

WORKSHOP DIRECTORY PAGE

TITLE: “Charting the Course towards Permanency for Children in Pennsylvania”

Module 13: Out of Home Placement and Visitation

COMP. #: 110

NO. HRS: 12

DATE: August 2007

COMPETENCIES:

- 100-2: The Child Welfare Professional understands the proper role of the juvenile court system in Child Welfare and knows how to use the juvenile court to protect children.
- 101-2: The Child Welfare Professional knows the state’s legal definitions of physical abuse, sexual abuse, neglect, dependency, and endangerment.
- 103-4: The Child Welfare Professional knows how children’s behavior problems may be symptoms of underlying developmental delays or emotional disturbance.
- 104-1: The Child Welfare Professional understands the process and dynamics of normal attachment of children to their parents and to significant caretakers.
- 104-2: The Child Welfare Professional understands the potentially traumatic outcomes of the separation and placement experience for children and their families, including precipitation of psychological crisis, serious disruption of family relationships, and disturbances in the child’s cognitive, emotional, social, and physical development.
- 104-3: The Child Welfare Professional can define “reunification” and “permanency planning” and knows the negative effects on children of changing and inconsistent living arrangements.
- 104-6: The Child Welfare Professional can recognize the physical, emotional, and behavioral indicators of placement-induced stress in the families of children being placed.
- 104-7: The Child Welfare Professional understands how properly structuring a placement can help prevent crisis and its consequences, and can conduct placement activities, including pre-placement preparation and visits, that minimize stress and provide emotional support to the child and family.
- 104-8: The Child Welfare Professional knows how to prepare foster parents, relatives, and other substitute caregivers to receive children in placement to reduce the child’s stress and to facilitate the child’s adjustment.
- 104-11: The Child Welfare Professional can implement strategies to identify, strengthen, and maintain the least restrictive (i.e., kinship care) and/or most appropriate placement to meet a child’s special needs.

- 104-12: The Child Welfare Professional provides services to assist families in meeting case goals and objectives by involving them in all phases of placement planning and implementation. Those services include the supporting and empowering of parents and the understanding of multicultural norms, values, traditions, and child rearing practices of ethnic and cultural groups.
- 104-13: The Child Welfare Professional knows the necessity of regular and frequent visits to maintain the parents' relationship with the placed child, and can use casework strategies that enable parents to participate in planning and attending visits.

LEARNING OBJECTIVES: Participants will be able to:

- ✓ Recognize the importance of permanency planning as a vehicle for Child Welfare Professionals to ensure the safety, permanency, and well-being of a child.
- ✓ Recognize the potentially traumatic outcomes of the separation and placement experience for children and their families, including precipitation of psychological crisis, serious disruption of family relationships, and disturbances in the child's cognitive, emotional, social, and physical development.
- ✓ Recognize how properly preparing for placement and visitation can help minimize the grief and stress to the child and parents when an out of home placement is in the best interest of the child.

CALENDAR SUMMARY: Module 13 of Charting the Course, Out-of-Home Placement and Visitation, introduces the new Child Welfare Professional to the knowledge and skills required to do effective service planning with families when the risk to the children requires an out-of-home placement. Child Welfare Professionals will learn what is expected of them according to the federal mandates, state laws, and regulations, and practice standards when working with families whose children are placed out of the home. Emphasis is placed on effective concurrent planning and visitation. This workshop is eligible for 10 Continuing Education Credit Hours (CEU) for LSW, LCSW, LPC, and LMFT.

TARGET AUDIENCE:

Child welfare professionals seeking certification as direct service workers. Private Provider staff (as determined by Training Program policy).

EXPECTATIONS OF THE TRAINER:

The trainer will be knowledgeable about the entire casework process for child welfare cases, but be especially skilled in the area of out-of-home placement services with families, concurrent planning, ASFA timelines, and visitation. They should also have a basic knowledge of the child welfare laws and regulations (both federal and state), and the Pennsylvania Standards for Child Welfare Practice (January 2000). They should be familiar with the interactional helping skills, the strengths perspective and solution-

focused questioning, which comes from the work of Insoo Kim Berg (and others). The trainers must have effective presentation and practice facilitation skills. They should be committed to strengths-based child welfare practice and the values and ethics of social work.

PENNSYLVANIA STANDARDS/CFSR:

Safety

- IIC: Service Planning: Write the Plan
- IIIF: Service Delivery: Establish Consistent Contact
- IIIJ: Service Delivery: Decide on Removal from Home
- IIIK: Service Delivery: Determine Least Restrictive Setting
- IIIO: Service Delivery: Plan Family Visits
- IVC: Monitoring/Evaluation: Revise Plan
- IVF: Monitoring/Evaluation: Collaborate with Family
- IVG: Monitoring/Evaluation: Conduct Case Reviews

Permanence

- IIC: Service Planning: Write the Plan
- II E: Service Planning: Discuss Concurrent Planning
- IIH: Service Planning: Involve Extended Family as a Resource
- IIIK: Service Delivery: Determine Least Restrictive Setting
- IIIL: Service Delivery: Incorporate Kin
- IIIM: Service Delivery: Provide Kinship Care Services
- IIIN: Service Delivery: Conduct Outreach to Parents
- IIIO: Service Delivery: Plan Family Visits
- IIIQ: Service Delivery: Support Children
- IIIR: Service Delivery: Support Caregivers
- IVC: Monitoring/Evaluation: Revise Plan
- IVF: Monitoring/Evaluation: Collaborate with Family
- IVG: Monitoring/Evaluation: Conduct Case Reviews

Timeliness

- IIC: Service Planning: Write the Plan
- IIIN: Service Delivery: Conduct Outreach to Parents
- IIIO: Service Delivery: Plan Family Visits
- IVC: Monitoring/Evaluation: Revise Plan
- IVG: Monitoring/Evaluation: Conduct Case Reviews

Well-Being

- IH: Assessment: Consider Culture
- II F: Service Planning: Share the Plan
- IIIF: Service Delivery: Establish Consistent Contact
- IIIJ: Service Delivery: Decide on Removal from Home
- IIIK: Service Delivery: Determine Least Restrictive Setting
- IIIL: Service Delivery: Incorporate Kin

IIIM: Service Delivery: Provide Kinship Care Services
IIIQ: Service Delivery: Support Children
IIIR: Service Delivery: Support Caregivers
IVC: Monitoring/Evaluation: Revise Plan
IVF: Monitoring/Evaluation: Collaborate with Family
IVG: Monitoring/Evaluation: Conduct Case Reviews

MATERIALS NEEDED TO PRESENT WORKSHOP:

- ✓ Name Tents
- ✓ Masking tape
- ✓ Colored markers
- ✓ 2 Flip chart stands
- ✓ 2 Blank flip chart pads
- ✓ Red Yarn
- ✓ Blue Yarn
- ✓ Handouts
- ✓ Overheads
- ✓ Overhead Projector and Screen
- ✓ TV/VCR/DVD Player
- ✓ Video: (The Yarn Princess)
- ✓ Video: (Communicating Information [bad adult example])
- ✓ Video: (Communicating Information [good adult example])
- ✓ Video: (Communicating Information [bad child example])
- ✓ Video: (Communicating Information [good child example])
- ✓ Video: (Reaching Inside of Silences [bad example])
- ✓ Video: (Reaching Inside of Silences [good example])
- ✓ Video: (Concurrent Planning)
- ✓ **Reference books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** (1 for each participant to use during the training. NOTE: These are to stay in the training room.)

LIST OF HANDOUTS:

- 1: Learning Objectives and Competencies (2 pages)
- 2: Agenda (1 page)
- 3: Emotional Impact of Out-of-Home Placement (2 pages)
- 4: Talking with Children About Placement (3 pages)
- 5: Demonstration - Talking to Katie about Placement (3 pages)
- 6: Preparing Children-Youth for Placement (4 pages)
- 7: Preparing Primary Caregivers for Out-of-Home Placement (1 page)
- 8: Preparing Caregivers to Receive a Child(ren) (2 pages)
- 9: Katie Parker (3 pages)
- 10: Restrictiveness of Living Environment Quiz (1 page)
- 11: Knowledge Review-Out of Home Placement (2 pages)
- 12: Parker Child Permanency Plan (23 pages)

- 13: Communicating Information Feedback Form (1 page)
- 14: Katie Parker 1 Week Update (1 page)
- 15: Tips for Effective Visitation (1 page)
- 16: Visitation Planning Form (3 pages)
- 17: Visitation Planning Form – Completed (2 pages)
- 18: Reaching in to Silences (1 page)
- 19: Reaching in to Silences Feedback (1 page)
- 20: Understanding Reactions to Visiting (1 page)
- 21: Steps of Concurrent Planning (3 pages)
- 22: Full Disclosure Interview (1 page)
- 23: Concurrent Plan Script (3 pages)
- 24: Concurrent Planning Observation/Feedback Form (2 pages)
- 25: Behavioral Indicators for Reunification Planning (5 pages)
- 26: Progress Update on the Parker Case at Five Months (4 pages)
- 27: Permanency Plan Review Sheet (1 page)
- 28: Self-Assessment – Module 13 (2 pages)
- 29: Transfer of Learning Activities Module 13 (2 pages)

LIST OF OVERHEADS:

- 1: Preparing the Child for an Out-of-Home Placement (1 page)
- 2: Principles for Choosing Appropriate Placement Setting (1 page)
- 3: Restrictiveness of Living Environments (2 pages)
- 4: What is Permanency Planning? (1 page)
- 5: Basic Permanency Assumptions (1 page)
- 6: Visitation (1 page)
- 7: Visitation Guidelines (1 page)
- 8: Concurrent Planning (1 page)
- 9: The Purpose of Concurrent Planning (2 pages)
- 10: Reunification Principles (1 page)
- 11: Reasonable Efforts (1 page)
- 12: Casework Practices that Guide Reunification Efforts (1 page)
- 13: Child Permanency Plan Review (2 pages)

CREDIT ASSIGNED:

CE for LSW, LCSW, LPC, & LMFT (10 hours)