

CONCURRENT PLANNING: A THREE-STAGE MODEL OF CASEWORK

1 to 4 Months

5 to 8 Months

9 to 15 Months

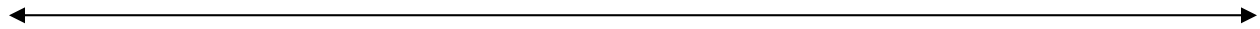
	Stage 1	Stage 2	Stage 3
	Doing For	Doing With	Moving towards Independence
Parent:	<ul style="list-style-type: none"> • Grieving loss of child(ren) • Shock and Crisis • Denial 	<ul style="list-style-type: none"> • Accepted situation and behavior that resulted in out of home placement & moving towards behavior change 	<ul style="list-style-type: none"> • Demonstrates ability to care for child(ren) full time • Connected to family and community supports
Caseworker/Agency Services:	<ul style="list-style-type: none"> • Understand parents grieving/crisis stage • Plans intensive visitation • Engages parent in the collaborative planning process and prioritization of behavior/environment change objectives • Begin Full Disclosure Interviews (FDI) • Ongoing selection process and diligent search 	<ul style="list-style-type: none"> • Continue collaborative planning process & prioritization of behavior/environment change objectives • Guide parent to take on greater responsibility to connect to services and plan for child • Continue periodic FDI • As needed, continued selection process & diligent search • Clear report of progress to courts, parent advocates, child attorney. 	<ul style="list-style-type: none"> • Finalize permanency planning for the child(ren) • Support parent in final planning stage of reunification • Understand that relapse is a part of recovery • As applicable, support child in permanency process • As needed, continued selection process & diligent search • Schedule early review hearing as needed • Clear report of progress to courts, parent advocates, child attorney.

Adapted from Concurrent Planning, Three – Principles Applied: Your Case Plan, Northwest Institute for Children and Families and National Resource Center for Permanency Planning

1 to 4 Months

5 to 8 Months

12 to 15 months



Stage One: Doing For (One to four months)

- Parent Capacity: Very low, in crisis, disorganized – experiencing traumatic loss and grief
- Parent-Worker Responsibility: Worker
- Secure and Manage Resources: Worker plans and gets resources
- Teach Problem-solving Skills: Worker describes while doing, elicits suggestions
- Resolve Internal Obstacles: Stabilize by providing basics and support
- Establish Support Network: Involve significant others as resource managers, if available
- Examples of Activities:
 - Specific help, direction guidance
 - Role model for making phone calls and setting up appointments
 - Setting up transportation
 - Frequent visits, phone calls
 - Checking on progress
 - Support managing money
 - Supervised or teaching visits
 - Role model re: community networking/resource allocation
 - Setting up care for children (Permanency Planning home, kinship support)

Stage Two: Doing With (five to eight months)

- Parent Capacity: Moderate, client has basic skills – past traumatic loss stage as bond continues with children
- Parent-Worker Responsibility: Collaborative planning, Parent does task and worker offers feedback
- Secure and Manage Resources: Worker offers information, client gets resources
- Teach Problem-solving Skills: Worker prompts for steps, generalize skills to new situation
- Establish Support Network: parent request help from network, adds members
- Examples of Activities:
 - Parent reports progress to worker on a scheduled basis
 - Parent sets up their own appointments
 - Less frequent home visits, calls initiated by parent
 - If relapse occurs, with the support of the worker, parent able to use supports to return to sobriety
 - Parent begins to make requests for assistance rather than worker having to plan for needs
 - Parent manages their money

- Increased visitation - more responsibility in caring for children (whether at home or in care)
- Unsupervised visits, overnight visits

Stage Three: Moving towards Independence (nine to fifteen months)

- Parent Capacity: Good decision-making and implementation skills – preparing to care for child(ren) full-time
- Parent-Worker Responsibility: Parent
- Parent able to secure and manage resources
- Worker teaching problem-solving skills and helping parent plan for future
- Parent able to request help from network, add members
- Examples of Activities:
 - Parent reports progress
 - Parent increasing responsibility for child care (school, medical, decisions)
 - Arranges support services for themselves – calls caseworker only after making efforts themselves
 - If relapse occurs, parent able use supports to immediately return to sobriety
 - Parent shares parenting challenges with workers
 - If child is not at home, extended, overnight visits occurring as frequently as possible

Adapted from Concurrent Planning, Three – Principles Applied: Your Case Plan, Northwest Institute for Children and Families and National Resource Center for Permanency Planning

