **Poster #1 (Getting to Positive Outcomes)** and **PowerPoint Slide #9 (Pennsylvania’s Practice Model Outcome: Permanence)**. Explain that the Pennsylvania Child Welfare Practice Model also acknowledges the importance of permanence. Note that the other five outcomes of the practice model are reflective of elements of permanency. Explain that throughout the next three days, participants will explore the role of the child welfare professional in achieving permanency outcomes by operationalizing the values and principles we hold and applying skills.

Step 3: Multiple Transitions: Video

(15 minutes)

Ask participants who completed the writing portion of their online Pre-work?

Trainer Note: As part of Pre-work, participants were asked to explain the sources of stability and security in their lives.

Explain that participants will now view a video about a child who did not achieve permanency in a timely manner. Direct participants to **Handout #6 (Video Worksheet**) and ask them to think about the questions view the video.

Trainer Note: This is a time during which the trainer will need to tune in to participants' feelings and reactions related to the video. Give participants permission to leave the room if they choose to do so. A short break may be warranted following the video – this is at the trainer's discretion. Offer to process the video during break(s) if participants express the need to do so.

Show the **Video (Multiple Transitions)**.

Step 4: Reflection on Permanency, Individual Activity
(5 minutes)

Instruct participants to answer the questions on **Handout #6 (Video Worksheet**).

Step 5: The Impact of Permanency: Small Group Activity, Large Group Discussion, and Lecture
(30 minutes)

Use **PowerPoint Slide #10 (Video Worksheet: Multiple Transitions)** to display the instructions for the next small group activity.

Ask each table to discuss and compare their answers to the questions on **Handout #6 (Video Worksheet)**. Monitor discussion and when all groups have finished, debrief with a concise whole class review of the three questions.

When the participants have completed the debrief, distribute **Handout #7 (The Importance of Permanency)** and compare the list of outcomes to the observations made by participants.

Permanency planning reflects some basic assumptions regarding the right and need of all children to have a family environment, which, in reality and in their perception, will be permanent. Refer participants to the PA Practice Model value, *children, youth, and families* on **Poster #1 (Getting to Positive Outcomes).** Review **PowerPoint Slide #11 (Basic Permanency Assumptions)** with the participants. Ask: How does permanency planning support the developmental needs of children? How can it affect the impact of separation and placement?

Step 6: Permanency Planning: Large Group Discussion

(15 minutes)

Asks participants, "*What do you think of when someone says "Permanency Planning?*" Trainer elicits responses, then shows **PowerPoint Slides #12-13 (What is Permanency Planning?)**.

Explain that permanency planning is, first and foremost, planning. It is the comprehensive casework process directed toward the outcome of a permanent, stable home for a child. It is the process of assessment, identification of goals and objectives, formulation of services and activities, and reassessment of the outcomes of services.

Child welfare professionals need to consider permanency as soon as a case is referred to the county Children and Youth Agency (CCYA) for assessment or investigation, and throughout all phases of practice. Even for families where the child is determined to be safe, or safe with a comprehensive safety plan, and the child's Family Service Plan (FSP) goal is to remain with the caregiver of origin, the child welfare professional must engage the family in contingency planning in the event that the child will be placed out-of-home in the future.

Permanency planning reminds us that all service planning activities should be directed toward assuring that every child in our care has a permanent family, capable of providing them with safety, nurturance, and protection.

Remind participants that they need to continue to be mindful of trauma history while doing permanency planning. Explain that by doing quality permanency planning, a child welfare professional may be able to reduce exposure to future trauma.

Step 7: Permanency Planning: Large Group Discussion or Walk-Around
(20 minutes)

Too often, permanency planning is thought of as a process that is considered only when a child enters out-of-home care.

Trainer Note:
Gauge time and size of the group. Use your judgment to determine whether to devote time to the walk-around activity outlined below at this juncture. You may elect to facilitate Option A or B.

Ask participants to identify how a case worker can contribute to permanency planning throughout the casework process (they may refer to the navigational guide on the back of their name tents to identify the phases of a life of a case). It is possible for the same task to occur at various phases.

Option A: Large Group Discussion
After examples are offered by participants, lead a short discussion to clearly connect the identified tasks to permanency planning.

Option B: Walk-Around
Post three flipchart papers around the room with the following headings: "Screening"; "Assessment/Investigation"; and "Ongoing—In home." Ask all participants to go around the room and write down their answers under each phase of the casework process, without duplication. Give participants about five minutes to rotate around the room to record their answers.

When participants return back to their seats, review the answers to each phase starting with Screening, then Assessments/Investigation, and lastly, Ongoing—In-home.

Some examples may include, but are not limited to:

Screening
- ✓ Obtaining names and contact information of parents and kin (siblings, extended family, close supports)

Assessment/Investigation
- ✓ Initiate diligent search
- ✓ Inquire about Native American heritage, tribal affiliation, using the *Screening Form - Child's Status As A Native American* (ICWA Screening Form),
- ✓ Determine Indian Child Welfare Act (ICWA) eligibility,
- ✓ Discuss an alternative plan for care of the children with primary caregivers.

Ongoing—In-home
- ✓ Diligent search
- ✓ Find and engage kin
- ✓ Include non-custodial parent in case plan
- ✓ Assess non-custodial parent for safety
- ✓ Learn unique culture of the family
- ✓ Continue to assess child's special needs
- ✓ Determine ICWA eligibility

All children served by the child welfare system need to have these permanency planning tasks performed regardless of their placement status. Explain that the remainder of the module will focus on assessing and planning for permanency needs of children in out-of-home placement.

Display **PowerPoint Slide #14 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section of **Handout #4 (Idea Catcher)** under the section, The Importance of Permanency**.**

Module 9: Out-of-Home Placement and Permanency Planning

Section III: Supporting Children, Parents, and Substitute Caregivers Throughout the Placement Process

Estimated Length of Time:
2 hours, 20 minutes

Relevant Course Objectives:
- State the impact of permanency on a child.
- Identify teaming and family engagement strategies that support timely permanence.

Section Objectives:
- Identify actions a child welfare professional can take to help minimize the traumatic effects of placement.
- Given a placement situation, apply appropriate interactional skills to plan a supportive response that keeps the parent engaged.

Methods of Presentation:
Guided Imagery, Lecture, Large Group Discussion, Individual Activity, and Pairs Activity

Materials Needed:
- ✓ Colored markers
- ✓ Flip chart pads/stands
- ✓ Tape
- ✓ Boxes of tissues (one box per table)
- ✓ PowerPoint Slide Projector or LCD Projector and laptop
- ✓ Screen
- ✓ Blank sheets of paper
- ✓ **Poster #1: Getting to Positive Outcomes** (revisited)
- ✓ **PowerPoint Slide #15: Section III: Supporting Children, Parents, and Substitute Caregivers Throughout the Placement Process**
- ✓ **PowerPoint Slide #16: Advice on Placement**
- ✓ **PowerPoint Slide #17: Minimizing the Trauma of Placement**
- ✓ **PowerPoint Slide #18: Benefits of Involving Parents in Placement Process**
- ✓ **PowerPoint Slide #19: Instructions for completing Handout #10 (Incorporating Interactional Helping Skills into Placement Practice)**
- ✓ **PowerPoint Slide #20: The Needs of Older Youth Brainstorm**
- ✓ **PowerPoint Slide #21: Six Service Areas of IL**
- ✓ **PowerPoint Slide #22: Act 91 of 2012, Effective July 5, 2012**
- ✓ **PowerPoint Slide #23: Don't Let Ideas Get Away**
- ✓ **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- ✓ **Handout #5: Pennsylvania's Child Welfare Practice Model** (revisited)
- ✓ **Handout #4: Idea Catcher** (revisited)

Module 9: Out-of-Home Placement and Permanency Planning

- ✓ **Handout #8: Out-of-Home Placement Best Practices Statements**
- ✓ **Handout #9: Interactional Helping Skills in Child Welfare**
- ✓ **Handout #10: Incorporating Interactional Helping Skills into Placement Practice**

Module 9: Out-of-Home Placement and Permanency Planning

Section III: Supporting Children, Parents, and Substitute Caregivers Throughout the Placement Process

Step 1: Imaginary Journey
(30 minutes)

Display **PowerPoint Slide #15 (Section III: Supporting Children, Parents, and Substitute Caregivers Throughout the Placement Process).**

This activity provides an experiential model or application of the information concerning loss, grieving, and attachment. The trainer facilitates a guided "imaginary journey" (Children's Alliance of Kansas, 2009) about separation from family, friends, and loved ones.

Trainer Note:
The Imaginary Journey is an adapted activity from the PS-MAPP program. PS-MAPP copyright is owned by Children's Alliance of Kansas. The concepts used in the activity were developed by Donna Strong, a foster parent instructor with the Eastern Michigan University Foster Parent Training Project. The concepts were written for trainers in Preparation for Fostering: Pre-Service Education for Foster Parents (A Training Manual), and rewritten for use here. Pasztor, E.M. (revised, 1983) Ft. Lauderdale: Nova University.

Using the instructions below, lead the participants in an exercise on separation and loss. You may wish to lower the lights in the room and encourage the participants to close their eyes as they listen.

Ask participants to think about themselves in their current lives, not their lives as children.

Read the statements below in italics slowly, and pause for a short moment between lines. Supplemental instructions are found in trainer notes.

For the next 15 minutes you will be imagining what it might be like to be separated from your family and friends and to live with someone else.

I will be leading you through an Imaginary Journey about separation and loss.

The purpose of this activity is to help you more fully understand what it might be like to lose a family member through out-of-home care, or to move into out-of-home care.

Trainer Note:
You will notice that the following process notes provide for the emotional safety of all members of the group. In this activity, group members maintain their own control of the environment and the process. You will need to call on people by name to check and see that they are following the process in their own safe ways. Respect the need of anyone who opts not to participate in any or all of the activity. (Sometimes people who have been in foster care, who have fought in a war in another country, who have experienced a recent serious loss, or who have moved to this country from another may not wish to participate in the Imaginary Journey.)

The steps of the Imaginary Journey are simple.

I will ask each of you to listen to my words and create your own journey in your mind.

You will need to use your imagination to experience what it feels like to be in situations I will describe.

I will ask questions during the journey, which I encourage you to answer.

I will also call on some of you by name to find out how you are experiencing the journey.

Remember that you have permission to pass at any time.

Because this Imaginary Journey is about separation and loss, it may trigger strong feelings for some of you.

It is important that you take care of yourself. There are several ways to take care of you.

You may decide not to participate but stay in the room. If you decide not to participate, but want to stay in the room, please put your name card down so that I will not call on you.

Also, if you are not participating, feel free to doodle or to take notes on your handouts. Do whatever is most helpful for you.

If you decide to leave the room because the thoughts about separation and loss are too difficult to manage during the Imaginary Journey, I will have someone check on you and also bring you back to the room when the journey is over in about 15 minutes.

Trainer Note:
Emotional safety is very important for the Imaginary Journey to be successful. Emotional safety is created by giving the group as much control as possible. There is no need to turn off all of the lights or to speak in a dramatic tone of voice. Be attentive to the safety and comfort needs of your group. Place a tissue box on each table.

If you do not have a co-trainer, be sure that someone is designated to check on anyone who leaves the room. Have tissues available for anyone who cries. Crying people may need to talk, may need a tissue, may need time alone, may need to talk about something light, etc. If someone cries uncontrollably, ask, "What can I do to help you right now?" These words, in this order, will help the person who is crying gain sufficient control to tell you what is needed.

Some people find it helpful to close their eyes to block out stimulation from the room. If it is helpful to you, close your eyes now.

Trainer Note:
This is another example of giving control to the participants. Closing eyes is helpful for many, but should never be forced on a participant.

Get yourself comfortable, too, and take a deep breath before starting the journey.

Relax and take a deep breath.

All of us are fortunate to have a place we call home.

Picture that place you call home.

Picture any people who live in your home or who are often in your home with you.

Picture any pets you have.

Picture that special place in your home that is especially comfortable and inviting.

Picture those special possessions that make your home uniquely yours.

Smell the aromas of your home, perhaps the lingering aromas of your favorite foods.

Listen to sounds you often hear in your home, the ticking of a clock, the notes of music, or the sounds of the television.

If there are people in your home, hear their voices.

Now that you have your home and people and things clearly in your mind, I need to tell you who I am and what I do.

I am a person with many responsibilities and much authority. My job is to move people. I move people to live in new homes, to live with new people. That is what I will be doing with you right now. I am going to move you to a new home.

In the home will be new people who have been waiting for someone like you for a long time. How are you feeling right now?

Trainer Note:
From this point on, call on people by name. Try to call on every participating person at some time during the journey. Again, this is a technique to help assure emotional safety for the group.

Call on a few participants for their answers.

Now, use your imaginations to picture me at your front door.

I am knocking on your front door.

I will give you a few minutes to pack whatever you want that will fit into a cardboard box or a plastic trash bag.

You may pack whatever you want, but there will be no space for pets, so you may not take any pets with you.

And, of course, you may not take children. You may take only things.

What are you packing?

Trainer Note:
Again, call on a few people by name to find out what they are packing. There may be some who refuse to pack. Paraphrase, acknowledge, or reflect feelings and move on.

We are leaving your home, walking out your front door and toward my car.

If you want to, you may look back. Picture your house or apartment and the faces of any people standing in front of your home.

Now, picture yourself getting into my car.

We are now driving in the area around your home that looks familiar to you.

Now we are driving into an area unfamiliar to you. If you look around, you will see that this neighborhood is much nicer than yours.

The homes are bigger and more fashionable.

The house where you will be living is much nicer than yours.

You will have all the things in your new home that you always wanted but could not afford.

Let me tell you about the family with whom you will be living. They are so excited that you are coming to live with them.

I have told them all about you.

They have wanted someone like you for a long, long time.

Just think, there is an adult in this house who wants to call you husband, or wife or partner.

There are children here who will call you "mom" or "dad."

How are you feeling?

Trainer Note:
Call on people who have not yet shared responses. You may hear anger directed at you by this point in the journey.

What questions do you have?

Trainer Note:
Call on two or three people by name. The questions probably will be: "Why are you taking me?" "How long will I have to stay?" "When can I see my family?" "What will the new people be like?" Respond to all questions with, "That is a good question."

That is a good question.

These are all good questions, but I do not know the answers. I'm too busy moving people to find out the answers.

We are driving up in front of the house.

The car is stopping.

Picture yourself getting out of the car.

Picture us walking up to the front door.

I am knocking on the door.

The door is opening

Just look at all those smiling faces. They are so excited for you to arrive.

How do you feel about these people?

What word describes how you are feeling emotionally?

How soon do you want to see your family and friends you left behind?

Trainers Note: Call on a few participants. Most participants will say they want to see their families and friends immediately.

How do you think your new family will feel about you wanting to see your family and friends?

How long will it take for you to fit in with this new family?

Please raise your hand if you think you will have a hard time ***ever*** *fitting in with this new family.*

Trainer Note:
Most hands will rise.

Despite the fact that many of you thought you could not fit in or that it would take a terribly long time to fit in, you have done so. The family members have helped you meet your needs and attach to them.

It has not been easy, and it has taken time. In fact, it has been 12 months.

I know that you wanted to see your family and friends immediately, but I forgot to mention that the only way that could happen is if I make the arrangements.
I have been too busy to make those arrangements. So, you have not had a chance to see your people in 12 months.

Despite the fact that you have not seen your family, you have done a wonderful job of fitting in. In fact, you have done such a wonderful job that I have good news for you. You get to go home.

How are you feeling emotionally about this news?

Trainer Note:
Call on a few participants. Some will be ecstatic about going home; others will express more ambivalence.

With a show of hands, how many of you are ready to go home?

With a show of hands, how many of you want to go home?

With a show of hands, how many of you want the family you have been living with to want you to go home?

With a show of hands, how many of you want the family you have been living with to help you to go home?

How do you want the family you have been living with to feel when you leave to go back home?

Trainer Note:
Call on a few participants for answers.

There have undoubtedly been many changes in a year's time back home.

What sort of changes may have occurred?

If you have children, how old are they now?

If you have a spouse or partner, how has that person managed without you?

If you lived alone, how are your friends spending their time now?

For those of you who have children at home, how do your children feel about you now that you are returning home?

With a show of hands, how many of you think your relationships with your family and friends will be different than it was when you left a year ago?

Trainer Note:
Most will raise hands.

With a show of hands, how many of you think you may have problems adjusting back in with your family and friends?

Trainer Note:
Most will raise hands.

With a show of hands, how many of you would come to me for help with those problems?

Trainer Note:
Few, if any, will raise hands

For those of you who have your eyes closed, you may open them.

Please think about how you are feeling right now, physically and emotionally.

What is one word that most describes how you are feeling right now?

Who will start?

Trainer Note:
Begin any place in the group and then go around the room eliciting one feeling word from each person. Some may pass. Simply repeat "pass" and move on the next person. It is helpful to call on each person by name and repeat the word. This step connects you with every person in the room which is another safety measure.

If the group is not too large, it can be helpful to write each word on a flip chart page titled "Imaginary Journey Feelings." Whatever reinforcing technique you use (restating or writing), look each group member in the eye and verbally reinforce the strength of each feeling.

Most of your feeling words were strong emotions.

Think about how you are feeling physically.

How does your stomach feel? Your shoulders? Your head?

Trainer Note:
Some in the room will have tightness in the stomach and shoulders as well as in the head. Summarize the feeling statements

In just a few minutes of imagining being separated from our people, some of you have managed to feel discomfort in your bodies.

Just imagine what it must be like for children and their parents who experience the real loss of separation.

It is important that we take care of ourselves and completely leave the Imaginary Journey.

In order to leave the Imaginary Journey and return fully to this group, I want you to close your eyes for just a minute.

While you have your eyes closed, please picture your people, your things, and your home exactly as you want them to be.

That means that if you left your home with dishes in the sink, clothes not hung up or a floor to be swept, you can picture everything neat and clean.

Trainer Note:
The last content note can bring some levity to the group. A laugh is helpful now.

As soon as you have your home, your people and your things exactly where you want them to be, you may open your eyes and return to this room.

Step 2: Debrief: Lecture, Small Group Activity, and Large Group Activity
(25 minutes)

Display **PowerPoint Slide #16 (Advice on Placement)**. Ask participants to discuss the following questions with their tablemates:

- What could I have done to better help you leave your family the first time?
- What did you want from me to help you to prepare to leave your new family?
- Would you still want to see the family you left behind?
- What help did you need to make this return successful?

After 15 minutes, display **PowerPoint Slide #17 (Minimizing the Trauma of Placement)**. Give each table one blank sheet of paper. Ask participants to tune into the children they serve. Ask each table to identify four things they can do to help minimize the traumatic effects of placement. They may record their items on the blank paper.

Reconvene the larger group after five minutes. Ask each table to identify one thing they can do to minimize trauma for our children in out-of-home placement. Record items on flip chart as they are identified. Go around the room again asking for another item from each table and record new items. Continue with this report out until all ideas are exhausted. Provide feedback as necessary.

If any participants have been involved in a child removal, encourage them to share their experiences and any lessons they have learned. Explain that it is best to be truthful and clear as possible about reasons for removal and what would need to change for the child to be able to return home. Ask: Why is it not helpful to tell a child that she “will return home as soon as possible?”

When a placement is not an emergency, a pre-placement visit to the resource home serves to alleviate some of the anxiety. Pre-placement visits are usually less overwhelming for the child when one designated member of the resource family takes the lead during the visit.

Ask participants if they are familiar with the SWAN Units of Service. Explain that Child Preparation, one SWAN Unit of Service, may help support the child in this transition. Child preparation allows children and youth to revisit the past safely and look forward toward the future so they can succeed with a family. Child Preparation addresses the seven core issues most children face in placement: shame/guilt, grief, loss, control, intimacy/attachment, identity, and abandonment/rejection.

Trainer Note:
Child Preparation, along with the other SWAN Units of Service, will be covered in more detail later in this module.

Module 9: Out-of-Home Placement and Permanency Planning

Remind participants that when child welfare professionals remove children from their families, the normal attachment of the child to their parents is disrupted. As stated above, the removal and placement in care can exacerbate the trauma the child experienced in their home, not necessarily remedy it. This concern is the primary reason for federal and state laws and policies promoting and maintaining the child in their own home. However, when children must be removed to assure their safety, their relationship with their parents, siblings, and other family members can be maintained through regular and frequent child/family visitation until reunification is accomplished.

Trainer Note: Visitation will be discussed later in this module.

Ask participants to record on **Handout #4 (Idea Catcher)** under the section, Supporting Children, Parents and Substitute Caregivers Throughout the Placement Process, any items from the flip chart that they would like to use in the field.

Step 3: Well-being Outcomes (Engagement of Biological and Resource Parents): Lecture and Small Group Discussion
(15 minutes)

Trainer Note: Participants explored engaging the child/youth in the placement process in *Charting the Course: Module 8 (Out-of-Home Safety).*

Explain to participants the need to be concerned about keeping the child, youth, and family highly involved in all planning efforts. Best practice tells us that a teaming process gives children, youth, and family major roles, and allows them to voice their thoughts, needs, and preferences. Refer participants to **Poster #1 (Getting to Positive Outcomes)** and **Handout #5 (Pennsylvania's Child Welfare Practice Model)**. Reference the relevant outcomes, values and principles, and skills of Pennsylvania's Child Welfare Practice Model. Ask participants, "What skills and values of the Practice Model do you see as important and relevant to use in conversations with biological and resource parents?" Make sure that someone points out that teaming is a skill and a value.

Biological Parent Engagement

Remind the participants that it is critical to interact with all parents with dignity and respect at every stage of the child welfare process, regardless of the parents' behavior. When a serious action such as removal of child from the home occurs, this respectful attitude is acutely important to ensure successful parental engagement in the placement process.

Ask the participants to identify skills and knowledge they have acquired in Charting the Course thus far that would support successful interactions with biological and resource parents. Encourage the participants, if they have not done so independently, to recall the Interactional Helping Skills in Child Welfare that were presented in *Charting the Course: Module 3: Using Interactional Skills to Achieve Lasting Change.* Explain that Interactional Helping Skills can assist us to prepare the biological and resource parents for a child's placement.

Ask participants "Why should we involve parents (mother and father) directly in the process of placing their child?" Facilitate a brief discussion.

As discussion winds down, display and review **PowerPoint Slide #18 (Benefits of Involving Parents in the Placement Process)**.

- The parents can remain involved in a parenting role with the child.
- The parents are not deprived of their parenting role or of their responsibility.
- It is very reassuring to the child to have the parents participate in the placement process.
- It reinforces parents' belief that child welfare professionals view parents as important to them and the children.
- It enhances parents' relationships with child welfare professionals.
- It empowers parents in their relationship with child welfare professionals.
- It helps to provide for consistency of children's care.

Resource Parent Engagement

Correlate the value of actively and successfully engaging resource parents immediately upon placement in their home with the importance of engaging parents. Encourage the participants to identify engagement as a necessary precursor to involving resource parents as well in reunification and other permanency plan efforts.

When resource parents understand the child's needs, they are better able to meet those needs. Remind the participants that children entering out-of-home placement who have experienced trauma and now separation and loss will present behaviors that range from extremely withdrawn to extremely problematic. Such behaviors are frequently misinterpreted as willful and intentional. These behavioral responses often represent children's adaption to trauma and/or separation from their parents and all other familiar aspect of their lives. They are responding normally to abnormal circumstances.

Trainer Note:
Ask the group how many of them work with children in placement and work with resource parents. Based on volume of responses from people in the room for whom it might be relevant, make participants aware that the Juvenile Act requires that resource parents be engaged in the court process. Resource parents must be given notice of and opportunities to be heard during permanency hearings.

Refer participants **Handout #8 (Out-of-Home Placement Best Practices Statements)**. Explain that the information on the handout contains best practices for supporting biological parents and substitute caregivers to serve children in out-of-home placements. Ask participants to take five minutes to individually review the information in **Handout #8 (Out-of-Home Placement Best Practices Statements)**. While they are reviewing the handout, ask participants to take note of anything new or interesting they learned. After the participants are finished reviewing the handout ask them to share with a partner one thing they learned about preparing biological parents and one thing they learned about preparing resource parents. Once participants are finished sharing, ask if there are any questions or comments about the information found in **Handout #8 (Out-of-Home Placement Best Practices Statements)**.

Step 4: Practice: Applying the Skill: Small Group Discussion and Large Group Discussion
(55 minutes)

Refer participants to **Handout #9 (Interactional Helping Skills in Child Welfare)** and very briefly review the Interactional Helping Skills.

Trainer Note: Participants will already be familiar with the Interactional Helping Skills from previous Charting the Course modules.

Explain that participants will now have the opportunity to incorporate Helping Skills into preparing parents and resource parents for a child's placement.

Ensure that each participant has a partner. Display **PowerPoint Slide #19** (**Instructions for completing Handout #10 (Incorporating Interactional Helping Skills into Placement Practice)**. Refer them to **Handout #10 (Incorporating Interactional Helping Skills into Placement Practice)**. Explain that the task is to work with a partner to fill out the chart below. Instruct pairs to review each situation together. Explore (tune into) how you and the person you speak with might think or feel about the situation. While several of the skills may apply, focus on and select one skill, besides Tuning Into Others, that may be especially useful when working through this particular issue. Together, formulate a response that employs this skill. Give 35 minutes to complete the assignment.

Reconvene the large group. Facilitate the report out by soliciting one or two sets of partners for each situation to summarize their work. Ensure that the responses do the following:

- Respectfully take into account the person's feelings;
- Reflect the Interactional Helping Skill identified; and
- Encourage the person's continued involvement in the placement process.

When needed, ask for any constructive feedback from group members. Offer any additional motivational or constructive feedback warranted.

After report-outs are completed, ask participants to identify useful statements they heard during the activity that they might use with their own families on their caseload.

Step 5: Independent Living (IL) Services and Supports: Lecture, Small Group Activity, and Large Group Discussion
(15 minutes)

Ask participants to consider adolescent development. Ask them to think about needs that older youth may have that are in addition to the safety and attachment needs discussed earlier. Acknowledge that older youth may require additional supports to establish themselves as independent adults. In addition, they will need to be fully engaged in the case planning process.

Display **PowerPoint Slide #20 (The Needs of Older Youth Brainstorm)**. Ask participants to brainstorm, in pairs, the areas of need for older youth in out-of-home care. After five minutes, ask participants to call out the areas of need that they identified and create a list of responses on a piece of flip chart paper.

Ask participants to describe Independent Living (IL) services as they understand them. Explain that the purpose of the Pennsylvania Independent Living Program is to make every effort possible to reduce or eliminate homelessness, poverty, delinquent behavior, non-marital childbirth and to increase employability, high school graduation rates, enrollment in post-secondary institutions, and successful transition to adulthood. The vision of the Pennsylvania IL Program is a system of services and supports that empowers youth and young adults to reach their fullest potential.

Display **PowerPoint Slide #21 (Six Service Areas of IL)**. Compare the six service areas outlined by Pennsylvania's Independent Living program with the list of needs created by the group. Ask participants

- What types of services could they provide to support older youth in the six areas?
- What needs are the most challenging to address?
- What needs are not currently met by an available services or addressed in a service area?

Display **PowerPoint Slide #22 (Act 91 of 2012 Effective July 5, 2012)** and explain that Act 91 of 2012 allowed for resumption of jurisdiction for youth to return to out-of-home care beyond age 18 until age 21 by amending the definition of "Child" in the Juvenile Act. Ask participants how older youth could benefit from returning to out-of-home care.

Display **PowerPoint Slide #23 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section Supporting Children, Parents and Substitute Caregivers Throughout the Placement Process.

Module 9: Out-of-Home Placement and Permanency Planning

Section IV: Permanency Goals

Estimated Length of Time:
1 hour, 25 minutes

Relevant Course Objectives:
- State the impact of permanence on a child.
- Identify the timeframes established in law to achieve timely permanence.
- Explain how concurrent planning supports the achievement of timely permanence, as well as reflects the best interests of a child.

Section Objectives:
- Identify the correct order of the permanency goal hierarchy.
- Recognize characteristics of the goals in the permanency goal hierarchy.
- Recognize strengths and concerns of the goals in the permanency goal hierarchy.

Method of Presentation:
Lecture and Large Group Discussion

Materials needed:
- ✓ 2 Flip chart stands
- ✓ 2 Blank flip chart pads
- ✓ Colored markers
- ✓ PowerPoint Slide Projector or LCD Projector and laptop
- ✓ Screen
- ✓ Tape
- ✓ Premade Flip Charts
- ✓ **Appendix #1: Permanency Goals Cards (6 packets)**
- ✓ **Poster #2: Our Permanency Goal**
- ✓ **PowerPoint Slide #24: Section IV: Permanency Goals**
- ✓ **PowerPoint Slide #25: Hierarchy of Permanency Goals**
- ✓ **PowerPoint Slide #26: Activity: Permanency Goals – Conditions**
- ✓ **PowerPoint Slide #27: Extra Source of Financial Support for Older Youth**
- ✓ **PowerPoint Slide #28: Don't Let Ideas Get Away**
- ✓ **Handout #4: Idea Catcher** (revisited)
- ✓ **Handout #11: Permanency Goal Comparisons**
- ✓ **Handout #12: Permanency Goal Descriptions**
- ✓ **Handout #13: Act 80 of 2012**
- ✓ **Trainer Resource #2: Permanency Goal Comparisons**

Module 9: Out-of-Home Placement and Permanency Planning

Section IV: Permanency Goals

Step 1: Permanency Goals Hierarchy: Small Group Activity
(10 minutes)

> **Trainer Note:**
> Prior to this session, prepare six packets of permanency goals cards and shuffle them to ensure that they are not in order. Also, prepare and hang five flip chart paper sheets, each titled with one of the permanency goals, and hang in the room in random order. Draw a line down the center of each sheet to create two columns. Label one column **strengths** and the other **concerns.**

Display **PowerPoint Slide #24 (Section IV: Permanency Goals)**. Introduce Section IV: Permanency Goals. Tell the participants that both federal and state laws identify a preferred order of permanency goals for children in out-of-home placement. (42 U.S.C.A. § 675(5)(C) (2011) The Juvenile Act 42 Pa.C.S. § 6351.(f.1) Disposition of dependent child.)

> **Trainer Note:**
> Legal references are fully cited in this section so that you are aware of the origin in law of all mandated requirements, and are able to direct participants to the appropriate source, if requested.

Distribute the packets of the five permanency goal cards, **Appendix #1 (Permanency Goals Cards)** to each table group. Ask the table groups to compile the cards in what they believe is the preferred order of goals, based upon the material previously presented or on what they have learned elsewhere. Ask the groups to raise their hands when they complete the task. Check the accuracy of the ordering. Praise, applaud or reward the first group that correctly arranges the Permanency Goal cards in the correct order listed below.

Display **PowerPoint Slide #25 (Hierarchy of Permanency Goals)**, and review the correct order of the five permanency goals.

1. **Return to Parents (AKA Reunification)**
2. **Adoption**
3. **Permanent Legal Custody (PLC)**
4. **Permanent Placement with a Fit and Willing Relative**
5. **Another Planned Permanent Living Arrangement (APPLA)**

Ask participants: What organizing principle is used to prioritize these goals in this order? Or: Why is APPLA the lowest and Reunification the most preferred goal in the hierarchy?

Step 2: Permanency Goal Descriptions
(50 minutes)

Refer participants to **Handout #11 (Permanency Goal Comparisons)** and **Handout #12 (Permanency Goal Descriptions)** and display **PowerPoint #26 (Activity: Permanency Goal – Descriptions)**. Assign five table groups one permanency goal each. If there are more than five tables, divide the smallest table group(s) into the other five groups. Distribute one copy of **Poster #2 (Our Permanency Goal)** to each table. Ask each table group to read the description for their goal. All participants will complete the chart on the handout and one recorder will complete the poster by identifying the following for the assigned goal:

1. Condition(s) for Finalization (Identify what must be present or have happened to finalize.)
2. Custody Status at Finalization (Identify which party is granted custody.)
3. Agency Case Status (Does the case typically stay open or closed?)
4. Parental Rights (Identify rights that exist.)
5. Source of Financial Support (Identify who is responsible and identify available support.)

Tell the groups they will have 15 minutes to review the descriptions and complete the chart. Ask each group to select a spokesperson for the group.

At the end of 15 minutes, have each table group hang their completed poster. Encourage participants to view and take notes from the other table groups' posters, so they can use the completed handout as a job aid.

During this activity, refer to **Trainer Resource #2 (Permanency Goal Comparisons)** throughout the table groups' efforts. Encourage peer feedback as appropriate. Provide feedback as necessary.

Conclude this section by displaying **PowerPoint Slide #27 (Extra Source of Financial Support for Older Youth Act 80 of 2012)**. Explain that Act 80 of 2012 provides opportunities and support to older youth by extending guardianship and adoption subsidies to age 21 for eligible youth who enter out-of-home place at age 13 or older. Act 80 of 2012 also added new language regarding the Relative Notification and Subsidized Permanent Legal Custodianship Program. Distribute **Handout #13 (Act 80 of 2012)** and tell participants that this document provides a summation of Act 80 changes and additions, and can serve as a reference tool.

Step 3: Strengths and Concerns
(25 minutes)

Give each table group a different color marker and station one group at a flip chart labeled with one permanency goal. Tell them that in three minutes they are to write down all the strengths and concerns of the particular permanency goal option. After a minute has passed, tell each group to shift to the next permanency goal sheet and add anything they can that the previous group did not. Repeat this process until all groups have responded to each of the five permanency goals.

Review the responses in the large group. Summarize, drawing key points (outlined below) out in discussion if necessary.

1. Return to Parent, Guardian, or Custodian:
   - Strengths:
     - It is the best permanency option for a child.
     - Supports child's lifelong connection to family.
     - Child's culture is respected and valued.
     - Respects the uniqueness of the family of origin.
   - Concerns:
     - Possible adjustment challenges
     - Could be cut off from resource caregivers

Trainer Note:
Take the opportunity to connect this goal with the PA Practice Model outcome of achieving and maintaining lifelong connections and the value of respecting culture through explanation and example.

2. Adoption:
   - Strengths:
     - Provides child greatest degree of legal permanence, when reunification is deemed not to be possible.
     - Potential for continuing contact between child and family through Voluntary Agreement for Continuing Contact.
   - Concerns
     - If no voluntary agreement for continuing contact, adoption may sever the child's relationship and connection with family.

3. Permanent Legal Custody (PLC)
   - Strengths:
     - Can provide the child a long-term stable environment.
     - Can strengthen the child's relationship with someone they have lived with for at least six months.
     - Can maintain child's family connections.
   - Concerns:
     - Does not provide same level of permanence as adoption and reunification since the parent can ask court to reverse PLC.
     - Child and/or custodian may view the relationship as a "lesser commitment."

4. Permanent Placement with a Fit and Willing Relative
   - Strengths:
     - Can provide the child a long-term stable environment.

        - Can maintain child's family connections.
    - Concerns:
        - Agency maintains legal and physical custody.
        - Does not provide same level of permanence as adoption and reunification since the parent can ask the court to reverse.
        - Child and/or custodian may view the relationship as a "lesser commitment."
        - These placements may occur when the relative is unable to qualify for adoption, PLC, or achieve a positive home study report. Those factors may adversely impact the relatives' ability to provide a stable home or making a permanent commitment to the child.

5. **Another Planned Permanent Living Arrangement** (APPLA)
    - Strengths:
        - Child is provided a residence, food, clothing, and services.
        - Can maintain child's family connection.
    - Concerns:
        - Agency maintains legal and physical custody.
        - Least amount of permanence.
        - Child and/or caregiver may view the relationship as a "lesser commitment."
        - If termination of parental rights has occurred, child may have no alternative permanent placement.

Add that for those who need more detailed information about permanency goals, SWAN offers the training called *Choosing the Permanency Goal.*

Display **PowerPoint Slide #28: (Don't Let Ideas Get Away)** and ask participants to record how they intend to use the information presented in this section on **Handout #4: (Idea Catcher)**.

Module 9: Out-of-Home Placement and Permanency Planning

Section V: What is Concurrent Planning?

Estimated Length of Time: 1 hour, 50 minutes

Relevant Course Objectives

- Recognize the required components of a Child Permanency Plan (CPP).
- Explain how concurrent planning supports the achievement of timely permanence, as well as reflects the best interest of a child.

Section Objectives:

- Define concurrent planning.
- Explain why Pennsylvania employs concurrent planning as a permanency planning strategy.
- Recognize the eight components of a good concurrent plan.

Methods of Presentation:
Lecture, Large Group Discussion, Individual Activity, and Small Group Activity

Materials Needed:

- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector, DVD Player, and TV or LCD Projector and laptop
- Screen
- Poster putty
- Scissors
- Boxes of tissues
- ✓ **Poster #3: Eight Core Components of Concurrent Planning**
- ✓ **PowerPoint Slides #29-31: Agenda**
- **PowerPoint Slide #32: Section V: What is Concurrent Planning?**
- **PowerPoint Slide #33: Sequential Planning**
- **PowerPoint Slide #34: Consequences of Sequential Planning**
- **PowerPoint Slides #35-36: What is Concurrent Planning?**
- **PowerPoint Slide #37: Goals of Concurrent Planning**
- **PowerPoint Slide #38: Activity: Potential Advantages and Challenges of Concurrent Planning**
- **PowerPoint Slide #39: Who Gets a Concurrent Plan?**
- **PowerPoint Slide #40: Eight Core Components of Concurrent Planning**
- **PowerPoint Slide #41: Activity: Reviewing the Eight Core Components**
- **PowerPoint Slide #42: Rapid Review**
- **PowerPoint Slide #43: Don’t Let Ideas Get Away!**
- **Handout #1:** ***Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)

- **Handout #4: Idea Catcher** (revisited)
- **Handout #14: Jigsaw Reading: The Eight Core Components of Concurrent Planning**

Section V: What is Concurrent Planning?

Step 1: Welcome and Review: Lecture, Small Group Activity, and Large Group Discussion
(15 minutes)

Welcome participants back to Day Two. Display **PowerPoint Slides #29-31 (Agenda)** and briefly review the topics covered the previous day and the topics to be covered in Day 2 and 3.

Explain that the group will start with a review activity of the previous day's learning points. Instruct each table to refer to their handouts from yesterday and discuss three things that they learned yesterday. Give participants five minutes to discuss.

Facilitate a large group discussion by asking each table to identify three new things they learned yesterday.

Remind them where the group left off yesterday talking about concurrent planning.

Step 2: Planning for Permanency
(5 minutes)

Display **PowerPoint Slide #32 (Section V: What is Concurrent Planning?)**. Tell the participants that we are going to focus attention on the subject of permanency. Explain that permanency decisions are as important to children as safety decisions. Just as safety decisions are guided by a model for decision making, so are permanency decisions. Explain that when we refer to "achieving permanency," we are talking only about the cases in which children have been placed out of the home.

Ask participants: In general, what is the preferred and most appropriate permanency goal for a child who has entered substitute care?

Confirm that the preferred goal is reunification, or return to the parent(s), unless the court has ruled that special circumstances (aggravated circumstances) exist and that the CCYA does not need to work towards reunification.

Trainer Note: Participants were taught aggravated circumstances in Charting the Course: Module 7: The Court Process.

Step 3: Sequential Planning
(10 minutes)

Display **PowerPoint Slide #33 (Sequential Planning)**. Explain that, until recently in Pennsylvania, the accepted model for achieving permanency was **sequential planning**. In sequential planning, the preferred goal is set, and all efforts are directed at its achievement until that possibility is exhausted. Only when the efforts have proven unsuccessful is an alternative goal identified and pursued. In sequential planning, only one goal is worked toward at a time.

Display **PowerPoint Slide #34 (Consequences of Sequential Planning)**. Ask the participants: what are some possible consequences, good or bad, of a sequential planning approach?

Some possible positive consequences are: focus and thoroughness on the part of the worker in pursuit of the goal, a single goal to explain to the parties involved and to prepare them for.

Some negative consequences are a lack of preparedness for the unexpected and a lack of preparedness of the youth or child to accept an alternative introduced later in the process.

The most important negative consequence is that it requires a longer time to achieve permanency if the first goal is not achieved. Ensure that this consequence is identified.

Step 4: Concurrent Planning- an Introduction
(5 minutes)

Display **PowerPoint Slide #35 (What is Concurrent Planning?)**. Point out that to address the pitfalls of sequential planning that the participants have just identified, Pennsylvania has moved toward the statewide utilization of a different strategy: concurrent planning. Emphasize that Pennsylvania expects that concurrent planning will support timely permanence for children in out-of-home care. Concurrent planning is acknowledged in ASFA as a best practice for achieving permanency and stability for a child. The federal CFSR also collects data on the extent to which states are using concurrent planning (OCYF Bulletin 3130-12-03).

Indicate the graphic on the slide. Point out that the major difference with concurrent planning is that two goals, the preferred and the alternate, are pursued and planned for <u>at the same time</u>.

You may want to ask for a raise of hands and gauge your audience with questions such as: How many of you are familiar with concurrent planning? Use concurrent planning in your agencies? Understand concurrent planning well enough to explain it to someone else?

Step 5: Definition of Concurrent Planning
(5 minutes)

Display **PowerPoint Slide #36 (What is Concurrent Planning (cont'd))**. Have a participant read the definition of concurrent planning displayed on **Slide 36**.

Mention that concurrent planning strategies look different throughout the Commonwealth. In an effort to provide increased direction and support to agencies and to align practice with our Practice Model, the Office of Children, Youth, and Families released the **Concurrent Planning Policy and Implementation Bulletin # 3130-12-03 (**Concurrent Planning Bulletin).

Step 6: Goals of Concurrent Planning
(5 minutes)

Display **PowerPoint Slide #37 (Goals of Concurrent Planning)**. Point out that concurrent planning has four principal goals, and the hope is that results in terms of achieving children's stability and permanency will increase with our adoption of this strategy.

If time, you may wish to have volunteers read out the goals and/or briefly explain the rationale for each: how it contributes to successful permanency outcomes.

Note that in the past, the child's experience in the Multiple Transitions video was all too common for children in out-of-home placement. In the 1980's and 1990's, child welfare professionals across the country became increasing alarmed at the lack of permanence the system provided. The term coined to describe these children's experience was *foster care drift*.

Share with participants that timely achievement of permanency is one recognized measure of the quality and effectiveness of agency performance. Explain that it is anticipated that the permanency goal will be achieved for a child placed in care within a year from the date of placement. Mention that permanency timelines will be reviewed in greater detail later in this training.

Step 7: Potential Benefits and Challenges of Concurrent Planning
(15 minutes)

Trainer Note:
The purpose of identifying the potential pitfalls of concurrent planning early on in the curriculum is to acknowledge any reservations participants may have about implementing a concurrent planning strategy. Such open discussion may help participants to consider new or different ideas more openly.

Prepare two flip charts in advance. Title one: What's Great about Concurrent Planning. Title the other: What's Tough about Concurrent Planning. Post the flip charts on opposite sides of the room.

Display **PowerPoint Slide #38 (Activity: Potential Advantages and Challenges of Concurrent Planning)**. Divide the class in half, equipping each group with a marker of a different color and sending one group to each of the flip charts. Tell them to select a scribe. Explain that they are going to brainstorm the potential upside or downside of concurrent planning. Review the rules of brainstorming:

- No bad ideas
- Spelling doesn't count
- Neatness doesn't count
- The object is to generate as many responses as possible in the time allotted
- Start when I say go; stop when I call stop.

Call 'start' and give the groups five minutes to generate responses. Have them switch sides, review the other team's work, and make additions if they can think of any.

Debrief as a whole group by asking them to comment on the most significant positives and negatives. Mention that the **Concurrent Planning Policy and Implementation Bulletin # 3130-12-03** also discusses benefits and potential pitfalls of the concurrent planning strategy.

The following are some of the potential pitfalls of concurrent planning that participants may identify, and you may wish to strategize with them about how to avoid these challenges:

- *Equating concurrent planning with a fast track to adoption* and, as a result, minimizing reunification efforts. When this happens, child welfare professionals may pay less attention to parents' service needs and may not prioritize frequent parent-child visits.
- *Investing in a particular outcome*. Caseworkers may come to the process with a commitment to making one outcome or another happen rather than allowing the case outcome to evolve based on the family's actions and decisions.
- *Designing case plans that are not individualized and family-centered*. Caseworkers may develop plans that are similar from family to family, utilizing the same service objectives regardless of the family's individual needs. This may occur when the planning process does not fully engage parents or help parents to assume roles and responsibilities that are important to their maintaining connections with their children or making the changes that they need to make so that their children can be safely returned to them.
- *Offering resource parents and relatives an estimate of "legal risk*." Some caseworkers may communicate to resource parents and relatives the odds of a successful reunification and their becoming the child's permanent family. It is important to consistently communicate to resource parents and relatives that their role is to support reunification efforts while continuing to stand ready to be "Plan B" for the child.
- *Interpreting 12 months as the absolute limit on reunification irrespective of the parents' progress*. It can be challenging but it is very important to maintain the balance between the judicious use of time limits to ensure that a child does not remain in foster care unnecessarily and a rote enforcement of time limits in a way that ignores the full picture of the parents' motivation, efforts, incremental

progress and a foreseeable reunification. (Linda Katz at: Katz, L. (1999). Concurrent planning: Benefits and pitfalls. *Child Welfare*, 78(1), 71-87).

To sum up, reiterate that the central feature of concurrent planning is the early identification and genuine simultaneous pursuit of two permanency goals. Genuine efforts are made to engage a family in a plan that will enhance the parents' protective capacities to allow the child to be reunified with the parents. At the same time, the CCYA takes steps to implement another permanency goal. This approach contrasts with sequential service planning, which focuses on only one permanency goal at a time, ruling it out before moving to the next alternative.

Step 8: Who Gets a Concurrent Plan?
(5 minutes)

Display **PowerPoint Slide #39 (Who Gets a Concurrent Plan?)**. Remind participants that concurrent planning, when used effectively, is essentially a time saving mechanism. The goal is for every child entering substitute care to benefit from the strategy of concurrent planning through timely achievement of permanency.

Review each of the effective dates on the slide, and the group of children in care to which it pertains.

Mention that research by public agencies and public-private partnership programs in Colorado, California, Kentucky, and North Dakota have shown promising results in terms of quality of service when concurrent planning is implemented effectively, such as:

- Attaining permanence faster with shorter lengths of stay in out-of-home care
- Increased kinship placements
- More stable placements

Step 9: The Eight Core Components of Concurrent Planning
(40 minutes)

Display **PowerPoint Slide #40 (Eight Core Components of Concurrent Planning)**. The **Concurrent Planning Bulletin** (OCYF Bulletin 3130-12-03) defines eight core components that form the basis of good permanency planning. Refer participants to **Poster #3 (Eight Core Components of Concurrent Planning).**

We are now going to explore these eight components, and help each other to understand and prepare to apply them.

Activity: Eight Core Components Jigsaw
Display **PowerPoint Slide #41 (Activity: Reviewing the Eight Core Components)**.

This teach-back activity is intended for groups of four, but can accommodate groups up to 8, or, for smaller classes, can be done in dyads. Divide the class into initial 'expert' groups of roughly equal size. Assign extra participants to groups as appropriate. For groups 15 or smaller in dyads, more than one component will need to be assigned. In this case, extra time will need to be allotted for the preparation step.

Distribute **Handout #14 (Jigsaw Reading: The Eight Core Components of Concurrent Planning)** and review the instructions. Divide the class into initial ‘expert’ groups and have them carry out the activity. Allow 15 -20 minutes. Circulate among the groups as they work, to monitor progress and offer assistance.

Call time and recombine the expert groups into new teach-back groups consisting of at least one member of each ‘expert’ group. Direct the teach-back groups to engage in a round-robin sharing of the information prepared. Encourage participants to ask questions of each other. Allow 15-20 minutes. By the end of this activity, each group will have reviewed all eight core components.

Trainer Note:
Below are some examples for dividing the class into groups:

For a class of eight people:
A) Split groups in pairs.
B) Assign each pair two components.
C) Instruct each pair to review their component and prepare to present their information to others.
D) After pairs have learned their information create two groups of four. The two groups of four contain a person from each of the pairs. The two groups of four teach each other all the components.

For a class of 16 people:
A) Split class in pairs.
B) Assign each pair one component.
C) Instruct each pair to review their component and prepare to present their information to others.
D) After pairs have learned their information, create two groups of eight. The two groups of eight contain a person from each of the pairs. The two groups of eight teach each other about their assigned component.

For a class of 24 people:
A) Split class into triads.
B) Assign each triad one component.
C) Instruct each triad to review their component and prepare to present their information to others.
D) After triads have learned their information, create three groups of eight. The three groups of eight contain a person from each of the triads. The three groups of eight teach each other about their assigned component.

Ask the group for questions or comments, and bring the class back together to move on.

Step 10: Rapid Review
(5 minutes)

Display **PowerPoint Slide #42 (Rapid Review)**.

Suggest a quick recap of concurrent planning. Have volunteers answer the questions displayed. Ask for any additional questions or comments regarding concurrent planning.

Refer participants who want to know more about the practice of concurrent planning to the workshop, *209: Concurrent Planning.*

Display **PowerPoint Slide #43 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, What is Concurrent Planning?

Module 9: Out-of-Home Placement and Permanency Planning

Section VI: Clear Timelines

Estimated Length of Time:
50 minutes

Relevant Course Objective:

- Identify the timeframes established in law to achieve timely permanence.

Section Objective:

- Identify timeframes associated with the five permanency goals, as outlined in the Concurrent Planning Bulletin.

Methods of Presentation:
Lecture, Large Group Discussion, Individual Activity, and Large Group Discussion

Materials Needed:

- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector, DVD Player, and TV or LCD Projector and laptop
- Screen
- Poster putty
- **Trainer Resource #3: Jeopardy Answers**
- **PowerPoint Presentation: Jeopardy: Time Frames and Conditions: Permanency Decisions**
- **PowerPoint Slide #44: Section VI: Clear Timelines**
- **PowerPoint Slide #45: Handouts**
- **PowerPoint Slide #46: Activity: Pair Share**
- **PowerPoint Slide #47: Concurrent Planning: Reasonable Efforts Toward Both Goals**
- **PowerPoint Slide #48: A Key Reminder: TPR: When to File**
- **PowerPoint Slide #49: A Key Condition: When to Return to Parent?**
- **PowerPoint Slide #50: A Sense of Urgency: Finalize Adoption ASAP!**
- **PowerPoint Slide #51: Don't Let Ideas Get Away**
- **Handout #1:** ***Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- **Handout #15: Permanency Timelines**
- **Handout #11: Permanency Goal Comparisons** (revisited)
- **Handout #4: Idea Catcher** (revisited)

Section VI: Clear Timelines

Step 1: Identifying Timeframes: Lecture, Pairs Activity, and Large Group Discussion

(10 minutes)

Display **PowerPoint Slide #44 (Section VI: Clear Timelines)**. Remind participants that a core component of concurrent planning is the establishment of clear timelines for permanency decisions.

Ask participants why tight timeframes are established for permanency decisions. Be sure to point out that tight time frames relate to children's attachment needs. Children need permanent caregivers to grow and develop well. It is important to remember that substitute care placements are temporary. Remind participants of the child in the video, Multiple Transitions who grew up without a permanent family.

We learned the five permanency goals and their order of preference, characteristics, and conditions necessary for each goal in Section IV. In Section V, we learned that the child welfare professional typically works toward the achievement of two permanency goals at the same time. In this section, we will look at the timeframes within which we must make these permanency recommendations to the court.

Trainer Note: Timeframes for permanency decisions are identified in the Juvenile Act. The Concurrent Planning Bulletin identifies the same timeframes and discusses practice implications specific to Pennsylvania when doing concurrent planning. The Concurrent Planning Bulletin does not provide any additional timeframes for permanency decisions.

Display **PowerPoint Slide #45 (Handouts)**. Refer participants to **Handout #15 (Permanency Timelines)**. Explain that this handout can serve as a quick reference. Permanency timeframes and associated milestones associated with each permanency goal are identified on the handout. Explain that until participants know all of the characteristics of each permanency goal, it can be used along with **Handout #11: Permanency Goal Comparisons** as a job aid.

Display **PowerPoint Slide #46 (Activity: Pair Share)**. Ask participants to pair up according to similarity in job function (intake, ongoing, etc.). To familiarize themselves/recall the information the handout contains, ask pairs to review the handout. Ask them to identify similarities and differences among the timelines for the five permanency goals.

Give pairs 5 minutes to review the material on the handout. Rotate around the room and offer assistance as needed.

Step 2: Additional Points to Make: Lecture

(10 minutes)

Display **PowerPoint Slide #47 (Concurrent Planning: Reasonable Efforts Toward Both Goals)**. Emphasize the following point: The CCYA must make reasonable efforts towards the primary permanency goal as well as the concurrent goal. The court will rule on whether reasonable efforts were made at each permanency hearing. Explain that this decision will usually be based on how well the services provided to the family matched the court approved FSP and the CPP and whether the intensity of the services offered matched the needs of the family to meet the goals.

Trainer Note:
Be aware that three-month review hearings are not the norm everywhere in the Commonwealth.

Trainer Note:
Reasonable efforts were covered in *Charting the Course: Module 7: The Court Process.*

Trainer Note:
If participants have questions about “Active Efforts” required for children subject to ICWA, refer them to their supervisors. Additionally, further clarification on what constitutes as “active efforts” was covered in *Charting the Course: Module 6: Case Planning with Families*.

Display **PowerPoint Slide #48 (A Key Reminder: TPR: When to File)**. When grounds exist for a child whom the CCYA would file for TPR, then the CCYA must file the petition at that point in time and not wait until the child has been in out-of-home placement to meet the 15 out of 22-month requirement. Some of these situations might involve families where the parents have not engaged in services, the parents are not visiting regularly with the child, or the parent has disappeared **and** the agency has made reasonable efforts to locate them and engage them in services and eliminated barriers to visitation and accessing services. Another example where early TPR may be appropriate occurs when it is clear that the parents are incapable of functioning as a parent, even with services.

Display **PowerPoint Slide #49 (Key Condition: When to Return to Parent?)**. Ask participants if they remember from Section IV how we make reunification decisions. Remind them of the Safety Assessment and Management Process. When it is determined that a child is safe or safe with a safety plan, it is generally a time to consider a return home. Ask participants if they know the interval by which they must complete the In-Home Safety Assessment Process in preparation for court. The answer is 30 days prior to the permanency hearing.

Trainer Note:
Some CCYAs do use the safety decision “safe with a comprehensive safety plan.” In these agencies, children are either determined to be safe or unsafe and do not create safety plans.

Module 9: Out-of-Home Placement and Permanency Planning

Display **PowerPoint Slide #50 (A Sense of Urgency: Finalize Adoption ASAP!)**. Emphasize the following point: Reasonable efforts are important to a child's permanency because if reasonable efforts findings are not granted to the agency at each permanency hearing, the ASFA permanency timeline could be modified. The time between the two permanency hearings might be considered wasted time and the agency might need to make up for the time lost before filing for termination of parental rights. This results in the child experiencing permanency delays. It is important to remember that the longer a child is in out-of-home care, the less likely he/she will ever experience permanency.

At each subsequent permanency hearing, the court will continue to determine if the agency has identified, recruited, processed, and approved a qualified permanent family for the child, unless exceptions apply. It is important to continue to make efforts to finalize adoption as quickly as possible following TPR. Even when the child is living with the family that intends to adopt him or her, permanency is not achieved yet.

Many years of data show that the longer children remain in out-of-home care, the less likely they are to achieve permanency. These children are also more likely to experience multiple placements, which can have detrimental effects on a child's well-being.

Step 3: Jeopardy Game: Large group activity
(25 minutes)

Explain that, as a way to review the material regarding the characteristics of the five permanency goals and their associated timeframes, the group will play Jeopardy. Participants may refer to **Handout #11: Permanency Goal Comparisons** and **Handout #15 (Permanency Timelines)** during the game**.**

Explain the rules:

The object of the game is for teams to earn points. The team with the most points wins. Points are earned with correct answers. Remind participants that in Jeopardy, participants will see an answer and must respond with the corresponding question. Select a volunteer to be the scorekeeper. Divide participants into four teams. Decide the order of play: which team goes first, and so on. Refer to **Trainer Resource #3 (Jeopardy Answers)** as needed.

General Instructions:

- To play the game, use **PowerPoint Presentation (Jeopardy: Time Frames and Conditions: Permanency Decisions)**.
- Begin the game on the game board page. Have the starting team select a category and point value. Click on the point value to access the answer for which the team must provide the question.
    - If the team answer is correct, add the points to their score.

  - If the team answer is incorrect, another team(s) can provide the answer and score the points.
  - Teams(s) can have a negative total point balance.
- Click the home button, then click on the back feature of your browser to return to the game board page after each question played.

Step 4: Summary: Large Group Discussion and Individual Activity
(5 minutes)

Facilitate a large group discussion about how ASFA legislation views time through the eyes of a child. The law intends to create a sense of urgency to achieve permanency for children in substitute care. We are challenged to approach time according to the way a child perceives time.

Inform participants that the average three-year old in substitute care will be in placement for one year. This equates to one-third of the child's life. Ask what they think a child of that age will remember about his/her life prior to substitute care.

Allow time to discuss thoughts and feelings.

Ask participants what has to happen in order to meet permanency milestones. Answers may be: services must be prioritized, prioritized services must be frontloaded, referrals for services must be made as soon as possible after placement, and so on.

Remind participants that the adoption of the strategy of concurrent planning is intended to better support timely permanency.

These tight timeframes are enforced, even though it is recognized that one year may not be a comfortable amount of time for an agency to complete the steps necessary to assure the safety of a child upon returning home. In addition, one year may not be a realistic amount of time for a parent to make the necessary life changes required to create and sustain safety and have a child return home.

Acknowledge the difficulty of meeting strict permanency timeframes. Direct participants to the Practice Model outcomes of *enduring and certain permanence and timely achievement of stability, supports, and lifelong connections*.

Encourage participants to use **Handouts #11 and 15** as job aids. Ask how they might use them when doing permanency planning with families.

Display **PowerPoint Slide #51 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, Clear Timelines.

Section VII: Finding Family

Estimated Length of Time:
1 hour, 30 minutes

Relevant Course Objective:
- Identify teaming and family engagement strategies that support timely permanence.

Section Objectives:
- Identify search efforts that meet legislative and policy requirements for family finding.
- Identify family search tools and strategies.

Methods of Presentation:
Large Group Discussion and Small Group Activity

Materials Needed:
- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector DVD Player and TV or LCD Projector and laptop
- Screen
- Poster putty
- **Smith Family Folders:**
  - **Handout #14*:* Smith Family Updated Case Note and Safety Assessment** (from *Module 7)*
- **Trainer Resource #4: Act 55: Family Finding and Kinship Care**
- **Trainer Resource #5: Smith Family Search and Engagement Efforts**
- **Trainer Resource #6: Smith Family Updated Case Note and Safety Assessment** (from Module 7)
- **PowerPoint Slide #52: Section VII: Finding Family**
- **PowerPoint Slide #53: Why is Finding Family Important?**
- **PowerPoint Slide #54: Laws and Policies Related to Diligent Search and Engagement**
- **PowerPoint Slide #55: Small Group Instructions**
- **PowerPoint Slide #56: Reporting Instructions**
- **PowerPoint Slide #57: Activity: Search and Engagement Resources**
- **PowerPoint Slide #58: Don't Let Ideas Get Away**
- **Handout #1:** ***Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- **Handout #4: Idea Catcher** (revisited)
- **Handout #16: Laws and Policy Relating to Family Finding**

Module 9: Out-of-Home Placement and Permanency Planning

- **Handout #17: Family Finding Legislation and Policy**
- **Handout #18: Smith Family Genogram**
- **Handout #19: The Search for Smith Relatives**
- **Handout #20: Smith Family Search and Engagement Efforts**

Section VII: Finding Family

Step 1: Introduction to Family Search and Engagement: Lecture and Large Group Discussion
(5 minutes)

Display **PowerPoint Slide #52 (Section VII: Finding Family)** to introduce Section VII.

Display **PowerPoint Slide #53 (Why is Finding Family Important?)**. Ask participants why it is important to search for the families of the children and youth that they work with. Some responses might include:

- More placement resources (including non-custodial side of the family)
- Family knows family best
- Maintain culture
- Maintain connections

When most families become involved with a CCYA, the child welfare professional is not aware of all of the kin belonging to the family. He/she must actively and deliberately seek them out. Identifying and locating relatives and kin is an on-going process that begins during the initial screening or intake process and continues through the life of the case. It is recommended that CCYA obtain as much information as possible on all family members and kin during the initial screening or intake process in the event it becomes necessary to place a child in out-of-home care. Just establishing the connections is helpful, even if the family members are not a viable placement option. The non-custodial parent and other family members may be included in the FSP and/or CPP and may serve as placement resources for the child.

In those instances when non-custodial fathers and mothers are not actively involved in their children's lives, they and their family members can be important sources of support for children and youth. If there is a question about an alleged father's paternity, it is imperative that CCYA immediately take the necessary steps to establish paternity when a child enters placement. Fathers must be given the opportunity and be encouraged to be a member of the family team. Once paternity has been determined, the CCYA will search for and engage the paternal relatives in the permanency process.

Trainer Note:
302: Building and Sustaining Father Engagement is available to participants who would like to explore father engagement in more depth.

Step 2: Family Search and Engagement Requirements: Small Group Activity and Large Group Activity
(30 minutes)

Display **PowerPoint Slide #54 (Laws and Policy Relating to Diligent Search and Engagement)**. Explain that although searching for relatives is not only best practice, laws and policies require it. There are five pieces of legislation and policy that outline requirements surrounding family finding efforts. They are:

Federal legislation

- The Fostering Connections to Success and Increasing Adoptions Act of 2008 (H.R.6893/P.L. 110-351).

State legislation

- Act 25 of 2003. (P. L. 31, No. 21.) Kinship Care.
- Act 55 of 2013 (P.L. 169, No. 25) Family Finding and Kinship Care Act.
- Act 92 of 2015 (P.L. 31, No. 21)

State bulletins

- Commonwealth of Pennsylvania, (2003) Office of Children, Youth and Families Bulletin. Kinship care policy. 00-03-03.
- Concurrent Planning Policy and Implementation (2012). 3130-12-03.

Trainer Note:	See **Trainer Resource #4 (Act 55: Family Finding and Kinship Care)** for more information on the law.

Explain that the next activity will provide an opportunity to explore these requirements.

Divide participants into four groups and assign the follows law(s) and bulletin(s) as follows:

Group 1:

- **Act 55 of 2013** (P.L. 169, No. 25). Family Finding and Kinship Care Act.

Group 2:

- **Act 25 of 2003**. (P. L. 31, No. 21.). Kinship Care.
- **Act 92 of 2015.** (P.L. 31, No. 21).

Group 3:

- The **Fostering Connections** to Success and Increasing Adoptions Act of 2008 (H.R.6893/P.L. 110-351).

Group 4:

- **Kinship care policy** (2003). OCYF Bulletin #00-03-03.
- **Concurrent Planning Policy** and Implementation (2012). OCYF Bulletin #3130-12-03.

Distribute **Handout #16** (**Laws and Policy Relating to Family Finding)**, **Handout #17 (Family Finding Legislation and Policy)**, and a piece of flip chart paper.

Display **PowerPoint Slide #55 (Small Group Instructions)** and explain the instructions.

1. Read the summary of your assigned legislation/bulletins.
2. Answer the discussion questions on **Handout #17 (Family Finding Legislation and Policy)**.
3. Record information on the flip chart paper and hang on the wall when finished.

Give groups up to 10 minutes to discuss.

Display **PowerPoint Slide #56 (Reporting Instructions)**. Then ask each group to:

1. Explain their assigned legislation/bulletins.
2. Describe the necessary steps a child welfare professional might take to ensure compliance with the legislation/bulletins when the removal of a child is necessary.
3. Explain how the legislation/bulletins helps support timely permanence.

Be sure that the definitions of relative and kin are reviewed.

Step 3: The Search for Smith Relatives: Small and Large Group Activity
(30 minutes)

Trainer Note:	**Smith Family Folder (Handout #14: Smith Family Updated Case Note and Safety Assessment)** (from Module 7) is used in this exercise as a reference only. Participants have seen this before in *Charting the Course: Module 7: The Court Process.* The same information is provided on **Trainer Resource #6 (Smith Family Updated Case Note and Safety Assessment)**

Explain that the next activity will give participants an opportunity to apply what was just learned to the Smith Case. For those participants who need to refresh their memories on the Smiths and on the events that led up to the children's placement, refer participants to **Smith Family Folders: Handout #14*:* Smith Family Updated Case Note and Safety Assessment** (from *Module 7)* and **Handout #18 (Smith Family Genogram).**

Divide participants into three groups. Assign each group one of the Smith children. Refer participants to **Handout #19 (The Search for Smith Relatives**). Ask participants to read the placement update and their assigned Smith child selection. They may take notes on **Handout #18 (Smith Family Genogram)**. Distribute **Handout #20 (Smith Family Search and Engagement Efforts)**. As a small group, participants should fill out the grid, answering the following questions for their identified child.

- Do the search efforts meet the mandate requirements?
- Describe how the search efforts *meet* the mandate requirements.
- Describe how the search efforts *do not meet* the mandate requirements.

Give groups about 15 minutes to complete the assignment then ask for a volunteer to share their conclusions, making sure each Smith child is discussed. Ensure that participants identify the points on **Trainer Resource #5 (Smith Family Search and Engagement Efforts)**.

Participants should identify that the next steps for all three children would be to continue to expand the search for maternal and paternal relatives by inquiring with the known relatives about other extended family members. Encourage participants to identify resources, such as Gale Johnson to help further family finding efforts.

Ask the participants to identify another group of individuals that best practice would warrant the agency locate and engage. The correct answer is kin. Explain that for many families, kin are just as close or closer emotionally to a child/youth as a legally defined relative. In fact, some families even refer to close friends as grandparents, aunts, uncles, cousins, etc.

Step 4: Search and Engagement Strategies: Small Group Discussion and Large Group Discussion
(25 minutes)

Display **PowerPoint #57: Activity: Search and Engagement Resources**. Divide participants into two groups and provide each group with a piece of flip chart paper. Give participants 5 minutes to brainstorm which resources they use or tap into to locate and engage family members in permanency planning.

Ask each participant to take a marker and to circle the search and engagement strategies listed that they have never heard.

Ask for volunteers to briefly describe each identified resource that is circled.

Trainer Note: It is not necessary to cover the contents of each strategy listed. Some strategies are listed below with a brief description that can be used to explain the resource if participants use them in their agency but are unclear about how it supports family search and engagement.

The following CWRC trainings are available to participants who would like to explore the topics related to family search and engagement more in-depth:

207: Family Finding
301: Engaging Clients from a Strength-Based, Solution-Focused Perspective
305: Building and Sustaining Father Engagement
305: Engaging Incarcerated Parents

The following SWAN trainings are available to participants who would like to explore the topics related to family search in more depth:

SWAN LSI Diligent Search
Child Profile
Excavating the Web

Trainer Note: Since some agencies have these resources already deeply ingrained in their practice, only provide enough explanation of the following resources to answer questions and to clear up any confusion.

Ensure that the following are identified on flip charts. If they are not, add and briefly explain them to participants.

Trainer Note: Not all CCYA's use all of these resources.

People and Documents:
- The child
- The caregiver(s)
- Relatives and kin
- Referral sources
- Other child welfare and related professionals (e.g. schools, counselors, etc.)
- Coaches, mentors, boy/girl scout leaders, church leaders, etc.
- Schools (personnel and records)
- Prior child welfare case records
- Medical and mental health records
- Obituaries
- CASA Reports

Accurint: The Department of) Human Services has contracted with Lexis-Nexis® to provide all CCYAs access to this online person locator and research tool. Among other things, an Accurint search can assist with locating parents, relatives, and permanent connections for children in out-of-home placement. Accurint is one of several valuable tools that can assist workers in the Diligent Search process and should be used in conjunction with other identified search resources.

SWAN LSI Diligent Search Packet: The SWAN LSI Program created the Diligent Search Packet to aid the CCYA in the search process. The SWAN LSI Diligent Search Packet is available online at no cost at http://www.diakon-swan.org. Diligent search is the foundation to locating family members and kin and should be an on-going continuous process throughout the life of the case. The Diligent Search Packet provides workers with tools to complete their search requests and streamline the search process. The Packet includes, but not limited to:
- Applicable laws
- Supportive websites

- Sample forms and letters
- Checklists
- Search tips
- Additional resources to aid in more difficult searches such as with military, prison, international and ICWA searches.

For more information, please contact your County's SWAN LSI Paralegal.

SWAN LSI (Legal Services Initiative): OCYF has provided SWAN LSI paralegal support to all CCYAs. SWAN LSI paralegals are an excellent support that can perform diligent searches to locate family and kin thereby freeing the CCYA's front line child welfare professional's time to engage in other practice related to the case. It is not the responsibility of the paralegals to engage the family members and kin located but rather to provide the contact information obtained through the diligent search process to the CCYA's front line child welfare professional. The child welfare professional is responsible for ongoing engagement of those individuals who have been identified in the permanency process.

Paralegals can also explore families' relationships to tribes and request children's ICWA eligibility status.

Indian Child Welfare Act Search Guide: Family Design Resources created the step by step guide to identify, locate, inform, and engage relatives and potential tribes of children with Native American heritage. The tool is available for download at http://www.familydesign.org/icwa-search-guide/icwasearchguide.html.

Family Profile: The Family Profile is the process by which the agency assesses a family's suitability to provide permanent care for a child in care. It is the process that an agency uses to approve a prospective adoptive family or a permanent custodian. It can also be helpful in assessment and planning in other cases that have a permanent plan of Fit and Willing Relative or even APPLA. It includes but is not limited to a home study, background check, in-depth interviews, training, reference checks, and medical exams. It can also be used to help a kinship family work through ambivalence that may be a barrier to having them fully commit to becoming a permanent resource for a child.

Child Profile: A child profile is a thorough review and assessment of the child's life and is a snapshot of the child at one point in time. Prospective families will use the information in this document along with other information to determine whether they would like to pursue being a permanent resource for the child. The child profile is helpful when completing other permanency tasks. The child profile is useful to the child welfare professional and child for purposes of assessing and planning. It can organize a child's record so that patterns can be identified. It also becomes a resource for the child/youth. The child should participate with the worker in the development of the child profile to the fullest extent possible.

Connectedness Mapping: Connectedness mapping is part of the Family Finding Model (Campbell, K, 2013) and assists individuals in finding connections in the lives of the youth, processing how individuals are connected to the youth, and discussing the supports that those individuals offer the youth. (Arredondo, D, 2009).

Historical Mobility: Mobility mapping is an activity that field workers have used to re-establish connections between children, families and other supports. Mobility maps are simple visual aids to help workers learn about social and economic relationships, activities, and memories that children associate with specific locations (De Lay, B, 2003).

Flow Diagrams: Flow diagrams are tools that field workers have used to re-establish connections between children and families and other supports. Flow diagrams outline a family's social safety network through questions about who the family members go to when problems arise. (De Lay, B, 2003).

Connectograms: Connectograms reveal the individual as the center of his or her world and reveal a depiction of how the individual sees others fitting into his or her world. Connectograms show the individual drawn in the middle of concentric circles. Each circle represents different levels of closeness to the individual, as defined by the individual.

Once the lists compiled by the participants have been discussed, ask them if they see any value in any resource over another? Why or why not? Explain that resources that directly engage the family are going to be much more useful than those that are accessed through the internet or another source.

Display **PowerPoint Slide #58 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, Finding Family.

Section VIII: Teaming

Estimated Length of Time:
35 minutes

Relevant Course Objective:
- Identify teaming and family engagement strategies that support timely permanence.

Section Objectives:
- Describe the composition of a well-formed team supporting permanency planning.
- Describe the contributions of a well-functioning team to achieve successful permanency outcomes.

Methods of Presentation:
Lecture, Individual Activities, Small Group Activities, and Large Group Discussion

Materials Needed:
- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector, DVD Player, and TV or LCD Projector and laptop
- Screen
- Tape/Poster putty
- **Poster #1: Getting to Positive Outcomes** (revisited)
- **PowerPoint Slide #59: Section VIII: Teaming**
- **PowerPoint Slide #60: Teaming as a Value/Principle**
- **PowerPoint Slide #61: Teaming as a Skill**
- **PowerPoint Slide #62: Why Team for Permanency?**
- **PowerPoint Slide #63: Don't Let Ideas Get Away!**
- **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- **Handout #5 (Pennsylvania's Child Welfare Practice Model)** (revisited)
- **Handout #4: Idea Catcher** (revisited)
- **Handout #21: Why Team for Permanency?**

Step 1: Teaming as our Value and a Skill
(5 minutes)

Display **PowerPoint Slide #59: (Section VIII: Teaming)**. Explain that in the previous section we considered means by which we can find family members. Our efforts to locate family members are really about beginning to form a team and network of support around the family. Draw participants' attention to the poster on the wall titled **Poster #1 (Getting to Positive Outcomes)** and **Handout #5 (Pennsylvania's Child Welfare Practice Model)**. On the right side of the poster's archway, we see the skills necessary to effectively work with the families we serve. As we look at the left side of the archway, we see the values and principles that are the foundation on which we build good casework practice. Without these values and principles, it is very challenging to apply the skills. These values and principles must be should be evident in everything we do. Teaming is unique, in that we see it on both sides of the archway.

Ask participants to share their definition of teaming. Display **PowerPoint Slide #60 (Teaming as a Value/Principle)** and review how Pennsylvania has defined teaming as it relates to the practice model values and principles.

Display **PowerPoint Slide #61 (Teaming as a Skill)** and review how Pennsylvania has defined teaming as it relates to the practice model skills. Ask them for general examples of teaming in their agencies.

Step 2: Team Formation
(5 minutes)

Explain that team formation includes engaging and assembling the members of the team, including the family, throughout all phases of the change process and based on current needs and goals.

In the previous section we considered means by which we can find family members. We know that we are required to search for family members out to the fifth degree of consanguinity. Say, "Does that mean each and every member we locate is on a family's team? In most instances, the answer is no. However they are all potential team members." As we considered how we define teaming, we also now know that the team is not only comprised of family members, but also other individuals who have a stake in the child's permanency outcome. Ask participants to name other people besides biological parents and kin who have a stake in the child's permanency outcome. Solicit answers and record them on flip chart. Ensure that the following are named:

- Resource Family
- Service Providers (includes school)
- Child/youth
- Legal Community

Explain that these are the additional individuals/parties who the child welfare professionals will typically engage to form the family team.

Step 3: Team Functioning
(5 minutes)

Explain that bringing the team together is only one part of teaming. Review the definition of team functioning: demonstrating a unified effort, common purpose and clear roles and responsibilities that support positive change. Ask participants to describe what a well-functioning team looks like in concurrent planning. Ensure that they identify that such a team demonstrates a unified effort, common purpose, and clear roles as they work towards achieving the permanency goals? Facilitate a discussion that concludes that the entire team needs to be involved in implementing both permanency goals.

Step 4: Why Team for Permanency?
(20 minutes)

Divide participants into six small groups one of the six main parties on the team.

- Biological Parents
- Resource Family
- Service Providers
- Child/youth
- Kin
- Legal Community

Refer participants to **Handout #21 (Why Team for Permanency?)**. Display **PowerPoint Slide #62 (Why Team for Permanency)**. Ask each group to discuss and fill in the blanks on a handout. Give them five minutes to prepare to read what they wrote to the larger group.

Go around the room and have each group explain their team member's role and why that team member needs to be engaged in permanency planning by reading their statements. End with a brief summarization of the advantages of teaming.

Display **PowerPoint Slide #63 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, Teaming.

Module 9: Out-of-Home Placement and Permanency Planning

Section IX: Engagement

Estimated Length of Time:
1 hour, 15 minutes

Relevant Course Objectives:
- State the impact of permanency on a child
- Identify teaming and family engagement strategies that support timely permanence

Section Objectives:
- Define full disclosure
- Identify the Interactional Helping Skills employed to effectively engage parties in a full disclosure conversation.
- Identify appropriate responses to concerns raised during a full disclosure conversation.

Methods of Presentation:
Lecture, Large Group Discussion, Small Group Activity, Large Group Activity, and Individual Activity

Materials Needed:
- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector, DVD Player, and TV or LCD Projector and laptop
- Screen
- Poster putty
- **Poster #1: Getting to Positive Outcomes** (revisited)
- **Table Resource #1: *Child and Adolescent Development Resource Book***
- **Table Resource #2: Voluntary Post Adoption Contact Agreement**
- **Table Resource #3: *Know Your Rights*** book
- **PowerPoint Slide #64: Section IX: Engagement**
- **PowerPoint Slide #65: What is Full Disclosure?**
- **PowerPoint Slide #66: Full Disclosure To All Team Members**
- **PowerPoint Slide #67: Full Disclosure: A Tool for Transparency and Engagement**
- **PowerPoint Slide #68: Small Group Discussion Questions**
- **PowerPoint Slide #69: Don't Let Ideas Get Away**

✓ **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
✓ **Handout #5: Pennsylvania's Child Welfare Practice Model** (revisited)
✓ **Handout #4: Idea Catcher** (revisited)

Module 9: Out-of-Home Placement and Permanency Planning

- ✓ **Handout #9: Interactional Helping Skills in Child Welfare** (revisited)
- ✓ **Handout #22: Full Disclosure**
- ✓ **Appendix #2: Engaging Crystal Through Full Disclosure**

Module 9: Out-of-Home Placement and Permanency Planning

Section IX: Engagement

Step 1: Introduction to Full Disclosure: Lecture
(5 minutes)

Display **PowerPoint Slide #64 (Section IX: Engagement)**. Introduce the Engagement section. Display **PowerPoint Slide #65 (What is Full Disclosure?)**. Introduce full disclosure as an important component of concurrent planning, required in the Concurrent Planning Bulletin. Have a volunteer read the definition of full disclosure aloud.

Ask participants to tune into Crystal Smith as you say the following:

> "Mrs. Smith. Now that your children are in out-of-home care, my agency will be working to not only get them home to you, but also to terminate your parental right so that they can be adopted."

Let there be silence in the room for about 10 seconds. Refer participants to **Handout #5 (Pennsylvania's Child Welfare Practice Model)** and **Poster #1 (Getting to Positive Outcomes)**. Ask what practice model values and skills they see reflected in this example. Participants may identify honesty as a value being demonstrated. However, most will agree that it is a very poor demonstration of our practice model values and skills.

Ask participants how Crystal is likely to respond after hearing this information. Most will say that Crystal is likely to respond in anger, fear, hopeless, distrust, and despair. Build consensus that this is not an effective approach to full disclosure.

Challenge participants to think about full disclosure as an important tool to engage the parent, youth, or resource parent. Refer participants to **Handout #9** (**Interactional Helping Skills in Child Welfare)**. Ask participants to provide constructive feedback on ways to better communicate the important message to Crystal that could result in a more positive response. As participants identify skills to use during a full disclosure discussion, ask them to briefly indicate how those skills will be useful. Ensure the point is made that Interactional Helping Skills are directly related to the Practice Model.

Display **PowerPoint Slide #66 (Full Disclosure To All Team Members)**. Emphasize that all team members are entitled to full disclosure. The discussion is offered to the parents and child as well as other team members and stakeholders such as extended family, resource families, relative caregivers, attorneys, guardians ad litem, and service providers.

Step 2: The Importance of Full Disclosure: Large Group Activity
(15 minutes)

Acknowledge that the manner in which information is delivered is as important as the message. While Crystal needs her caseworker to be honest and transparent, to fully understand the message she needs more information. Crystal needs this sensitive message explained to her a manner consistent with our Practice Model's values and principles. Display **PowerPoint Slide #67 (Full Disclosure: A Tool for Transparency and Engagement).** This additional information includes:

- The child's needs for permanency
- How family search, engagement, and teaming support timely permanence
- How the agency, in collaboration with the family team, will work toward achieving two permanency goals at the same time
- The time frames and related requirements established by law and policy to achieve timely permanence

Distribute to participants **Handout #22 (Full Disclosure)**. Ask participants to briefly review the range of issues in Section D under the headings identified as part of a full disclosure (reproduced below).

- **Explain the child's needs for permanency**
  - We believe that for most children, being raised by a parent is best
  - We only place children in out-of-home care when it is determined that they are unsafe
  - Parents play a critical role in child's life as they know the child best
  - Children need to and have a right to know where they will grow up
  - Foster care is temporary and is not designed to be permanent
  - That because out-of-home placement is not permanent, it has emotional and developmental impacts on children
  - It is imperative that the child be returned to the family as soon as possible or that another legally permanent family be found for them as soon as possible

- **Explain how family search, engagement, and teaming support timely permanence**
  - That it is important for them to share information about the child's needs so that those needs can be met
  - That it is important for them to identify relatives or other significant adults who may be considered as a permanency resource so the child can be placed in the best possible environment with people they know
  - Family, kin, the resource parents, and other supports are potential team members that can support us to assess needs, plan, and ensure that appropriate services are available to help the family to provide safety and need for out-of-home placement

- **Explain how the agency in collaboration with the family team will work toward achieving two permanency goals at the same time**

  - The identification of the primary and concurrent goal
  - That there will be objectives and tasks being worked on at the same time to achieve both goals

  - Needs of the resource parents to adequately provide for the care of the child (high emphasis for resource parents)
  - If no relatives can be a permanent resource, that the agency will expect that the caregivers adopt the child if reunification efforts fail

- **Identify the time frames and related requirements established by law and policy to achieve timely permanence**
  - The permanency planning timeframes (ASFA, Concurrent Planning Bulletin)
  - Circumstances that lead to out-of-home placement
  - Safety will determine if/when the child goes home and what needs to be demonstrated to show that the child will be safe (Concurrent Planning Bulletin)
  - That if they do not meet the agreed upon objectives designed to assure safety, the concurrent goal may be finalized (Concurrent Planning Bulletin)
  - If adoption is finalized, there is an option to participate in the development of a voluntary post adoption agreement (Act 101)
  - The parents' and child's rights to due process, an attorney, services to support the achievement of both permanency goals, family visitation (*Know Your Rights*)
  - The resource parents' rights and responsibilities (High emphasis for resource parents)
  - The court's' role to monitor the safety status and to ensure rights are respected and that responsibilities are adhere to (Concurrent Planning Bulletin)

Explain that Act 101 provides the option for post adoption communication between a child and select family members. These agreements can be developed through mediation.

Trainer Note:
Ask participants how many of them participate in dispositional hearings. If many participate in these hearings, tell them that there are additional requirements for Act 101 relating to full disclosure. Gauge level of interest and learning need for participants to be referred to the online training through CWRC called *Act 101 Overview.* Inform participants that additional information on Act 101 is provided in the brochure as a **Table Resource #2 (Voluntary Post Adoption Contact Agreement)**.

Explain that the items on the handout are not to be used as a checklist, nor are they ordered in the exact manner to be presented. Full disclosure is a conversation, and the topics covered provide a framework for ongoing discussions with all members of the family team. Tuning into others is a major skill in full disclosure. Questions to ask prior to a full disclosure are

- What is important to this person?
- What might their opinion be?

- What has their experience been like so far for them with the agency, resource parents, family team members, me?
- What is their level of investment in the outcome?

Step 3: Having the Crucial Conversation: Large Group Discussion (20 minutes)

Refer participants to Section A of **Handout #22 (Full Disclosure)**. Ask them to complete the definition of full disclosure by filling in the blanks. Go back to Slide 67 so that they can check their responses.

Sometimes child welfare professionals express difficulty knowing how to deliver the first full disclosure so as to not have the parent explode with anger or walk away. They also find it challenging to structure the disclosure with a parent using simple language that explains how the agency can work toward two goals at the same time.

Trainer Note:
Gauge time, needs, and interest level of the participants regarding full disclosure. Use your judgment to determine whether to devote time to the demonstration activity outlined below at this juncture. You may elect to defer this activity, and move on to Step 5.

Full Disclosure Demonstration (Optional): Ask for two volunteers who like to read out loud. Ask participants to refer to Section D of **Handout #22 (Full Disclosure)** while the volunteers demonstrate how a child welfare professional can initiate a full disclosure with Crystal Smith. Ask the volunteers to read the first two pages of **Appendix #2 (Engaging Crystal Through Full Disclosure)**. One volunteer will play the child welfare professional and will read the non bolded script. The other volunteer will play Crystal, who will read the bolded script. The task for participants is to determine how various topics within the scope of full disclosure are addressed with Crystal.

At the end of page 2, ask participants which topics from Section D of **Handout #22 (Full Disclosure)** have been explained to Crystal so far. Make sure participants identify that the importance of permanency is discussed as well as how the different players can team together to work toward return to a parent.

Ask the volunteer to continue reading the script. At the end, thank the volunteers.

Ask participants which topics from Section D of **Handout #22 (Full Disclosure)** have been explained to Crystal. Ask participants which requirements for full disclosure were covered in the demonstration. They should respond that most were covered. Ensure that participants note that Act 101 was not discussed because the permanency goal of adoption has not been formally established yet.

Note that even though specific tasks of the FSP/CPP are extremely important, they do not need to be discussed here. The child welfare professional needs to hold the parent's focus and sometimes redirect the conversation to the important aspects of disclosure.

Ask participants if the skill of redirection was demonstrated in the script. They should be able to recall that the caseworker asked to put aside discussion about Colin's functioning and future role in the family until later in the week.

Ask them if they noticed how the child welfare professional explains the court also embraces the belief that out-of-home placement is temporary.

Note that some child welfare professionals find that being the messenger of such information is uncomfortable. Therefore, it may be more comfortable to distance themselves personally from the message by explaining it only in terms of compliance with the law. This approach does not help the parent receive the message in a manner that supports collaborative teaming between the family, agency, and the court. In addition, by focusing only on compliance with the law, it creates a missed opportunity for the parent and the caseworker to tune into the child's attachment needs.

Summarize that it is important for the child welfare professional to emphasize that he/she, along with the court believes that concurrent planning is the best way to achieve timely permanence.

Step 4: Full Disclosure to Parents, Children, Youth and Resource Parents
(25 minutes)

Display **PowerPoint Slide #68 (Small Group Discussion Questions)**. Divide participants up into four groups, and assign each group one of the following members of a family team who needs to receive full disclosure:

- parent
- 6-year old
- 15-year old
- resource parent

Ask participants to discuss their assigned team member at their tables and to answer the following questions pertaining to their team member on **Handout #22 (Full Disclosure):**

- How would full disclosure to **this team member** differ from full disclosure to other team members?
- What would be this person's main concerns?
- What might you plan to say to address those concerns?

Display Table Resource #3 *(Know Your Rights)* book. Explain that it is a good resource when working with older youth and can be helpful tool to help explain their rights when providing full disclosure to them. Encourage them to consult with it.

Encourage the 6-year old group and the 15-year old group to consult with **Table Resource #1 *(Child and Adolescent Development Resource Book).*** Give participants about 10 minutes for the assignment.

Facilitate a brief report out on Tuning In and Tailoring the Message, and provide some time for questions and comments.

Remind participants that child welfare professionals need to provide full disclosure to other stakeholders as well. Reinforce that participants should speak with their supervisors and become familiar with their agency's policies and procedures, inter-agency agreements and multi-disciplinary team practices prior to releasing information about families.

Ask participants *when* they think they should discuss this information with everyone affected. According to the Concurrent Planning Bulletin, this information must be explained to parents, child/youth, and resource parents as soon as possible after the child's out-of-home placement. Therefore, it is important that all intake and in-home child welfare professional understand how to conduct full disclosure, as well as placement workers.

Ask them if there are any particular statements that they would like to write down so they remember them in the field. Remind them that when they provide full disclosure, it is important to be transparent, and at the same time to use it as a tool to engage and motivate. Suggest that they keep **Handout #22 (Full Disclosure)** to use this as a "cheat sheet" in the field until they become more confident in having these discussions.

Display **PowerPoint Slide #69 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)**.

Section X: Visitation

Estimated Length of Time:
2 hours, 20 minutes

Relevant Course Objective:
- Recognize the required components of a Child Permanency Plan (CPP).

Section Objectives:
- Cite the benefits of visitation.
- List different ways to supplement family visitation
- Identify common visitation barriers and ways to address them.

Methods of Presentation:
Lecture, Individual Activity, Small Group Activity, and Large Group Discussion

Materials Needed:
- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector DVD Player and TV or LCD Projector and laptop
- Screen
- Poster putty
- Highlighters
- **Table Resource #4: Virtual Visitation and Child Welfare**
- **Table Resource #5: *Visitation: Promoting Positive Visitation Practices for Children and Their Families through Leadership, Teamwork, and Collaboration***
- **Table Resource #6: *Pennsylvania Parent Visitation Guide***
- **Poster #1: Getting to Positive Outcomes** (revisited)
- **PowerPoint Slides #70-72: Agenda**
- **PowerPoint Slide #73: Section X: Visitation**
- **PowerPoint Slide #74: Brainstorm Activity: Visitation**
- **PowerPoint Slide #75: Impact of Visitation**
- **PowerPoint Slide #76: Impact of Separation**
- **PowerPoint Slide #77: Visitation Requirements**
- **PowerPoint Slide #78: Visitation**
- **PowerPoint Slide #79: Frequent Face-to-Face Visitation**
- **PowerPoint Slide #80: Modes of Contact**
- **PowerPoint Slide #81: Technology and Child Welfare**
- **PowerPoint Slide #82: Discuss: Barriers and Challenges**
- **PowerPoint Slide #83: Activity: Solutions and Resources**
- **PowerPoint Slide #84: Don't Let Ideas Get Away**

<u>Module 9: Out-of-Home Placement and Permanency Planning</u>

- **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- **Handout #4: Idea Catcher** (revisited)
- **Handout #5: Pennsylvania's Child Welfare Practice Model** (revisited)
- **Handout #23: Visitation Plan**

Module 9: Out-of-Home Placement and Permanency Planning

Section X: Visitation

Trainer Note:
As appropriate and as time allows, throughout Day 3, the alumni trainer will describe personal experiences as it relates to the topics discussed. The purpose of this sharing is to illustrate and reinforce the impact that casework tasks have on children in out-of-home placement. While participants' questions are encouraged, if they are beyond the scope of the curriculum, the alumni trainer can choose to speak with participants during break or during lunch. In addition, if at any time the alumni trainer does not feel comfortable answering a personal question, he/she may decline to answer in a respectful manner.

Prior to the training day, the trainer will review the progress that the participants made on the first two days of training. The trainer will identify learning needs and topics/issues around which a greater understanding could be achieved with personal examples from the alumni trainer.

Alumni Trainer Note:
Review the flip chart work completed by participants from the first two days of training. Receive feedback from the trainer and assess where personal experiences or peer experiences could be provided to enrich the content from the first two days. Collaborate with trainer to strategize how to incorporate such sharing into a review of the first two days' content.

Confirm with the trainer the plan previously agreed upon for co-facilitating the day's activities.

Trainer Note:
In cases where an alumni trainer is not able to attend, shorten the time for Step 1 below and use the alternate delivery option in Section XI, Step 6. Substitute the extra time from Step 1 below to Section XI, Step 6 to allow for the additional activity.

Step 1: Welcome and Review: Lecture, Large Group Discussion
(1 hour)

Welcome participants back to Day 3. Display **PowerPoint Slides #70-72 (Agenda)** and explain the agenda.

Introduce the alumni trainer and remind participants of the purpose of his/her presence.

Remind the participants of the questions/concerns/issues that may have arisen during Days 1 and 2. The alumni trainer can illustrate how the topics they studied impacted or did not impact him/her or peers personally. This sharing will allow them to revisit the topics through the lens of someone whose life was/is personally effected by caseworker tasks.

Facilitate a large group discussion while answering questions as appropriate.

Encourage participants to ask questions of the alumni trainer throughout the remainder of the day.

Step 2: Benefits of Visitation: Lecture, Small Group Discussion, and Large Group Discussion
(15 minutes)

Display **PowerPoint Slide #73 (Section X: Visitation)**. Ask participants to describe visitation. Do participants have any experience with child and family visitation?

Ask participants why it is important for children in out-of-home care to maintain meaningful contact with their parents and siblings.

Display **PowerPoint Slide #74 (Brainstorm Activity: Visitation)**. Divide the room in half and review the questions on the slide. Give both groups a piece of flipchart paper and ask one side of the room to brainstorm the benefits of visitation and the other group to brainstorm the consequences of not providing frequent and quality visitation. Ask each group to share their lists. Some possible benefits of visitation:

- Promotes healthy attachment
- Reduces the negative effects of separation for child and parents
- Establishes/strengthens the parent-child relationship
- Eases the pain of separation and loss for the child and parent
- Instills a sense of hope in parent(s)
- Enhances parents' motivation to change
- Involves parents in everyday activities/child's development
- Helps parents gain confidence in their ability to care for their child
- Allows parents to learn and practice new skills
- Provides a setting for the caseworker or parenting coach to suggest how to improve parent-child interactions
- Allows foster parents to support birth parents and model positive parenting skills
- Provides information to the court on the family's progress (or lack of progress) toward goals
- Facilitates family assessments
- Can help the court determine whether reunification is the best permanency option for the child
- Helps with the transition to reunification (Smariga, M., 2007)

Some possible consequences of not providing visitation:

- Disturbed attachment patterns

- Unhealthy attachments
- Grieve the loss of a relationship
- Separation evokes strong and painful emotional reactions (Smariga, M., 2007)

Display **PowerPoint Slide #75 (Impact of Visitation)** and review the research-based information covering some benefits of visitation. Display **PowerPoint Slide #76 (Impact of Separation)** and review the research-based information covering the costs of little or no visitation.

Trainer Note: The information on **PowerPoint Slides #75 and #76** can be found in the following articles:

- “Visiting Between Children in Care and Their Families: A Look at Current Policy” by P.M. Hess (October 2003)
- “Working Paper #3: Excessive Stress Disrupts the Architecture of the Developing Brain” by the National Scientific Council on the Developing Child
- “Attachment Theory and Reactive Attachment Disorder: Theoretical Perspectives and Treatment Implications” by L.T. Hardy (2007)
- “Implications of attachment theory for developmental psychopathology” by A. Sroufe et.al. (1999)
- “Attachment as an organizer of behavior: implications for substance abuse problems and willingness to seek treatment” by K.M. Caspers et.al. (2006)
- “Development in the First Years of Life” by R.A. Thompson (2001)
- *Toolbox No. 1: Using Visitation to Support Permanency* by L.E. Wright (2001)
- “Developmental Issues for Young Children in Foster Care” by the Committee on Early Childhood, Adoption and Development Care (2000)
- “Visitation with Infants and Toddlers in Foster Care: What Judges and Attorneys Need to Know” by M. Smariga (2007)

Remind participants that quality and frequency of visitation is a key factor in contributing to the timely permanency of children in out-of-home care. Refer participants to the **Poster #1 (Getting to Positive Outcomes)**. Explain that visitation is also the way in which a child can achieve *stability, supports, and lifelong connections* (Practice Model outcome). Ask participants if these values and principles reflect what they see in visitation practice at their agency.

Display **PowerPoint Slide #77 (Visitation Requirements)**. Review the content on the slide while emphasizing that these are the minimum visitation requirements.

Step 3: Modes of Visitation: Large Group Discussion
(15 minutes)

Display **PowerPoint Slide #78 (Visitation)**. Engage in a large group discussion surrounding the question on the slide, "What does a typical family visit look like for your children in out-of-home placement?"

> **Trainer Note:** Most participants' first response will be face-to-face visitation. If a participant were to mention *Skype* or some other technology-based visitation mode first, acknowledge the answer and engage participants in a discussion around how technology has changed visitation. Ask others to describe the main means of visitation used in their agency.

Display **PowerPoint Slide #79 (Frequent Face-to-Face Visitation)**. Ask the following question.

- What might make frequent face-to-face visitation difficult to arrange? Some possible responses might include:
    - Location of non-custodial parent
    - Location of parent
    - Location of resource parents
    - Incarceration
    - Location of prison
    - Location of siblings

Display **PowerPoint Slide #80 (Modes of Contact)**. Ask the following question.

- Describe other ways a child could maintain contact with a parent, besides face-to-face. Some possible responses might include:
    - Interactions on Facebook
    - Skype
    - "Virtual visitation" in prisons (see **Table Resource #4 [Virtual Visitation and Child Welfare])**
    - Text messaging
    - FaceTime/video conferencing capabilities on cell phones

Display **PowerPoint Slide #81 (Technology and Child Welfare)**. Ask a volunteer to read the quote from the article titled "Child Welfare and Information and Communication Technology: Today's Challenge" written by Susan Tregeagle and Michael Darcy.

Ask participants how often they use technology to supplement visitation in their agency. Inform participants that when using some forms of social media, confidentiality cannot be ensured. Therefore, encourage participants to inquire with their supervisors if their agency has a policy using social media as a means of augmenting visitation.

Step 4: Barriers and Challenges to Managing Visitation: Small Group Discussion, and Large Group Discussion
(15 minutes)

Display **PowerPoint Slide #82 (Discuss: Barriers and Challenges)**. In addition to arranging for visitation, explain that it is also the responsibility of the child welfare professional to manage family visitation. Emphasize that taking the time to foster a collaborative working relationship between the biological and resource parents when a child is initially placed will help overcome barriers and challenges to visitation. Both families will benefit from such teaming and knowing how the child is managing before, during, and after visitations.

Ask participants to work with the colleagues at their table to identify common barriers to visitation. After five minutes of discussion with their table, bring participants together as a large group and discuss what they have identified as common barriers. Record responses on flip chart. Some possible responses might include:

- The resource parents have a legitimate reason why they cannot supervise visits
- There are too few resources available to provide transportation and supervision
- Supervising visitation is time consuming
- Parents do not visit regularly
- Parents are challenged to respond appropriately to their child with behavior problems
- Child is being treated for behavior problems that are exhibited more often during visits
- Parent, child, or resource parent gets extremely emotional after visits
- Parent, child, or resource parent have strong feelings before a visit
- Parents come to visits late or unprepared
- Parents regularly do not show for visits
- Parent is in prison
- Prison is far away
- Parent abuses substances
- Siblings are placed separately

Step 5: Solutions and Resources: Small Group Activity, and Large Group Discussion
(35 minutes)

Display **PowerPoint Slide #83 (Activity: Solutions and Resources)**. Ask participants to arrange themselves into groups of four. Now that they have identified some barriers and challenges to visitation, explain to the participants that they will now have an opportunity to strategize how to overcome those barriers and challenges. Distribute **Handout #23 (Visitation Plan)**. Each member of the group will look at one of the family members and their barriers to visitation. They will then develop a list of solutions or resources to consult with to overcome these barriers. The participants will then fill in the missing pieces of the visitation plan, which should include their identified resources and solutions.

Once all members of the group are finished, ask the participants to share their solutions and resources for their family member with the group. Encourage participants to be as creative as possible and refer to any resources their agency might have.

Reconvene the large group and ask participants to share the resources they utilize for visitation at their agency.

Direct participants to the Table Resources in the room, which includes **Table Resource #4** ***(Virtual Visitation and Child Welfare),*** **Table Resource #5 (*Visitation: Promoting Positive Visitation Practices for Children and Their Families through Leadership, Teamwork, and Collaboration), and*** **Table Resource #6** ***(Pennsylvania Parent Visitation Resource Guide)***. Encourage participants to visit the resource table during a break, or if time permits, allow participants a few minutes during this section to browse the information at the resource table.

Trainer Note:
Regulation 3130.68 states that within 15 calendar days of placing a child, CCYA must provide the parents with the address of the physical location of the child and the name of the caregivers unless releasing this information will harm the child or caregiver's health or welfare or if there is a court order limiting or prohibiting release.

Inform participants that this section is a very brief overview of planning and managing family visitation. If they work with families whose children are in out-of-home care, it is important to develop skills around assessing the level of supervision needed during visitation and using visitation as a supportive service and assessment tool to support reunification efforts. It is important for participants to expand their knowledge and skill development by attending the following CWRC trainings:

- **209: Family Reunification through Visitation**
- **305: Engaging Incarcerated Parents**
- **302: Building and Sustaining Father Engagement**

Finally, ask the class to find **Handout #5 (Pennsylvania's Child Welfare Practice Model)** and gather around the **Poster #1 (Getting to Positive Outcomes)**. Ask participants how frequent, quality family visits reflect the values and principles in our Practice Model. Participants should cover *all* of the values and principles, since visitation touches on each one in some way.

Display **PowerPoint Slide #84 (Don't Let Ideas Get Away!)**. Remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, Visitation.

Module 9: Out-of-Home Placement and Permanency Planning

Section XI: Child Permanency Plan

Estimated Length of Time:
1 hour, 40 minutes

Relevant Course Objective:
- Recognize the required components of a Child Permanency Plan (CPP).

Section Objectives:
- Identify the appropriate primary goal and concurrent goal for a given child.
- Rank order residential environments by preference according to level of restrictiveness.
- Identify the required components of a Child Permanency Plan (CPP).
- Identify appropriate SWAN services to help a child achieve permanency.

Methods of Presentation:
Lecture, Large Group Discussion, Individual Activity, Small Group Activity, and Large Group Discussion

Materials Needed:
- 2 Flip chart stands
- 2 Blank flip chart pads
- Colored markers
- PowerPoint Slide Projector, DVD Player, and TV or LCD Projector and laptop
- Screen
- Poster putty
- **Table Resource #3: *Know Your Rights***
- **PowerPoint Slide #85: Section XI: Child Permanency Plan**
- **PowerPoint Slide #86: Required Components of a Child Permanency Plan**
- **PowerPoint Slide #87: Restrictive Living Environments**
- **PowerPoint Slide #88: Maintaining Connections for Older Youth**
- **PowerPoint Slide #89: SWAN Units of Service**
- **PowerPoint Slide #90: Don’t Let Ideas Get Away**
- **Handout #1: *Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning*** (PowerPoint Presentation) (revisited)
- **Handout #4: Idea Catcher** (revisited)
- **Handout #19: The Search for Smith Relatives)** (revisited)
- **Handout #24: Child’s Permanency Plan**
- **Handout #25: Descriptions of Statewide Adoption and Permanency Network (SWAN) Units of Service.**
- **Handout #26: Carley’s Child Permanency Plan: Service Plan**
- **Appendix #3: Living Environments**

Module 9: Out-of-Home Placement and Permanency Planning

Section XI: Child Permanency Plan

Step 1: What is a Child Permanency Plan?: Lecture
(5 Minutes)

Display **PowerPoint Slide #85 (Section XI: Child Permanency Plan)**. Explain that the factors that impact the safety, well-being, and permanency of a child, must be assessed and addressed when a child is in an out-of-home placement. The Department of Human Services requires the development of a Child Permanency Plan (CPP) for every child in out-of-home care. The CPP is intended to be an amendment to the FSP specific to each child in out-of-home placement. It does not replace the FSP. The CPP documents permanency planning for the individual child in care that is not already identified in the FSP.

Trainer Note:
Agencies may differ on how their FSPs relate to their CPPs' Service Planning sections. Some agencies may separate the two plans according to outcome or permanency goal, others separate plans according to parent or child tasks, while other agencies blend the two documents.

For children in out-of-home care, the important learning point is this: The team must consider and document additional objectives and tasks that will allow the child to live permanently with the non-custodial parent.

Each child in placement must have his/her own CPP. The CPP needs to be completed before the dispositional hearing. The judge will ask for a summary of the items in the CPP and the plan will need to be approved by the court. This plan is updated every six months after the safety assessment and risk assessment are completed and in preparation for all future permanency hearings.

The actions and activities of all involved parties are specified in the CPP. A plan developed during a FGDM/FGC meeting can be incorporated into a CPP.

Step 2: Required Components of a CPP: Lecture
(5 minutes)

Refer participants to **Handout #24 (Child's Permanency Plan)**. Explain that this is the state form approved by the Department. CCYAs may choose to use this form or may develop their own as long as the form contains certain key components identified in state regulations 3130.67. Therefore, the format of CPPs may vary from county to county. Display **PowerPoint Slide #86 (Required Components of a Child Permanency Plan)** and review the required CPP components one by one as outlined below:

1. Efforts made/service provided to prevent placement

2. Description of circumstances that make placement necessary – this should be reflective of the Safety Assessment.
3. Identifying information
4. Description of placement – location, least restrictive, proximity
5. Hearings
6. Permanency goals
7. Health information
8. Education information
9. Visitation Plan
10. Preparation for Independence (IL)
11. Service Plan
12. Notice of right to appeal
13. Participating team members
14. Signatures

Step 3: Description of Placement: Large Group Activity
(15 minutes)

Bring participants attention to the 4th required component of the CPP: the description of placement. This includes a description of location, restrictiveness and proximity to the caregiver of origin.

Ask participants to call out the different types of living environments in which they place children who need out-of-home care. Explain that children adjust more easily to out-of-home placements, when they are placed in similar environments from which they came, such as placement with kin (Cashmore & Paxman, 2006).

Divide the large group into nine small groups (by table, by counting off, etc.). Distribute one page of **Appendix #3 (Living Environments)** to each small group. Instruct the groups to post each living arrangement to the wall in a logical order, finding a common theme in the descriptions of the living environments. They will need to work as a group and also receive feedback from the remaining participants. Participants should eventually place the living environments in order from either most to least restiveness or least to most restrictiveness.

Help guide the participants if they are struggling to find a way to order the living environments.

Ask participants to explain how they determined what order to place these living environments.

Display **PowerPoint Slide #87 (Restrictive Living Environments)**. Explain to the participants that these restrictiveness ratings were determined in a social validity study with 389 Pennsylvania childcare professionals in public and private child welfare, mental health/mental retardation, hospitals, and detention facilities (Hawkins, 1992). These ratings may vary according to each setting. Hawkins et al (1992) argued that "three components make a living environment restrictive: (a) the physical facility, appearance, and layout; (b) the rules and requirements that affect free movement, activity, or choice; and (c) the voluntariness with which children and youth enter or leave the setting permanently" (55). Ask participants why they think the level of restrictiveness is important to consider when placing a child.

When placement is necessary, children have the right to be placed in the least restrictive and family-like setting possible that is able to meet their individual needs. Less restrictive placements not only tend to be less stressful for children, but are more likely to be permanent in the case a child cannot be reunited with parents. For example, placement with relatives, including siblings were among the factors' that were strongly associated with stability in placements (Sellick et. al., 2004). In addition, children placed with relatives were almost half as likely as those placed in non-relative settings to experience a placement change (Zinn et. al. 2006). This practice is also mandated through legislation (P.L. 96-272 and Juvenile Act). Therefore, it is important to be able to identify the range of placement options available to children and their location of the restrictiveness continuum.

Facilitate a brief discussion with participants and ensure the following points are covered:

- Not all counties have this wide of a range of placement options.
- The same living environments may be called something else across regions.
- ASFA, Juvenile Act, and best practice requires that our planning and decision making processes for out-of-home placement include efforts to seek the least restrictive placement options that would meet the child's needs.

Step 4: Permanency Goals: Lecture and Large Group Discussion
(5 minutes)

Bring participants attention to the 6th component of the CPP, permanency goals. Explain that these include both primary and concurrent goals.

Refer participants back to **Handout #19 (The Search for Smith Relatives)** and the earlier discussion about permanency goals. Ask the participants to identify the primary permanency goal for each of the children (Carley, Christian, and Cameron). The appropriate primary permanency goal for each of the children is Return to Parent. Next ask the participants to identify the appropriate concurrent goal for each child. The appropriate concurrent goal for each child is Adoption.

Both the primary permanency goal and the concurrent permanency goal must be documented in the CPP. Concurrent planning emphasizes that both goals are worked on simultaneously.

Step 5: Tracking and Monitoring Well-being (Lecture)
(5 minutes)

Bring participants attention to the 7th component of the CPP, health information. Ask participants "If we didn't have to track health information for children in care, what would happen?

Health information section must be complete and routinely updated throughout the time a child is in care. When in out-of-home placement, it becomes the agency's responsibility to ensure that the child receives regular medical and dental care. The parents need to be informed of the child's health status while in care. The Health Information Section of the CPP is one way to keep the parents involved in the medical care.

Bring participants attention to the 8th component of the CPP, education information. Ask participants "If we didn't have to track education information for children in care, what would happen?"

Assessing educational needs and ensuring a child's successful educational experience while in out-of-home placement is critical in obtaining permanency for children.

Therefore, when a child is in out-of-home care, it becomes more important for the child welfare professional to become actively involved in and track educational performance within the CPP.

Encourage participants to inquire with their supervisor into the child welfare professional's responsibility towards children and youth in out of home care relating to educational and medical care. Refer them to the OCYF bulletin, Youth Independent Living Service Guidelines 3130-14-01 and **Table Resource #3 (*Know Your Rights***).

Step 6: Visitation and IL Services: Lecture
(15 minutes)

Note that the 9th required component of the CPP, Visitation Plan was reviewed in previous section.

Note that the 10th component of the CPP is called Preparation for Independent Living. This section identifies opportunities for youth 14 years of age and older to gain experience and mastery of skills needed to transition to successful adulthood and to manage freedom and responsibility. The needs of youth to support transition to adulthood for children 14 years of age or older were discussed in Section III. Strengths and needs are assessed through a formal Independent Living needs assessment which helps focus the objectives and tasks to be completed and documented in the CPP. Formal and informal opportunities are documented here.

Trainer Note:
For more information and practice about case planning for older youth direct participants to *202: The Independent Living Services Continuum: Engaging Youth in Their Transition Process* which is offered by CWRC.

Alternate Delivery Option:
In cases where the alumni trainer is not able to attend Day 3, display **PowerPoint Slide #88 (Maintaining Connections for Older Youth)**. Click on the link and show the 14-minute video: Speak Out: Allegheny County's Youth Support Partners (YSPs)

Ask participants to consider the needs the youth in the video expressed. Ask participants to brainstorm some tasks or services that could be included in the CPP for an older youth. Record these responses on flip chart.

This step for this delivery option will require additional time. Flex the timing from Step 1 in Section X to allow more time.

Step 7: Service Plan: Lecture, Large Group Activity, Individual Activity, and Large Group Discussion
(45 minutes)

The Service Plan section of the CPP is the 11th required component of the CPP. It identifies what needs to be done in addition to the tasks on the FSP in order to achieve permanency for the child in care.

A partner to all county child welfare agencies in providing specialized services to help children/youth achieve permanency is the Statewide Adoption and Permanency Network (SWAN). Refer participants to **Handout #25 (Descriptions of Statewide Adoption and Permanency Network (SWAN) Units of Service**. Display **PowerPoint Slide #89 (SWAN Units of Service)** and briefly describe each unit:

1. **Child Preparation** - Designed to assist children in making the transition from foster care to the permanency option (reunification, kinship, PLC, or adoption) selected for them. It includes the development of a written plan outlining the preparation activities conducted through a minimum of 10 meetings with the child over a six-month period of time.
2. **Child Profile** - A comprehensive summary of the child's life history, current functioning and special needs. A detailed description of the contents of a child profile and the required timelines for completion can be found in the SWAN bulletin.
3. **Child Specific Recruitment (CSR)** – For children who have no identified family resource or permanency connections, CSR locates and/or develops a family or person who can serve as a permanent connection or locates and/or develops an adoptive family for the child.
4. **Family Profile** - It is a best practice format that provides a more consistent presentation to simplify the review and selection of a family. Components of the family profile are: orientation, family preparation (training), pre-placement continuing education to keep families supported through the process, annual updates, professional supports, and matching referrals. Once completed the

family profile will be maintained as a viable document for up to three years to use for multiple permanency options.

5. **Child Placement** - Placement services are referred when a child is placed into a resource or adoptive home for the purpose of creating a permanent home for the child. Placement services include all pre-placement activities required to get the child in a identified home. Placement shall have been determined to occur when the child is moved, a formal placement agreement is in place, and a report of intent has been filed with the appropriate court.
6. **Adoption Finalization** - Supportive services, reports and home visits, as well as work with attorneys and courts may be included in the finalization unit. These services begin after placement of a child (above).
7. **Post Permanency Services** - Comprised of advocacy, support group, and respite services. The services represent a continuum of services designated to strengthen and support families created through formal kinship care, PLC or adoption.

Distribute **Handout #26 (Carley's Child Permanency Plan: Service Plan)** and inform participants that they will be spending some time reviewing and practicing completion of this part of the CPP. Remind participants that they explored SMART objectives and tasks used in case planning in *Module 6: Case Planning with Families*. They also reviewed objectives and tasks in their Pre-work.

Trainer Note:
SMART stands for
- Specific
- Measureable
- Action-oriented
- Realistic
- Time-limited

Using information from **Handout #19 (The Search for Smith Relatives)** they now have a sample service plan section of a CPP for Carley Smith. Walk through page one of **Handout #26 (Carley's Child Permanency Plan: Service Plan)** identifying the goal, objective, and related tasks. Explain that since participants already identified objectives and services for Crystal in *Module 6: Case Planning with Families*, they will now ensure that permanency options with Carley's father are supported. After reviewing each completed component, give participants five minutes to develop another task related to the goal and objective and write it on the handout.

Explain that the location of where to document of objectives and tasks related to the goal of return to parent with the non-custodial parent may differ depending on the county agency. Some agencies document these objectives and tasks in the FSP and some document them in the CPP. The important point to emphasize is that objectives and tasks for the non-custodial parent must be planned and documented.

Trainer Note:
In *Module 6: Case Planning with Families*, participants spent a considerable amount of time on the criteria for writing appropriate SMART objectives and tasks for FSPs.

Ask participants what Carley's concurrent goal should be at this time. Build consensus that it should be adoption. Move on to page two of **Handout #26 (Carley's Child Permanency Plan: Service Plan)** and follow the same steps as you did for page one; making sure to note that the goal on this page is for the concurrent goal of Adoption. Again, give participants five minutes to develop two tasks related to the goal and the given objective and write them on the handout. Participants may refer to **Handout #25 (Descriptions of Statewide Adoption and Permanency Network (SWAN) Units of Service**. Be sure that participants identify who will be doing each task, by when, and how the tasks will be measured. Ask one or two participants to share the tasks they wrote. Ensure that participants considered the use of SWAN units of service.

Remind participants that the CPP should specify both short and long term objectives and provide linkages to services that will assist in achieving the objectives. The objectives included in the CPP are those that have not already been stated in the FSP and must occur for the child to achieve the established permanency goals. The objectives and tasks identified in the CPP need to be SMART.

Act 75 requires that the FSP/CPP identify goals and objectives and the child's progress toward meeting the goals and objectives for participation in extracurricular, enrichment, cultural, and social activities. Parents should be engaged in discussions about activities that the child wants to participate in and have the opportunity to express concerns they may have. While the resource parents make decisions as to whether to allow the child to participate in extracurricular, enrichment, cultural and social activities, it is important for the resource parents to know the parents' wishes.

Emphasize that CPPs are developed in collaboration with the family team, including, but not limited to the child, family, resource family/placement, and service providers. The CPP developed and any subsequent amendments for a youth fourteen years of age and older, must be made in consultation with the youth and up to two members of the family team chosen by the child. These individuals may not be the caseworker or the resource parent for the child. One of these individuals may be designated as an advisor and who when necessary may advocate with respect for the application of the reasonable and prudent parenting standard (P.L. 113-183).

Step 8: Finalizing the CPP: Lecture and Individual Activity
(5 minutes)

Refer participants to page 12 of **Handout #24 (Child's Permanency Plan)**. Team members are listed and parents, guardians, custodians and children over the age of 14 must be given the opportunity to sign the document. Ask participants "Why is it important for team members to be listed and for parties to the case be given the opportunity to sign the CPP?"

This final page documents how the plan was developed. Copies of the completed CPP should be given to all involved parties (including the resource families and service providers). A copy is also given to the court at each hearing or review to ensure clear communication about the current status of the overall casework planning process and the concurrent plans being taken to achieve permanency for the child.

Remind participants to complete their online Post-work. Explain that they will be given an opportunity to more thoroughly complete the portions of a CPP.

Ask participants if they have any outstanding questions related to this section. Display **PowerPoint Slide #90 (Don't Let Ideas Get Away!)** and remind participants to record new ideas that shouldn't get away in the New Knowledge section on **Handout #4 (Idea Catcher)** under the section, Child Permanency Plan.

Module 9: Out-of-Home Placement and Permanency Planning

Section XII: Review and Summary

Estimated Length of Time:
2 hours

Section Objectives:
- Summarize the importance of timely legal permanence
- Create an action plan for applying learning on the job

Methods of Presentation
Group Activity, Discussion, Individual Activity, Pair Activity

Materials Needed:
- ✓ Permanency Game Materials
  - Board Game
  - Colored Laminates
- ✓ Evaluations
- ✓ Post-tests
- ✓ Post-test envelope
- ✓ **PowerPoint Slide #91: Section XII: Review and Summary**
- ✓ **PowerPoint Slide #92: Activity: Action Plan**
- ✓ **PowerPoint Slide #93: Questions?**
- ✓ **PowerPoint Slide #94: Review: Learning Objectives**
- ✓ **PowerPoint Slide #95: Course Evaluations**
- ✓ **PowerPoint Slide #96: Knowledge Check**
- ✓ **PowerPoint Slide #97: The Permanency Game**
- ✓ **PowerPoint Slide #98: Let's Play**
- ✓ **PowerPoint Slide #99: Game Debrief Discussion**
- ✓ **PowerPoint Slide #100: Good-bye and good luck!**
- ✓ **Handout #1: Charting the Course Towards Permanency for Children in Pennsylvania: Module 9: Out-of-Home Placement and Permanency Planning** (PowerPoint presentation) (revisited)
- ✓ **Handout #4: Idea Catcher** (revisited)
- ✓ **Handout #27: References**
- ✓ **Appendix #4: Permanency Game**
- ✓ **Appendix #5: CTC: Mod 9 Post-test Instructions**

Module 9: Out-of-Home Placement and Permanency Planning

Section XII: Course Summary and Evaluations

Step 1: Action Planning
(10 minutes)

Display **PowerPoint Slide #91 (Section XII: Review and Summary)** and introduce the final section.

Display **PowerPoint Slide #92 (Activity: Action Plan)**.

Refer participants back to **Handout #4** (**Idea Catcher)** to review the notes they recorded during the training. Ask them to reflect on the possible usefulness in their work (and anticipated effect on their work behaviors) of the knowledge and skills they have been exposed to through this training experience.

Refer participants to the second section on the handout: the Action Plan. Coach participants to use the insights shared during their discussion to generate concrete steps for incorporating on the job the knowledge and skills they have acquired through this training. Suggest that participants consider and note any resources or additional support they might need in order to put the steps of their plan into action. As they are completing the plan, assist any participants having difficulty identifying their next steps.

Emphasize the benefit for trainees of sharing their Action Plans with their supervisors, and how supervisors can help them to put the elements of the plan into practice.

Step 2: Review Course Objectives
(10 minutes)

Review any WIIFM or Parking lot items. Display **PowerPoint Slide #93 (Questions?)**. Invite any final questions or comments. Refer participants to **Handout #27 (References)** for supplemental reading.

Display **PowerPoint Slide #94 (Review: Learning Objectives).**

Indicate the course objectives on the slide. Ask participants to begin reflect on the achievement of these objectives through the activities in which they have engaged.

Step 3: Evaluations
(10 minutes)

Display **PowerPoint Slide #95 (Course Evaluations)**. Have participants complete program evaluations.

Step 4: Knowledge Check
(30 minutes)

Display **PowerPoint Slide #96 (Knowledge Check)**. Follow the trainer instructions for administering the post-test using **Appendix #5 (CTC: Mod 9 Post-test Instructions)**.

Step 5: The Permanency Game: Group Activity
(40 minutes)

Prepare in advance: Cut the pages to **Appendix #4 (Permanency Game)** in half to create game cards.

Trainer Note:
Place the **Board Game** on the floor in a cleared space. Ask willing volunteers to help move tables to one side of the room if needed.

Ask participants if they are ready to review what they have learned. Explain that the first part of the review will take the form of a game.

Display **PowerPoint Slide #97 (Activity: The Permanency Game)**.

Participants will play the Permanency Game. Note that the purpose of the game is two-fold:

- To experience the impacts of a caseworker's decisions and actions on permanency outcomes for children in care
- To review the content of the training

Randomly distribute an equal number of colored laminates in each color among participants. Explain that each color identifies a sibling group. Sibling groups will act as a team. Direct teams to stand together around their respective colored start space on the game board.

Display **PowerPoint Slide #98 (Let's Play!)** during the game, so that rules can be referenced if needed.

During play, participants act as members of sibling groups entering substitute care. They move around the board as game pieces. The object of the game is to be the first sibling group to get "home" or achieve legal permanence.

Review the rules with participants:

- Each sibling group gets a turn to take a card and read it aloud.
- The sibling group will follow the instructions on the card. The sibling group may need to make some choices and decisions, depending upon the instructions on the card.
- If a player lands on the space with an arrow, the player gets to slide to the end of the arrow.

- A sibling group needs to draw the exact number card to finally make it home to permanence.
- Players must travel the entire way around the board to get home. In other words, a player cannot win by going backwards.

Mix the game cards up. Decide which sibling group will go first. The order for turns will go clockwise around the board.

Facilitate to keep focus and discussion on the situations encountered during the game. Be sure to tune into the group to ensure their understanding of the situations and how each situation relates to permanency outcomes. Make connections to Concurrent Planning efforts when appropriate.

Step 6: Game Debrief, and Wrap-up
(20 minutes)

After 30-40 minutes, decide which sibling group(s) is closest to the achievement of permanency. Since sibling groups may be split, this can entail some lively discussion. Encourage participants to explore insights into what they experienced while playing the game. Possible points made may be about:

- Insight into the lack of control the children in care experience;
- What happens when permanence is not achieved;
- What happens when siblings when separated; and
- Impact of caseworker actions and decisions on permanency for children.

Display **PowerPoint Slide #99 (Game Debrief Discussion)**.

Continue to encourage discussion focused on the four questions displayed on the slide:

- How did you feel while playing?
- What did you think about while playing?
- What will you remember from playing this game?
- What will you carry back into practice with you?

Fold up the **Board Game**. Collect **Colored Laminates**. Ask training participants to move the tables and chairs back to their original positions.

Remind them that what happens back on the job in terms of using what they have learned is the best measure of successful training. Remind them to show their action plans to their supervisors.

Display **PowerPoint Slide #99 (Good-bye and good luck!)**. Thank participants for their participation. Dismiss the class.