

WORKSHOP DIRECTORY PAGE

TITLE: Integrating Concurrent Planning into Child Welfare Practice

COMP. #: 209

NO. HRS: 6

DATE: June 2008

COMPETENCY:

209-5: The Child Welfare Professional can assess the needs of children requiring foster placement and can select the most appropriate, least restrictive, most home-like placement setting to meet the child's and family's individual needs.

LEARNING OBJECTIVES:

Participants will be able to:

- Recognize the child welfare practices and laws that helped to shape current applications of Concurrent Planning;
- Explain the principles of Concurrent Planning;
- Explain and apply the Concurrent Planning Three Stage Casework Practice Model and its timeline;
- Define the elements of a successful full disclosure interview; and,
- Identify steps in their own transfer of learning plan.

CALENDAR SUMMARY:

Concurrent Planning is an important method in providing permanency to children who are in out-of-home care. This workshop provides child welfare professionals with an understanding of what is concurrent planning and the benefits and challenges of concurrent planning. It introduces the elements of concurrent planning and assists the child welfare worker in learning new ways to approach service planning and delivery at every stage of a child's placement. Strategies for overcoming challenges are discussed. The components of the Three Stage Casework Process and the Full Disclosure Interview which lead to successful concurrent planning are explained. The importance of developing a case plan, conducting case reviews, and performing case management tasks based on the needs of the child and youth is emphasized to guide a Child Welfare Professional's decision making and to increase permanency options. This workshop is approved for continuing education credits.

TARGET AUDIENCE:

This training is intended for all caseworkers, supervisors, and administrators who provide direct services to families and/or develop policy that guides casework practice and allocation of resources.

EXPECTATIONS OF THE TRAINER:

The trainer of this curriculum should possess extensive knowledge and experience in permanency and concurrent planning and the legal mandates that guide child welfare practice. The trainer must also have extensive knowledge and experience in the Child Welfare System and understand both the role of the Child Welfare Professional and the operation of the Child Welfare System in Pennsylvania. The trainer must have a clear and working knowledge of ASFA, the Pennsylvania Standards for Child Welfare Practice, interactional skills, and all applicable Pennsylvania Department of Public Welfare Bulletins and Regulation.

PENNSYLVANIA STANDARDS/CFSR:

Safety

- IG: Assessment: Recognize Assessment as Basis of Planning
- IIIJ: Service Delivery: Decide on Removal from Home
- IVF: Monitoring/Evaluation: Collaborate with Family

Permanence

- IIH: Service Planning: Involve Extended Family as a Resource
- IIIL: Service Delivery: Incorporate Kin
- IIIQ: Service Delivery: Support Children
- IIIR: Service Delivery: Support Caregivers
- IVF: Monitoring/Evaluation: Collaborate with Family

Well-Being

- IF: Assessment: Assess Interrelationships of Critical Issues
- IH: Assessment: Consider Culture
- IIIB: Service Delivery: Establish Service Linkages
- IIIJ: Service Delivery: Decide on Removal from Home
- IIIL: Service Delivery: Incorporate Kin
- IIIQ: Service Delivery: Support Children
- IIIR: Service Delivery: Support Caregivers
- IVF: Monitoring/Evaluation: Collaborate with Family

MATERIALS NEEDED FOR WORKSHOP:

- Appendices (See List of Appendices)
- Curriculum
- DVDs/Videos (See List of DVDs/Videos)
- DVD Player
- Flip Chart Stands and Pads
- Handouts (See List of Handouts)
- Idea Catchers
- Markers
- Masking Tape
- Name Tents
- Overhead Projector/Screen
- Optional Items:

- Laptop (for Appendix #1, (PowerPoint Presentation))
- LCD Projector
- Overheads (See List of Overheads)
- Prepared Posters (Prepared by Training Program for Trainers. See List of Appendices)
- Pre-work (See List of Pre-work Items)
- Television

LIST OF PRE-WORK ITEMS:

- 1: Pre-work Letter (1 page)
- 2: Pre-work (2 pages)
- 3: *Concurrent Planning: Benefits and Pitfalls* (18 pages) (Article)

LIST OF HANDOUTS:

- 1: Learning Objectives/Agenda (1 page)
- 2: Concurrent Planning Knowledge Review (2 pages)
- 3: Multiple Transitions Participant Reflections (1 page)
- 4: Concurrent Planning for Timely Permanency (1 page)
- 5: Concurrent Planning: A Three-Stage Model of Casework (3 pages)
- 6: Concurrent Planning Full Disclosure Interview (1 page)
- 7: A Three-Stage Model of Casework Practice: Skills Practice (2 pages)
- 8: Full Disclosure Interview Skills Practice (2 pages)
- 9: Integrating Concurrent Planning into Child Welfare Practice: Self-Assessment (1 page)
- 10: Bibliography (2 pages)

LIST OF OVERHEADS:

- 1: Learning Objectives (1 page)
- 2: Agenda (1 page)
- 3: Concurrent Planning (1 page)
- 4: Key Points (2 pages)
- 5: Concurrent Planning Knowledge Review (30 pages)
- 6: Concurrent Planning for Timely Permanency (1 page)
- 6a: Concurrent Planning: A Three-Stage Model of Casework (7 pages)
- 7: Concurrent Planning Full Disclosure Interview (2 pages)

LIST OF APPENDICES

- 1: PowerPoint Presentation: Integrating Concurrent Planning into Child Welfare Practice (45 pages) (Optional Item)
- 2: Concurrent Planning Knowledge Review Answer Key (2 pages)
- 3: Concurrent Planning for Timely Permanency (1 page) (Training Program Pre-made Poster for Trainer)
- 4: ASFA (22 pages)
- 5: *Concurrent Planning in Public Child Welfare Agencies: Oxymoron or Work in Progress* (Article) (18 pages)

LIST OF DVDs/VIDEOS

- 1: Multiple Transitions: A Young Child's Point of View on Foster Care and Adoption
(AKA, Multiple Transitions)
- 2: Concurrent Planning Full Disclosure Interview

CE CREDITS ASSIGNED:

CE Credit for LSW, LCSW, LPC, & LMFT (6 hours)