

Forrester Case Planning Video Script for Case Planning

INTRODUCTION

Case Planning

- Lack Direction
- Poorly Coordinated
- Individual Family Needs
- Without Achieving Goals

Worker & Parent Develop Plan

- Family Strengths
- Community Resources
- Return Child Safely to Mother

Case Plan Development Interview

Commentator: Carol came to the Forrester home as scheduled to assess the family assessment and begin to develop the case plan.

Ms. Forrester: Come on in and have a seat.

Carol: Thanks.

Ms. Forrester: I passed my make up test.

Carol: Congratulations.

Ms. Forrester: I just found out.

Carol: That's terrific!

Ms. Forrester: I didn't think I'd do it. Oh, I'm making tea. Would you like some?

Carol: Yes. Oh, and Ms. Forrester, some sugar if you don't mind?

Ms. Forrester: Call me Susan. Everyone else does.

Carol: Thanks Susan. (Brings tea in)

Commentator: Carol is pleased. Ms. Forrester's behavior suggests she feels more comfortable and has more confidence in Carol. Even so Carol knows the relationship is still new and will be renegotiated often during their work together because of Ms. Forrester's history of suspiciousness and mistrust.

Forrester Case Planning Video Script for Case Planning (continued)

Assessing Progress

Carol: Thank you. So how are things going?

Assessing Progress

Ms. Forrester: Well, I've had a rough past few days. But I've been thinking about our last meeting, and I know there's problems there. I just don't know what to do about them.

Purpose

Carol: Well, that's what we're going to figure out today. Okay? We'll sort through what needs to be done to get John safely back home with you. We're going to develop a plan together.

Ms. Forrester: Okay.

Purpose

Carol: So, let's talk about how we're going to do this. First, we're going to need to review the conditions that put John at the risk of being hurt. And then we're going to decide what we're going to do, how we're going to get there, and how we'll know when we're finished. And if we write all this down, it'll be a little clearer to the both of us when we've succeeded. Are you with me so far?

Purpose

Ms. Forrester: I think so.

Strengths

Carol: Well, we'll back through this one at a time. I just kinda wanted to make sure you had the big picture first. The next thing we'll do is consider your strengths and how we can kinda use that to, oh, let's see, address the risks. Now, we've already talked about your strengths, so we'll kinda build on that assessment. Okay? Okay.

Goals and Objectives

And you know what? You might find that as we work together, that you really already kind of have an idea of what you wanna do.

Ms. Forrester: (laughs) that would be a change. Nothing's ever that easy.

Strengths

Carol: Well, I never said it was gonna be easy. But if we use your strengths, it will be easier.

Ms. Forrester: Okay.

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Purpose

Carol: Well, let's see. I guess the last part of this is kinda, you know, of putting all this together in a family service plan. Okay, it makes clear exactly what needs to be done, who needs to do what, and then when that's going to happen. Okay? The family service plan is like a contract between the both of us. It makes sure that we're working together, basically, to, well, kinda solve the problems that are most important in the most organized way.

Documentation

Now, what I'll do is take all this after we've agreed on everything and, write it up on the proper forms. Okay? Then, I'll give it to you, and you can review it, and then we'll both sign and then that's what I'll take the court for the disposition hearing.

Ms. Forrester: Do you think we'll get all that done today?

Carol: I don't know. (Laughs) But the good thing is that we don't have to do it today, I just need to have it for the court hearing. Okay? Are you ready?

Ms. Forrester: Mm Mmm.

Carol: Okay.

Ms. Forrester: Let's go.

Goal

Carol: First, we need to agree on a goal. And I think we've kinda already done that. To get John home, make sure he stays home, and make sure he's safe while he's there. Okay? Does that sound like what you want?

Goal

Ms. Forrester: Oh, absolutely.

Reasons

Carol: Let's review the risks and issues that we discussed the last time we talked. Okay?

Ms. Forrester: Okay.

Reasons

Carol: Why don't you tell me, in your own words, what you feel is the most important factor that puts John at risk.

Reasons

Ms. Forrester: Well, I get mad and I guess I hit John too hard.

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Reasons

Carol: Now there may be several different things that lead to hitting John. So, why don't we kinda go over those things one at a time? Let's start with when you get angry. Can you kind of help me to describe that?

Reasons

Ms. Forrester: Well, I just get really really mad, and I do things I don't mean to do.

Reasons and Documentation

Carol: Let me write that down. Okay? (begins writing) *Susan gets really angry and when she gets angry, she does things she doesn't mean to do.* (finishes writing) Does that sound right to you?

Ms. Forrester: Yeah, I just hate to see it in writing. It makes me out to be awful.

Documentation

Carol: Now, remember Susan, all this information is confidential. Only the court sees it, and we have to have you're permission to show it to anybody else. Now, your sister will have to understand the plan, but that's because she's taking care of John. Okay, but we can do that together. Do you think it's okay the way I've written it so far?

Ms. Forrester: Yeah, I think so.

Reasons and Documentation

Carol: Anything else?

Reasons and Documentation

Ms. Forrester: No.

Reasons

Carol: The next part. What happens when you're angry that creates a problem for John?

Reasons and Documentation

Ms. Forrester: John gets hurt.

Objective and Task/Activity

Carol: Okay. Have you considered that there might be other ways to discipline him other than hitting?

Objective and Task/Activity

Ms. Forrester: I've heard of about sitting him in a corner and all that. But... honestly, I think hitting is the only way to get through to John. I mean, I'm open to any other suggestions, but I just don't think anything else will work.

Forrester Case Planning Video Script for Case Planning (continued)

Task/Activity

Carol: Well, I mean, I know that there's no magic solutions or anything like that. But there are different ways to manage John other than hitting or, you know, yelling. Why don't we do this? Why don't we say that Susan needs to learn other ways of managing John other than hitting and yelling? Does that sound okay?

Reasons

Ms. Forrester: Well, I was whipped most of my life when I did something wrong.

Reasons

Carol: Well, how did that make you feel?

Reasons

Ms. Forrester: Well, I may have been whipped a little too much and a little too hard. And I didn't like it, but I probably deserved it most of the time.

Reasons

Carol: Well, you didn't like it, and we've already agreed that that puts John at risk of being hurt. So, why don't we write that down as a risk on the assessment? Okay?

Reasons

Ms. Forrester: Okay.

Reasons and Documentation

Carol: Okay, let's see. (Writing) *Susan uses only physical discipline, like spanking and hitting, to manage John's behavior.* (Finishes writing) Okay, now let's think about the things that make you feel angry and upset.

Reasons

Ms. Forrester: You mean like stress?

Reasons

Carol: And why you feel stressed. (No answer) Let me tell you what I remember you saying. First you said that people had often made you feel disappointed, and had let you down. And that you were left, basically, to handle things by yourself.

Reasons

Ms. Forrester: That sounds right.

Reasons

Carol: And then you said that handling these problems all by yourself was really hard on you. (Ms. Forrester nods) Do you think, maybe, that if you had more support and you felt less stress, that maybe you wouldn't feel so angry?

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Ms. Forrester: Well, I do. I just get so tired of having to do everything on my own. I mean, I'd ask my family for help, but all they would do is criticize. I don't even ask them for help unless I'm ready for a sermon.

Reasons, Documentation, Goal, Objectives, and Tasks/Activities

Carol: I think another risk then is, (writes) *Susan has no reliable support from other people and she has to handle most of the stresses by herself.* (Stops writing) Okay, let's summarize here. Do you think that if you learned how to discipline John, and if you had some type of emotional support, and if you learned how to control your anger and your temper, that John would be at less risk?

Objective

Ms. Forrester: Yeah, but what about John?

Carol: What about him?

Objective

Ms. Forrester: Doesn't he need help in solving his problems too?

Carol: Tell me what you mean.

Objective

Ms. Forrester: Well he's stubborn and selfish, and I don't deserve it. I mean, he's just plain mean sometimes. I can't, I don't, I just don't know what to do about it. And he knows it too; because he gets this look in his eye, like he's just gonna get me. I don't know what ever it takes. I mean, he just needs to learn how to act better.

Task/Activity

Carol: Tell me how do you think that's going to happen?

Task/Activity

Ms. Forrester: I don't know, maybe counseling.

Carol: Okay. Well, you might be right. But I don't think we know right now. I mean, children's behavior is usually in response to the way a parent acts to them. You know, once they're behavior changes, the child's behavior changes in response to that.

Ms. Forrester: Well, I don't agree. I think he needs help in solving his problems too. I mean, besides, I can't do all the changing myself. He's got to meet me half way.

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Commentator: Carol has a dilemma. Ms. Forrester said that she expects John to meet her half way. This again shows that she has so much unrealistic expectations for John's behavior. The reciprocity she wants is appropriate in relationships with other adults but not with children. John cannot be responsible to do things to make his mother happy. Rather as a parent, it is her responsibility to create an environment in which he can grow and thrive. This is an issue that Ms. Forrester will need to consider during counseling. But even though John is in no way responsible for the abuse, he may have intrinsic behavior problems that may have to be addressed. Here's Carol's dilemma. She wants to help Ms. Forrester understand her role in John's misbehavior. But if Carol rejects her suggestions of getting help for John, the case plan will not be a mutually developed document. And Ms. Forrester will feel that her suggestions aren't valid or important. Carol understands they must negotiate a solution that will not lay the blame on John yet still validate Ms. Forrester's concerns. Here's how Carol does it.

Reasons, Tasks/Activities

Carol: John may be reacting to your actions. Or he may have some underlying problems. We can see if his behavior changes as you change or we can do a psychological assessment, and see if he needs some help, and then, you know, what type of help he needs. Would you agree with that strategy?

Task/Activities and Reasons

Ms. Forrester: Well, I suppose so. But I know he starts it sometimes. I mean, when I'm not even anywhere near him. He comes busting in the door, yelling and screaming and carrying on. And throwing things. Talking about something, I did or didn't do. I'm not anywhere near him. He does that on his own.

Reasons

Carol: Well, okay, I agree with you. He might have some problems. But, on the other hand, he might just be doing what all children do. I mean, not every child's always satisfied with their parents. I mean, my own kids for instance. They whine, and they gripe and they groan, I mean, "You didn't do that for me" or "You didn't do this for me." And I say, you know, "No, I didn't. Now go put your clothes away." But, I just ignore it. You know, and in a few minutes they're off doing something else and they kinda forgot what happened.

Ms. Forrester: Doesn't that make you mad?

Carol: Well, it makes me feel a little un-appreciated sometimes. But, you know, then I have to remind myself that, children don't always have the capability of being able to appreciate me the way I would expect an adult to.

Ms. Forrester: I can't let it go that easily. I think that children should appreciate what they're parents do for them.

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Carol: Well now, and I agree with you. And I teach my kids to be appreciative. It's just that, well, you know sometimes, they forget. You know, and they're going to be selfish, and they're only going to think of themselves. But that doesn't mean that they don't appreciate me, or that they don't care about me, or that they don't respect me. Okay, does Wendi always appreciate what you do?

Ms. Forrester: Well, I guess not. But that just doesn't bother me as much.

Carol: Well, we may wanna take a look at that later. I think it would help you understand exactly how your relationship is with John.

Commentator: Carol has used this case plan discussion to model a different way of thinking and looking at things. She suggested to Ms. Forrester that parents can't expect their children to behave like adults. Yet she has neither lectured Ms. Forrester nor imposed her own views. She uses herself as an example to help make her point. In this way, she relates to Ms. Forrester's feelings. Affirms that these feelings are valid and offers a different way for a parent to respond. Carol also helps Ms. Forrester understand that parents can't expect their children to always be well behaved. Ms. Forrester may not fully relate this to her parenting of John, but it brings the issue to her awareness to be dealt with later. It also helps her to become aware of the differences in her feelings toward John and Wendi.

Reasons, Objectives, and Tasks/Activities

Carol: Okay, well, back to the plan. Would you agree then, that another risk factor is, that John can be stubborn, obstinate and difficult to manage. (Ms. Forrester nods her head) But we haven't agreed what to do about it. (Ms. Forrester shakes her head). Maybe we need some more information. So, our desired result should be: to get that information and then if we see that John does need special services, we can always add him to the plan later. Does that make sense to you?

Tasks/Activities

Ms. Forrester: Okay, but I still want him to get counseling if he needs it.

Carol: I agree. I agree. Now, are they any other problems that we need to work on?

Ms. Forrester: No, I don't think there's anything else.

Carol: Okay. Well, we can always add on if things come up.

Ms. Forrester: Okay.

Forrester Case Planning Video Script for Case Planning (continued)

Objectives and Documentation

Carol: Okay, now we've already agreed on some of our desired results, now let's see if we can write them down. Okay, umm (writing) *1. Susan will learn and use non-physical and non-violent ways to discipline John, and to manage his behavior. 2. Susan will control and express her anger in non-violent ways that do not harm John. 3. Susan will have dependable sources of emotional and physical support to help reduce her feeling of stress. 4. Susan and Carol will better understand John's needs and the cause of his behavior and use this information to develop the best ways to manage John.* (Finishes writing)

Ms. Forrester: Yeah, looks okay to me.

Strengths

Carol: Now's the time to consider your strengths. What do you already know or do well that could help us achieve the desired results. Let's start with number one, "Learning to use non-violent and non-physical discipline." Okay? Can you tell me what strengths you might have that can help there?

Strengths

Ms. Forrester: Well, I can learn.

Strengths and Documentation

Carol: Yes. Not only can you learn, but you are motivated to learn. You're taking your job training class to prove that. Let's see. (Writing) *Susan is a good learner and is motivated to learn.* (Finishes writing) What else?

Ms. Forrester: Well, I really want to be a better parent to John.

Carol: (writes it down) what else?

Documentation

Ms. Forrester: Well, I can't think of anything else.

Strengths

Carol: Okay. Well, then let's go to number 2. Okay, "Managing and Controlling Anger." What strengths do you have that could help you with that.

Ms. Forrester: Wow, I don't know about that one.

Strengths

Carol: Okay, then let me put one in if you don't mind. Okay, remember when I talked about that not everyone could understand and talk about their feelings and how it effects their actions?

Strengths

Ms. Forrester: I think so.

Forrester Case Planning Video Script for Case Planning (continued)

Strengths

Carol: Well, it's called insight. And it's a real strength. It means you could probably learn how your feelings are connected to your angry outbursts. That will make it much easier for you to be able to handle them.

Strengths and Documentation

Ms. Forrester: Well, I'm not sure about that one, but I guess you could put it down.

Strengths

Carol: Okay, well, you've solved a lot of problems on your own and I think you have good problem solving abilities.

Ms. Forrester: Well, I don't know if that's a strength.

Strengths

Carol: Now how about your strengths relating to number three. "Having dependable sources of emotional support."

Ms. Forrester: I can't think of any.

Strengths

Carol: Well, I think it's a strength that despite all the negative experiences that you've had with people that you're still willing to let someone like me come in and help.

Ms. Forrester: Well, you're not like any other social worker I've ever worked with.

Carol: Well, I'm not really all that unusual. There are a lot of trustworthy people out in the world. I think you just kinda need to learn how to evaluate, you know, who to trust and who not to trust. One of your strengths is willing to help. Or willing to accept help, how's that. (Laugh)

Tasks/Activities

Okay, let's think about services or resources that will help us solve the problems. Any ideas?

Tasks/Activities

Ms. Forrester: Well, my church has parenting programs I'd like to look into.

Tasks/Activities

Carol: Okay, that's a good idea. The church can be a really good source of support in other ways too. You know, another thing that I'd like you to think about is maybe going back to the children's hospital clinic. They have some really, really good programs there and some parent support groups.

Ms. Forrester: No. No. I'd be way too embarrassed to go back there. They must think I'm a horrible parent.

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Carol: No, now... all parents think that at first, okay? I'll tell you what, just go back there with me once and then make your decision.

Ms. Forrester: I'll think about it.

Tasks/Activities, Objectives and Goals

Carol: It's very important for you to work with a really good professional counselor. Okay? A good counselor can basically help you understand the feelings behind your anger. And, you know, how those feelings might actually affect your treatment of John. Okay? So, helping you control your temper should really be addressed first. Once you can control your anger, you can have John back home, and you can work on other things.

Ms. Forrester: Alright.

Carol: I want you to work with somebody competent. Okay? I don't want you to waste you time.

Ms. Forrester: I agree with that.

Tasks/Activities

Carol: Well, I know the staff at the clinic is competent, but if you decide that, you know, you don't really wanna go there after you've been back; we do have some other options. 'I also want you to get really good emotional support.

Susan, do you think if maybe we let your sister and mother in on the plan, that maybe that will help them understand how they could help you?

Ms. Forrester: I don't know about that. They've never been any help in past.

Task/Activities

Carol: Well, you can think about it. But, I mean, remember that your sister was there to help you this time. And we don't really have to make the decision right now. As a matter of fact, a counselor could probably help you out better with that.

Ms. Forrester: Why can't you just help me out with all this?

Tasks/Activities

Carol: Well, I can help with some things. But some people have a little more training and experience in these important areas than I do. Okay? But I do wanna be there for you. And, if there's anything you wanna practice after you've learned these new skills, I'll be there. Okay?

Ms. Forrester: Well, you've been a big help. I'll have to see what this new person's like before I let you go completely.

Carol: Well, I'm not going that far. I'm here to see this thing through with you.

Forrester Case Planning Video Script for Case Planning (continued)

Commentator: Carol and Ms. Forrester agreed they would evaluate Ms. Forrester's progress weekly. Together with Ms. Forrester's counselor, they would also develop a visitation plan. John would come home for short visits, which would increase in length as Ms. Forrester becomes more able to handle him. Carol strongly advised that Ms. Forrester visit John often at her sister's. Carol also suggested that they meet with her sister and John to inform them of the case plan and to enlist the sister's help in achieving it.

Documentation

Carol: Well, I'll see you in a few days with the written treatment plan. And thanks for helping me complete it. Call me if you need anything. Okay?

Ms. Forrester: Okay. Thanks for all your help.

Carol: You bet. Well, when does Wendi get home from school?