

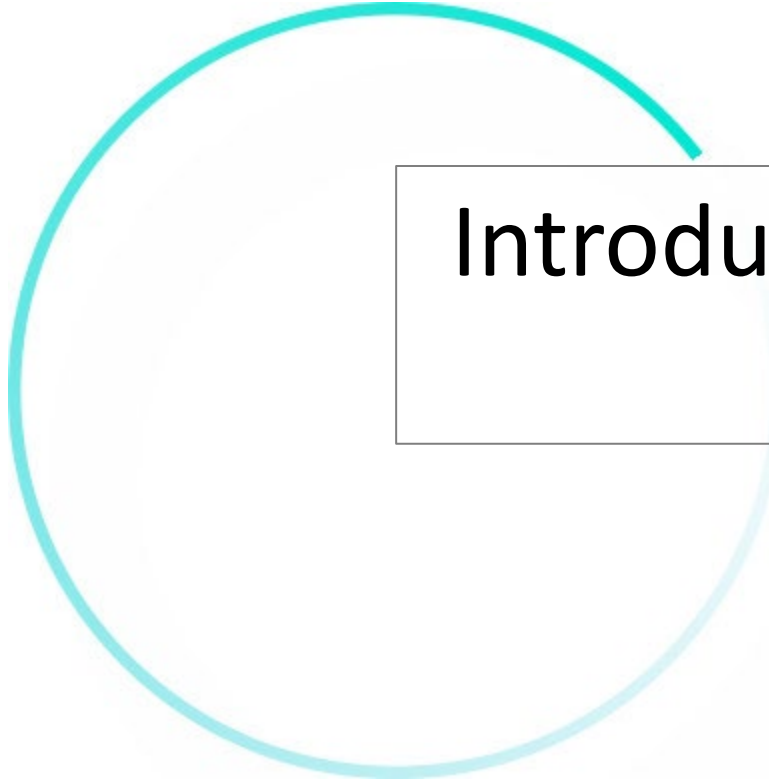


Department of

Children's Services

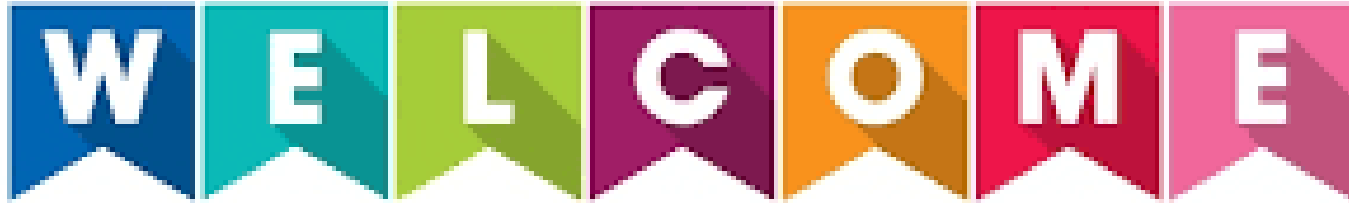
STATE OF TENNESSEE
Foster Care Specialty Week One
6.15.2023

Unit 1



Introduction to the Casework Process

Introductions and Desired Outcomes



- Name
- Region
- One Desired Outcome

OJT Survey



We Care About What You Think!

Scan- Click- Complete

On the Job Training (OJT) Survey

Comfort Rules Revisited

Can everyone
agree to
support the
Comfort
Rules?



Learning Objectives

Participants will gain knowledge of the foster care casework process.

Participants will have a greater understanding of how engaging families leads to quality contacts and assisting families during the custodial episode.

Participants will team with the family to identify informal and formal supports to assist the family through the custodial episode.

Participants will demonstrate assessment skills by using the CANS to assess the strengths and needs of the family.

Participants will learn and demonstrate how to plan with the family to implement action steps which will help the family reach positive outcomes.

Participants will become knowledgeable in ongoing tracking and adjusting in casework.

Participants will apply knowledge learned from the foster care casework process.

Schedule

Foster Care Specialty Week One

Monday: 10:00-4:30

Tuesday: TFACTS

Wednesday: 8:30-4:30

Thursday: 8:30-4:30

Friday: 8:30-2:30

Resources



Google Classroom

New Hire Guide

DCS Policy

- CFTM Guide
- Visitation Guide

The Practice Wheel

- How does the Practice Wheel move foster care cases forward?
- What does each function look like in practice?



Permanency



- What does permanency look like to you?
- What does permanence mean to families?
- How do you know you have permanency?

Entering DCS Custody

CPS Referral

- Hotline
- Allegation of Harm

Bench Order

- Open CPS Case
- Unruly Petition

Juvenile Justice

- Youth committed crime

Foster Care Adjudications:

- Dependent/Neglected
- Unruly

Allegations of Harm

- Physical Abuse
- Drug Exposure
- Neglect
 - Environmental Neglect
 - Nutritional Neglect
 - Medical Neglect
 - Educational Neglect
 - Lack of Supervision
 - Abandonment
- Sexual Abuse
 - Child Sexual Abuse
 - Commercial Sexual Exploitation of a Minor (CSEM)
- Psychological Harm
- Domestic Violence
- Child Death/Near Death

Unit 2



Engagement

Working with Families

What examples have you seen in the field of engaging the parent and engaging the child?



Engagement Strategies

- Acknowledge family is the expert in their own lives
- Be clear, honest, and direct
- Be matter of fact and non-defensive
- Be courteous and respectful
- Assess strengths as well as risks
- Convey understanding of parent's viewpoint
- Clarify available choices
- Be a good listener
- Respect the expression of values that differ from your own
- Establish feasible, small steps to help build early success
- Acknowledge difficult feelings and encourage open discussion of feelings
- Reframe the family's situation

Engagement and Trauma

What are some past traumatic experiences of the parent or caregiver that can impact engagement?

Factors of Resistance

Lack of Trust

Not ready to
change

Adversarial
Case Manager

Trauma

Higher
ACE Scores

Intergenerational Transmission of
Parenting (ITP)

Motivational Interviewing Elements

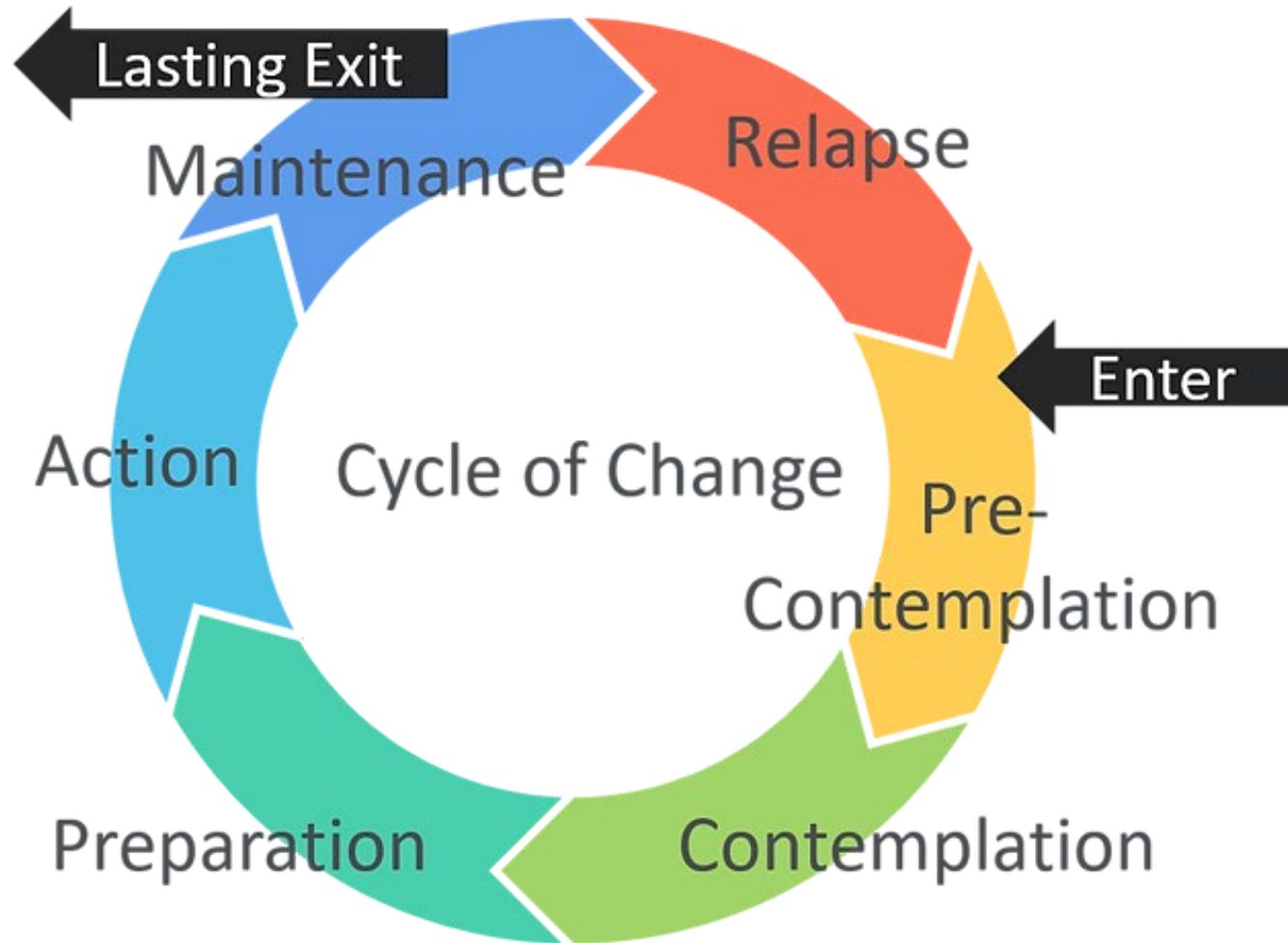
OARS

**Open-Ended
Question
Affirmations
Reflections
Summaries**

**Preparatory
Language
(DARN)
Desire
Ability
Reason
Need**

**Mobilizing
Language
(CAT)
Commitment
Activation
Taking Steps**

Cycle of Change



Activity: Stages of Change

Permanency Specialty - Case Work Process Participant Guide CHPS

The Stages of Change and You Worksheet

Directions:

1. Identify a change in your life that you are currently making or are thinking about making.
2. Answer the questions based on the change you have selected.

1. Why did you decide to make this change? Was it a change you chose to make voluntarily or was it something you were forced to change?

2. Identify the stage of change you are currently in.

3. What thoughts and behaviors are you currently experiencing surrounding the change that makes you believe you are in the stage of change you identified above?

4. What support have you used to help make this change? (Including family, friends, resources, etc.)

5. What would need to happen for you to move to the next stage of change?

Which are change talk statements:

- I have to cut down on my drinking so I can make it to work on time.
- My wife wants me to give up cigarettes.
- The doctor thinks it is important for me to decrease my alcohol intake.
- I want to stop taking my pain meds, but the pain won't go away.

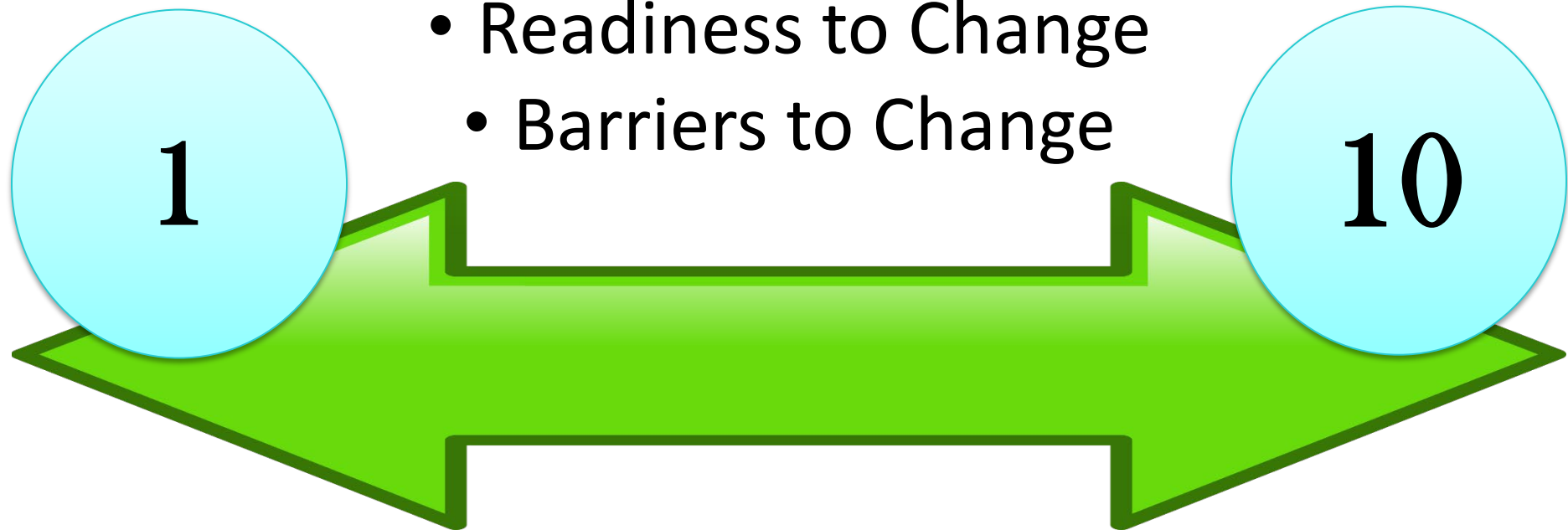
The Change Ruler

Used to scale:

- Importance to Change
- Confidence to Change
- Readiness to Change
- Barriers to Change

1

10



Activity: Behaviors of Resistance

Behavior	Feeling	Underlying Needs

Strategies

- Acknowledge family is the expert in their own lives
- Slow down and allow the parent to take a break.
- Soften voice and speak
- Use body language to show you are listening
- Be open and direct to help them understand the reason you are there and how you can work together to resolve the concerns.
- Roll with the resistance
- Co-regulate yourself
- Validate the person's emotion
- Do NOT allow yourself to get drawn into an argument or disagreement
- Find opportunities to agree with something they have said or done
- Always thank them for talking with you

Activity: Resistance Statements

- **Identify if the statement could be from a Child, Youth, Adult, or All?**
 - **What strategy could be used to reduce resistance?**
- “I can’t do better in school because the teachers and principal already hate me.”
- “It is not my fault. The bus was late and the guy that interviewed me told me that stuff I would do at the job sounded like it’s not worth working at all.”
- “What’s the point of learning to read and write when I’m only going to die and get shot tomorrow? I won’t even make it to 17, you watch.”
- I’m not going to work some stupid job at Carl’s Jr., making minimum wage. I make a lot more doing what I am doing now.”
- “You haven’t gotten me my housing yet or a job.”
- “My parents used [drugs and alcohol] throughout my childhood. Why can’t I?”
- “The last case manager I had was useless. She never even returned my calls, she didn’t help me with SSI, and all she wanted to do was talk about my ‘feelings.’”
- “All you people want to know is if I took my medication. Did you take yours?”
- “The reason my test came back positive is because I have the flu and took medication. The test must have picked that up.”

Activity: Open Ended Questions

What grade are you in?

Do you smoke a lot?

What traumatic experience have you had?

Don't you think it would be a good idea to stop smoking pot?

Do you drink daily?

Do you have a primary care doctor?

Do you physically discipline your children?

Internal Teaming



How does the Foster Care Case Manager and CPS or FSS Case Manager work together?

Internal Teaming and Next Steps

What tasks would be completed once a new custodial case is assigned?

The Initial Contact



Reminder

- ✓ Initial visit in the placement setting within 3 business days of placement.

- What is the importance of meeting with the parent as soon as possible after removal? What would you discuss?
- What is the importance of contacting the child and foster parent after removal? What would you discuss?

The Family Story

Family Story: The family sharing how they became involved with the department from THEIR PERSPECTIVE.

- ✓ Should include all family member's perspectives, but at least one
- ✓ Use direct quotes for emphasis
- ✓ Family should update progress or lack thereof in each meeting

- ✓ Even if DCS disagrees, it should be documented as the family shares
- ✓ Best Practice and COA Standards require we gather and document input from the families

MI and the Family Story

- **Open-Ended Questions**
 - *“Tell me more about what happened?”*
 - **Affirmations**
 - *“You are being very brave for asking for help!”*
 - **Reflections**
 - *“It sounds like you...”*
 - **Summaries**
 - *“So, let me see if I have this right...”*

Ongoing Timeframes



Moving Forward

Review the Visitation Guide to identify timeframes for Face-to Face Visits with: Parents, Foster Parents, and ongoing visits with children.

Activity: Gather the story

- Use OARS to gather your partner's story of how they came to work at DCS
- Document their story in their words
- Debrief
- Change roles and repeat



Meet the Family: The Williams



Renee Williams, mother
Frank Smith, mother's boyfriend
Russ Williams, father
Ariana Jones, 13
Jewel Williams, 4
Justin Williams, 2

The Williams

Pathways to Permanence

A woman with long blonde hair, wearing a dark patterned top, stands on a paved road. The background shows a scenic landscape with a lake, rolling hills, and a clear sky. The text "Engaging Mom" is overlaid in the center of the image.

Engaging Mom

Play (k)

TN

Department of
Children's Services

Engaging Mom: Debrief

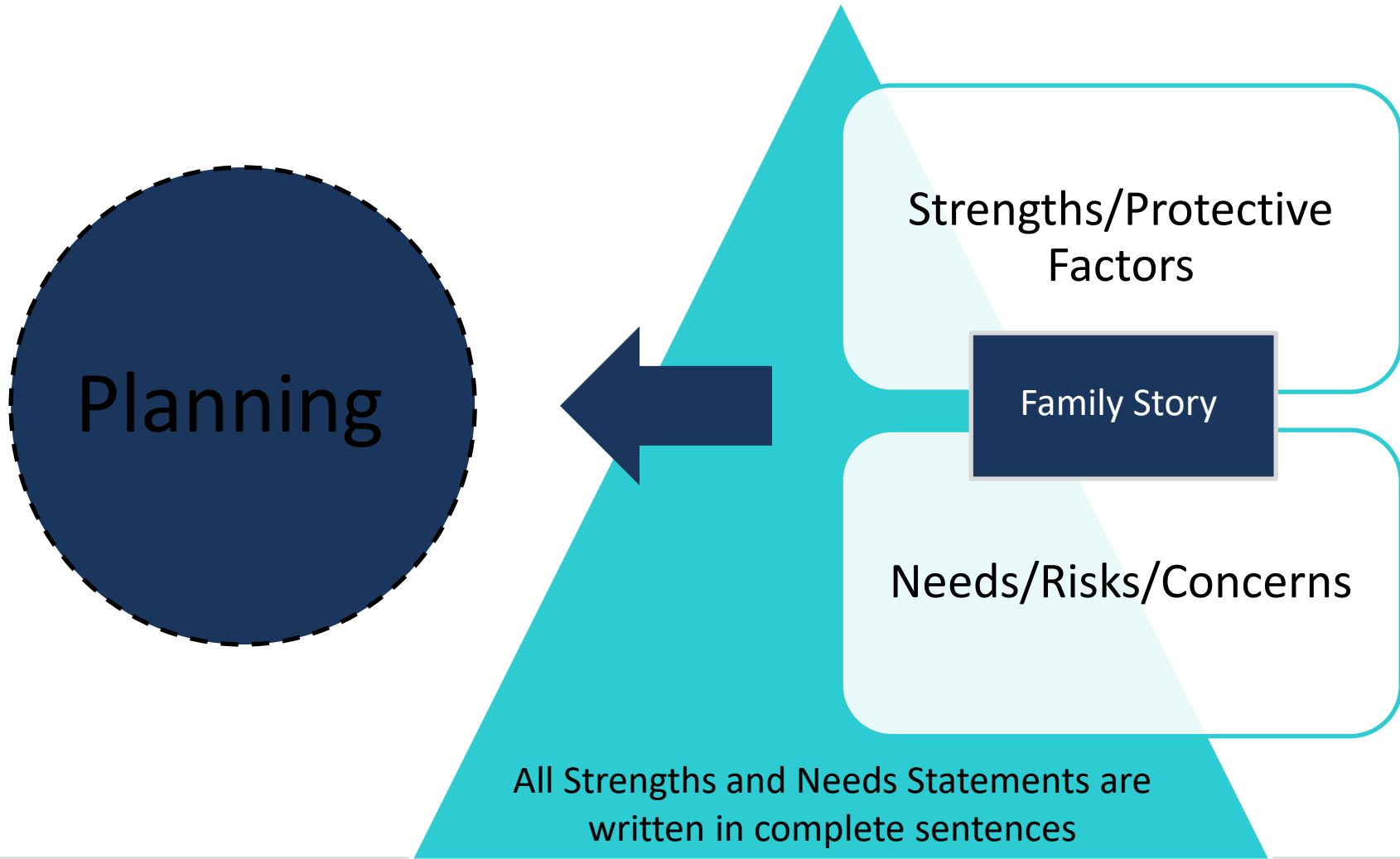
What did you notice about the interaction with Renee?

What did the FSW do well; what would you do different?

What types of questions did the FSW ask? Did she use her OARS?

What are the logical next steps from this quality contact?

Identify Strengths and Needs



Purpose-Drop down selection

Content

- Interactions
- Agreements
- Decisions
- Evidence of Facts
- Results of Assessments
- Engagement

Observation

- Descriptive
- Measurable
- Individual Behaviors
- Appearance
- Environmental Factors

Plan

- What is to be done next from this contact?
- Should not include generic next steps

Practice Documentation Policy 31.14: A, B, C, D

- Write in Third Person
- Use correct grammar and punctuation
- Use direct quotes
- Use descriptive words
- Keep personal opinions out
- Flow like a story
- Use PCOP Format

Tennessee
Department of Children's Services

Policy and Procedures: 31.14

Documentation of TFACTS Case Recordings

TCA 37-5-105; 37-5-106

DCS Practice Model Standards: 2-400, 2-401, 2-402, 2-403, 2-404, 2-405, 2-406, 2-407, 2-408, 2-409, 2-410, 2-411, 2-412, 2-413, 2-414, 2-415, 2-416, 2-417, 2-418, 2-419, 2-420, 2-421, 2-422, 2-423, 2-424, 2-425, 2-426, 2-427, 2-428, 2-429, 2-430, 2-431, 2-432, 2-433, 2-434, 2-435, 2-436, 2-437, 2-438, 2-439, 2-440, 2-441, 2-442, 2-443, 2-444, 2-445, 2-446, 2-447, 2-448, 2-449, 2-450, 2-451, 2-452, 2-453, 2-454, 2-455, 2-456, 2-457, 2-458, 2-459, 2-460, 2-461, 2-462, 2-463, 2-464, 2-465, 2-466, 2-467, 2-468, 2-469, 2-470, 2-471, 2-472, 2-473, 2-474, 2-475, 2-476, 2-477, 2-478, 2-479, 2-480, 2-481, 2-482, 2-483, 2-484, 2-485, 2-486, 2-487, 2-488, 2-489, 2-490, 2-491, 2-492, 2-493, 2-494, 2-495, 2-496, 2-497, 2-498, 2-499, 2-500, 2-501, 2-502, 2-503, 2-504, 2-505, 2-506, 2-507, 2-508, 2-509, 2-510, 2-511, 2-512, 2-513, 2-514, 2-515, 2-516, 2-517, 2-518, 2-519, 2-520, 2-521, 2-522, 2-523, 2-524, 2-525, 2-526, 2-527, 2-528, 2-529, 2-530, 2-531, 2-532, 2-533, 2-534, 2-535, 2-536, 2-537, 2-538, 2-539, 2-540, 2-541, 2-542, 2-543, 2-544, 2-545, 2-546, 2-547, 2-548, 2-549, 2-550, 2-551, 2-552, 2-553, 2-554, 2-555, 2-556, 2-557, 2-558, 2-559, 2-560, 2-561, 2-562, 2-563, 2-564, 2-565, 2-566, 2-567, 2-568, 2-569, 2-570, 2-571, 2-572, 2-573, 2-574, 2-575, 2-576, 2-577, 2-578, 2-579, 2-580, 2-581, 2-582, 2-583, 2-584, 2-585, 2-586, 2-587, 2-588, 2-589, 2-590, 2-591, 2-592, 2-593, 2-594, 2-595, 2-596, 2-597, 2-598, 2-599, 2-600, 2-601, 2-602, 2-603, 2-604; CO

To All Department of Children's Services
Documenting TFACTS Case Recordings

Content:

Documentation of all contacts with clients
within 30 days from date of contact in TFACTS

This record serves as a reference tool for case documentation and the preparation of required documents, forms, and assessments.

- Type a case recording from the Initial Home Visit with Ms. Williams
- 30-minute timeframe
- Email case recording to the trainers when completed

National Center on Substance Abuse and Child Welfare

National Center on Substance Abuse and Child Welfare:

“Child welfare, charged with ensuring the safety and well-being of children, must determine whether parent’s substance use jeopardizes a child’s safety or create risk.... Drug testing is one tool that child welfare can use as an overall approach when working with parents who use alcohol and other drugs.”

Why is it important to understand Drug Testing in the context of Child Welfare?



Drug Screening

- Drug testing can provide a chance to discuss a parent's substance use and motivate them.
- Should be viewed as a therapeutic tool that can inform decisions.
- Use a strength-based, non-punitive approach if there is a discrepancy between a test result and a parent's self-report.

MI and Drug Screening

Partnership

Acceptance

Compassion

Evocation

- Discuss results in a timely manner
- Use a strengths-based approach
- Help the parent connect to an Alcohol and Drug Treatment Provider or other Mental Health Services
 - Consider holding a CFTM to determine next steps.
 - Listen and encourage parents to talk through any challenges or barriers.

Unit 3



Teaming

Teaming Components

Teaming begins at the initial contact by collecting the family story and building the team.

Family teams make decisions and develop plans. They are inclusive not exclusive.

CFT Model moves cases forward.

Decisions made by the CFT are honored unless not in the child's best interest.

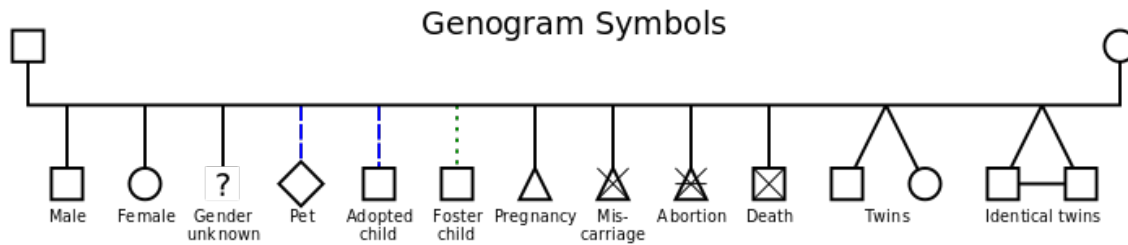
CFT should be built around the family/with the family.

Resources:

- Child and Family Team Meeting Guide
- Work Aid: How DCS Workers Can Help Prepare Families for the Meeting
- Work Aid: Preparing the Facilitator

Genogram and Family Eco-Map

- ❑ Aids in Engagement, Teaming, and Assessment
- ❑ Helps explore supports and resources with the family
- ❑ Should ALWAYS be completed WITH the family



Child/Youth's Name _____ Date _____

Family/Household


Extended Family Work Healthcare Professionals Religion Friends School Deacons Neighbors Recreation Other Other Other Other

Key:
Strong connection ————
Weak connection - - - - -
Stressful connection ~~~~~~
Flow of energy >>>>>>
*Identify significant people and resources.

Always check the "Forms" Website for most current versions. This form may not be altered.
Distributor: Child/Youth's Case File
CS-0782, 06/07 Page 2 of 2

Diligent Search Timeframes

Initial: Within 30 days of custody



Diligent Search Letter



Every 90 Days

Genogram and Eco-map: The Williams

- Create Genogram for the Williams family
- Create Family Eco-map for the Williams family
- 10-minute timeframe

Resources:

- Genogram Contact Sheets (CS-0774)
- Family Eco-Map (CS-0782)

Preparing for the Meeting

What impact do you think preparation can have on the FSW's ability to engage the family and team?



Resources:

Work Aids: Child and Family Team Meeting

Preparation Tools: Family and Facilitator

Preparing the Youth

12

Youth must be a part of the meeting at the age of 12; however, may attend prior depending on developmental age. Youth should invite at least two individuals as a support.

Tips for Engaging Youth:

- Explain Processes
- Keep informed
- Listen to their story
- Ask them about their supports
- Explain who the team members are and why they are there
- Help them understand the meeting purpose
- Encourage them to ask questions

CFTM Script

- Develop a “script” that could be used to introduce the concept of

CFTMs to the families on their caseloads.
- 5 minutes for participants to gather their thoughts.
- Volunteer to share the script they would use with their family.

Resources:

Work Aids: Child and Family Team Meeting

Preparation Tools: Family



Preparing as the FSW

What tasks need to be completed prior to the Initial CFTM?

Initial Child and Family Team Meeting

The Initial CFTM must be held within 7 calendar days of custody

Who may be possible team members?
What is the purpose?
What is the role of the FSW?

Pathways to Permanency

A woman with long hair, wearing a dark top, stands outdoors. The image has a blue tint and is framed by a black border. The text "Within 48 hours of Removal" is overlaid in the center in a white, bold, sans-serif font.

Within 48 hours of Removal

Factors that influence placement

- Federal Mandates
- DCS Policy
- Types of Placement
- Assessments (CANS and FAST)
- Child and Family Teams

MEPA/IEPA; Children of Native American Heritage

Multi-Ethnic Placement Act/Inter-Ethnic Adoption Provision (1996)

Goals:

- Decrease the length of time children wait to be adopted or placed.
- Facilitate the identification and recruitment of adoptive and foster families who meet the needs of available children.
- Eliminate discrimination based on the race, color or national origin of the child or family involved.

Children of Native American Heritage T.C.A Indian Child Welfare Act of 1978

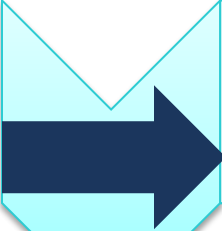
ICWA sets minimum standards for any child of Native American heritage involved in a child protective services case, adoption, guardianships, termination of parental rights action, runaway/truancy matters, or voluntary placement of children who are unmarried and under the age of eighteen (18).

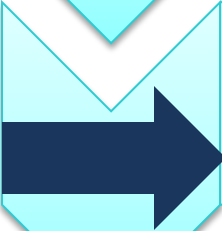
Policy 16.46 Child/Youth Referral and Placement

- Placement decisions are to be assessment driven (utilizing the CANS and FAST)
- Placement decisions must be made in the context of the Child and Family Team Meeting
- Placement will be reviewed during the Initial Child and Family Team Meeting
- Consideration to change a child's placement is discussed in a CFTM and should occur prior to the actual change in placement

Review Policy 16.46 Section C (Referral Process)

Best Practice in Placement

- 
- Decisions are made in a CFTM
 - Relative Placement is preferred

- 
- Siblings are placed together
 - Least restrictive, most family like setting

- 
- Placement in or near a child's community

Three Principles

Policy 16.46 Section D:

1. Minimizing the trauma experienced by child/youth and families during the placement process.
2. Striving for the first placement to be the best placement within the child/youth's home county/community or as close to home as possible.
3. Placing the child/youth in the most appropriate, most family-like setting that meets their needs, including out of state placements subject to compliance with the Interstate Compact on the Placement of Children (ICPC).

Placement Exception Requests



Tennessee Department of Children's Services
Placement Exception Request

Using the information in PART III, please write the letter and number of all exceptions that are being accounted for on this form in the Child Information Section. **For a adjudicated dependent neglect or unruly child in detention, complete Child Name, TFACTs Person ID, DOB, County of Commitment, FSW, Name of Placement, and Date Placed in Detention/Jail/Correctional facility.**

All information contained in this form (and any associated case recordings) may be used as part of federal reviews in order to help accurately track data regarding child movements.

*** Note: Children who are not in the same family case shall not be listed on the same form.**

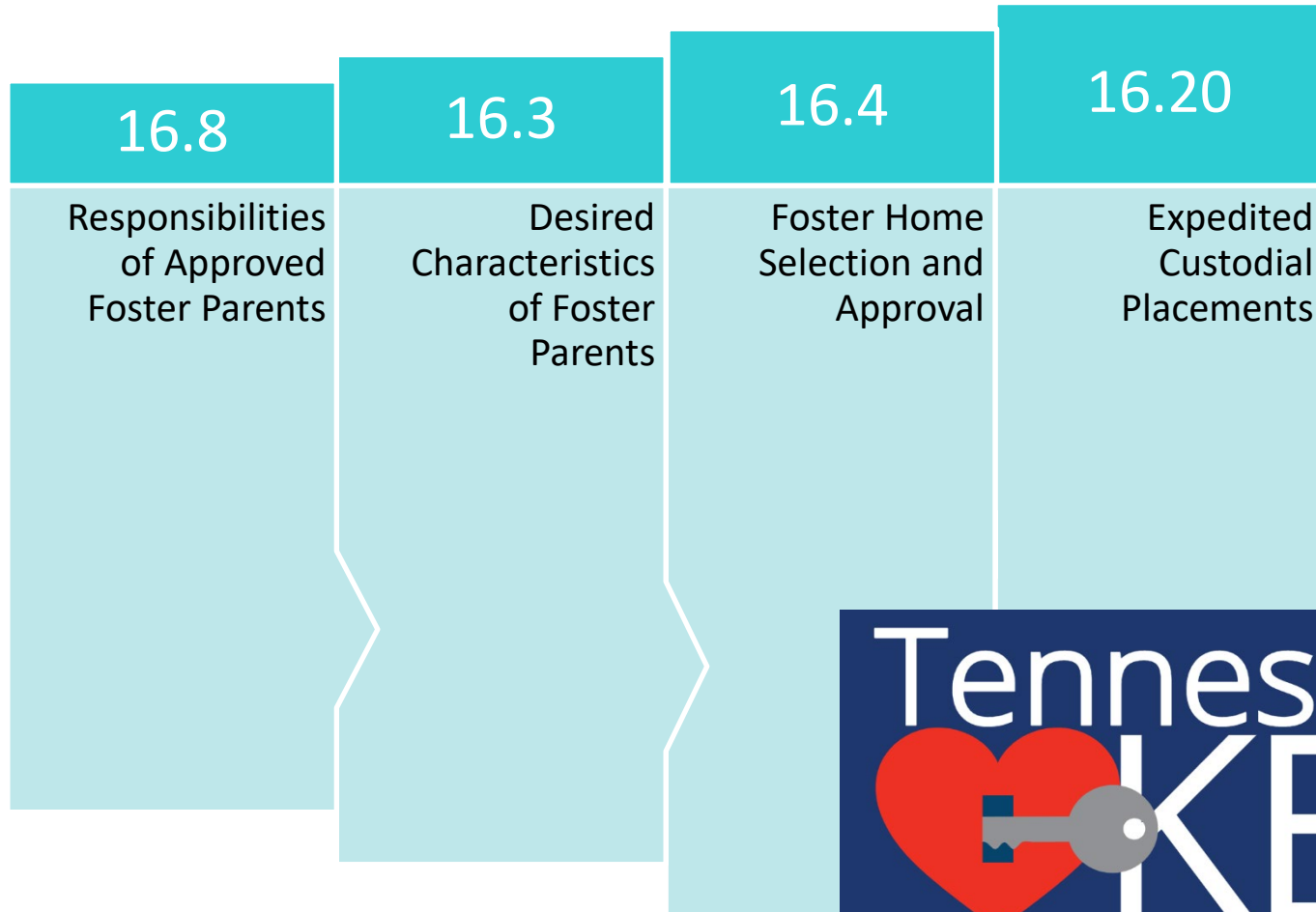
PART I: CHILD INFORMATION								
	CHILD NAME	TFACTS Person ID	TFACTS Case ID	DATE OF BIRTH	COUNTY OF COMMITMENT	GUARDIANSHIP STATUS	FSW	EXCEPTIONS FOR EACH CHILD (ex. a.2, b.2, c)
1								
2								

Types of Placements

- 16.46 Section D Placement Options and Types
- Types of Placement Handout (Google Classroom)



Foster Home Policies and Training



Foster Home Visits



Assessing

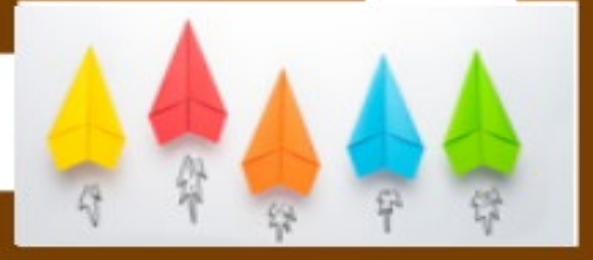
Safety

In-Home Daycare or Babysitting



Assess for Safety

Foster Home Provides In Home Day Care or Babysitting for multiple children



TN Department of Children's Services

Full Disclosure

DISCLOSURE OF LEGAL PERMANENCY OPTIONS FOR RELATIVES AND KIN

▶ ▶▶ 🔊 0:01 / 13:53



Life Story Books

- The purpose of the Life Story Book is to document and preserve the history of a child in DCS custody/foster care.
- It is both a product and a process.
- A therapeutic tool for youth to express their view of their life.



Benefits of visitation

Benefits of regular visits

Reassures parents who are serious about maintaining relationships

Reassures children their family's care

Lessens the trauma of separation

Provides FSWs opportunities to assess

Strengthens the parent/child bond

Provides opportunities to model

Visitation Schedule is completed as a part of the Initial CFTM

Relationships and Connections

Visitation is vital to a child maintaining family relationships and cultural connections.


Visitation offer the opportunity to gather important information such as:

- ✓ Family Traditions
 - ✓ Culture
- ✓ Family Norms
- ✓ Family Roles

Visitation is considered the heart of reunification

Policy 16.43 Review

What are the responsibilities of the FSW according to Policy 16.43 around visitation?

	State of Tennessee Department of Children's Services
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Administrative Policies and Procedures: 16.43

Subject:	Supervised and Unsupervised Visitation Between Child/Youth, Family and Siblings
Authority:	TCA 37-5-106, TCA 37-4-201; P.L 109-239 (Safe and Timely Interstate Placement of Children in Foster Care); TCA 37-4-201-207.
Standards:	DCS Practice Model Standards – 6-510C, 12-400, 12-401, 12-402, and 12-403.
Application:	DCS Family Service Workers and Supervisory Staff and Contract Agency Staff.
Policy Statement:	
The Department of Children's Services (DCS) ensures that visitation between children/youth in the legal custody of DCS and their families is conducted in the best interest of children and youth based on court orders, policy directives, and the individual circumstances of each case. Unless a court order indicates differently, visitation is no less than two (2) visits per month or weekly when appropriate and possible. This policy also applies to DCS custodial youth, their families and siblings who are subject to inter-jurisdictional placements under the Interstate Compact on the Placement of Children.	
Purpose:	
To provide directives and guidelines for staff to ensure youth have an opportunity to visit their families and /or siblings. Decisions regarding supervised or unsupervised visitation is based on the safety and well-being of the child and/or as directed by the court. Visitation is critical to reducing the trauma of separation to children and achieving permanency as quickly as possible. Visitation also affords parents and family the opportunity	

Visitation

- The visitation schedule is established in the Initial Child and Family Team Meeting.
- Visitation is scheduled for no less than four hours per month—absolute ***minimum*** standard.
- Sibling visitation is scheduled for no less than one hour a month.

Resources:

- Policy 16.43 Supervised and Unsupervised Visitation
- Visitation Guide
- Visitation Observation Checklist (CS-0594)

Remember!!!

Family visitation is to be meaningful and purposeful

Readiness for Visitation

What needs to be considered when assessing a parent's readiness for visitation?


- The nature and severity of the abuse
- Does the perpetrator of the abuse show a willingness to change?
- Does the parent(s) show empathy for the children?
- Are the parents engaged in services?

Resources:

CS-4221 Visitation Working Agreement
Visitation Plan Work Aid

Visitation Observation Checklist

- Used to document interaction between parents and child when the visits are supervised
- FSW encourages others supervising visits to utilize the checklist to document the visits



Tennessee Department of Children's Services

Visitation Observation Checklist

DATE OF SUPERVISED VISIT:	WITH WHOM:	TIME OF VISIT:	TO
LOCATION:	SUPERVISING STAFF PERSON:		
OTHER DCS /AGENCY/VOLUNTEER STAFF PRESENT:			
ACTIVITY			
PARENT/CAREGIVER'S STATUS AT VISIT			
Arrived on time	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Arrived with only authorized guests to the visit	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Shows attention to personal hygiene	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Appeared sober and free from substance abuse	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
COMMUNICATION SKILLS OF PARENT/CAREGIVER			
Sensitive to child's feelings (vs. parent/caregiver ignores or changes what the child says)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Used child friendly language (vs. parent/caregiver uses adult language and comments)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Demonstrated warmth/a positive attitude toward child verbally or non-verbally (vs. parent/caregiver being remote, hostile, distracted or making disparaging remarks towards about DCS, foster parents, etc.)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Verbally respectful to child (vs. parent/caregiver "quizzes" the child or seeks inappropriate reassurances from the child)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
UNDERSTANDING OF PHYSICAL SPACE AND INTIMACY NEEDS			
Showed respect for child's physical space (vs. parent/caregiver violates space, kisses child inappropriately, grabs, or puts squirming child in lap,, etc.)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Joined in with child's play or let child initiate play (vs. parent/caregiver is under-involved or over-involved)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree
Provided a safe and comfortable interaction for child overall (vs. parent/caregiver has a threatening, intimidating, intrusive style)	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially Agree	<input type="checkbox"/> Disagree

Purposeful and Meaningful

- ✓ Developmentally, Age Appropriate, Enjoyable activities for the child
- ✓ Parent has ability to demonstrate positive parenting skills
- ✓ The visit serves as an opportunity to strengthen the bond between the parents and child.
- ✓ Foster parents are involved and have the opportunity to mentor the birth family

Visitation Schedule: The Williams Family

- Groups will create a Visitation Schedule to include specific times, dates, locations, and supervision.
- Each group will select a presenter for report out.
- 10 minutes to create the schedule.

Resources:

- **Visitation Guide**
- **Visitation Working Agreement**
- **Visitation Plan Work Aid**

Arranging Family Visits

Planning

Conducting

Ending

Relative Caregivers and Trauma

- How would you go about preparing a relative caregiver for signs of trauma?
- What information from the article do you think is most critical to share with relative caregivers upon placement?

- What would you say or do to prepare the child(ren) for a move to a relative's home?
- What would you say or do to prepare the relative for the move?

Resources:

- Parenting a Child Who has Experienced Trauma
- How to Prepare Children and Families for Placement

OJT Survey



We Care About What You Think!

Scan- Click- Complete

On the Job Training (OJT) Survey

Unit 4



Assessment

Assessment Integration

FAST

- How should you use the FAST received from CPS?

CANS

- Used to assess strengths and needs
- How do we gather the information?

What are the timeframes requirements?

Engaging the Family-CANS

- ✓ *It will communicate what families need to know.*
- ✓ *What we are trying to understand about family's needs?*
- ✓ *How the information is used?*
- ✓ *What do you know?*
- ✓ *What do you need to know?*
- ✓ *How will you obtain that information?*

Possible Script

Resource:

- Guide for Using CANS with Child, Caregivers and their Families: A Tip Sheet in the Participant Guide

Practice Opportunity!!!

CANS and the Family

Engagement

Teaming



- How would you feel about being presented with information about you and your family by someone who barely knows you?
- How much more informed would the CANS be if we had engaged and completed it with the family?

Initial CANS Assessment Review

- Review the Williams family CANS completed by Center of Excellence
- Assess what information is known (from information gathered thus far from CPS and initial contacts) and/or what more would you want to know.
- 15 minutes timeframe

CANS Debrief

- What information did you learn about the family?
- What follow-up questions would you have for the family?
- How will you use this information to help you plan?
- How will you prepare the assessment to present to the family's team?

Assessments

Types of Assessments

- Mental Health, Psychoeducational, Psychological, Psychiatric, Forensic, Alcohol and Drug, Developmental

Life Skills Assessment

- Required for youth 14 and over
- 14-16 requires 3 domains: IL Life Skills, IL Social Skills and IL Credit Check

The Life Skills Assessment (LSA)



- Children 14-16 will complete three domains of the Life Skills

Assessment:

- IL Life Skills
- IL Social Skills
- IL Credit Check

- Youth 17 will have a Transition Plan in the Permanency Plan

Integrated Assessments

Integrated assessment means there is a connection between the assessment and the rest of the activities occurring in the case.

- Conversations with families that gather information
- Intentional discussion in CFTMs and connection to case plan
- Re-assessment that demonstrates comparison to past assessments
- Determines next steps in case planning
- Used in case conferencing
- Used in testimony

Unit 5



Planning/Implementation

The Family Permanency Plan

- Family Permanency Plans (FPP) are working documents that include the entire family in addition to addressing the specific needs or behaviors of one or more individuals within the family, including community safety.
- Developed in a CFTM with the family.

Permanency Plan Components

Permanency Goal: The overall expected result that allows a child or youth to achieve a safe, permanent, living situation in a timely manner.

Strengths: Skills, abilities, talents, resiliencies, and resources that have enabled a family to be successful or to overcome adversity in the past.

Needs: Areas of risk or needed intervention for the child/youth/family identified through formal and informal assessment are described.

Indicators: Reflect categories of strengths or needs identified on DCS assessments. Indicators can also include topic areas relating to independent living and probation/aftercare cases.

Responsibilities: A set of actions and interventions that lead the family to be able to achieve the desired outcomes. Items listed should be time specific, observable, and measurable.

Permanency Goals

Return to Parent (Preferred Goal)

Exit Custody to Live with Relative/Kin

Adoption

Permanent Guardianship

Planned Permanent Living Arrangement (PPLA)

Resources:

- Policy 16.31
Permanency
Planning for
Children/
Youth in DCS
Custody
Section D
- Policy 31.1
Family
Permanency
Plans

Concurrent Planning

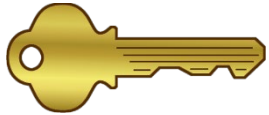
A method of case planning in which two or more permanency goals are implemented, simultaneously, to ensure the most expeditious permanence for children.



- **Requires:**
 - Clear roles and responsibilities
 - Full Disclosure
 - Support for the team members

- **Often utilized where the outcome of a sole permanency goal is uncertain**

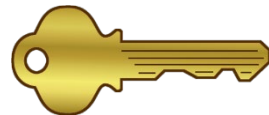
Four Key Areas of the Permanency Plan



Strengths



Description of Need



Action Steps (Responsibilities)



Updates

Strengths Statement

Functional Strengths

- ✓ Used to meet needs
- ✓ Developed from Inventory/Basic Strengths
- ✓ Includes those skills, resources or abilities already present (Protective Factors)

Example:

The mother left an abusive relationship in the past and sought shelter for her family. She is knowledgeable about community resources, i.e., getting clothes from the family center, using the health clinic, etc.

Protective Factors

Knowledge of Parenting and Child Development

Understanding child development and parenting strategies that support physical, cognitive language, social and emotional development.



Social Connections

Having positive relationships that offer emotional, informational, instrumental and spiritual support.



Concrete Supports in Times of Need

Having access to tangible goods and services to help address family's needs and minimize stress.



Protective Factors

Build Family Strengths and Promote Optimal Child Development

Children's Social & Emotional Competence

Having family and child interactions that help children develop the ability to communicate clearly, recognize and regulate emotions and establish relationships.



Parental Resilience

Managing stress and functioning well even when faced with challenges, trouble or trauma.



Nurturing & Attachment

The emotional tie along with a pattern of positive interactions between the parent and child that develops over time.



FRIENDS National Center for CBCAP
A service of the Children's Bureau

**Adapted from the
Center for the Study
of Social Policy*

TN

Department of
Children's Services

Needs Statement

Need Statements

- ✓ Provides a description of the current issue, symptom or behavior to be addressed.
- ✓ Describe the fact pattern that causes you to need to develop a plan to remedy the situation.
- ✓ Identifies any underlying issues that are known.



Needs are not Services

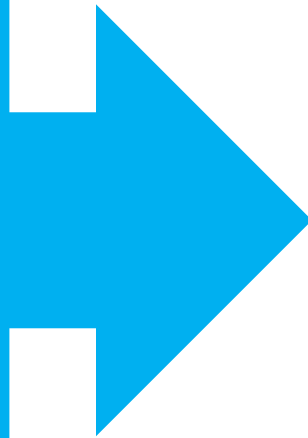
Example:

The children are at risk due to caregiver substance use as the mother was arrested for possession of cocaine and marijuana, uses drugs “recreationally,” and is known to spend time with other persons who use drugs.

Action Steps (Responsibilities)

Action Steps (Responsibilities)

- ✓ What DCS, parent, youth, team members are willing to do to reach positive outcomes.
- ✓ Listed in the intended order of completion.



Mother will schedule a mental health intake by ___date?___. She will participate in the intake and follow all recommendations.

DCS will complete random drug screens. Mother will comply with requested screens and pass the drug screens.

Mother will attend a parent support group weekly and will recognize triggers that lead to substance use and discuss with FSW.

Mother will demonstrate skills learned from individual counseling during visitation to build her relationship with her children.

Example:

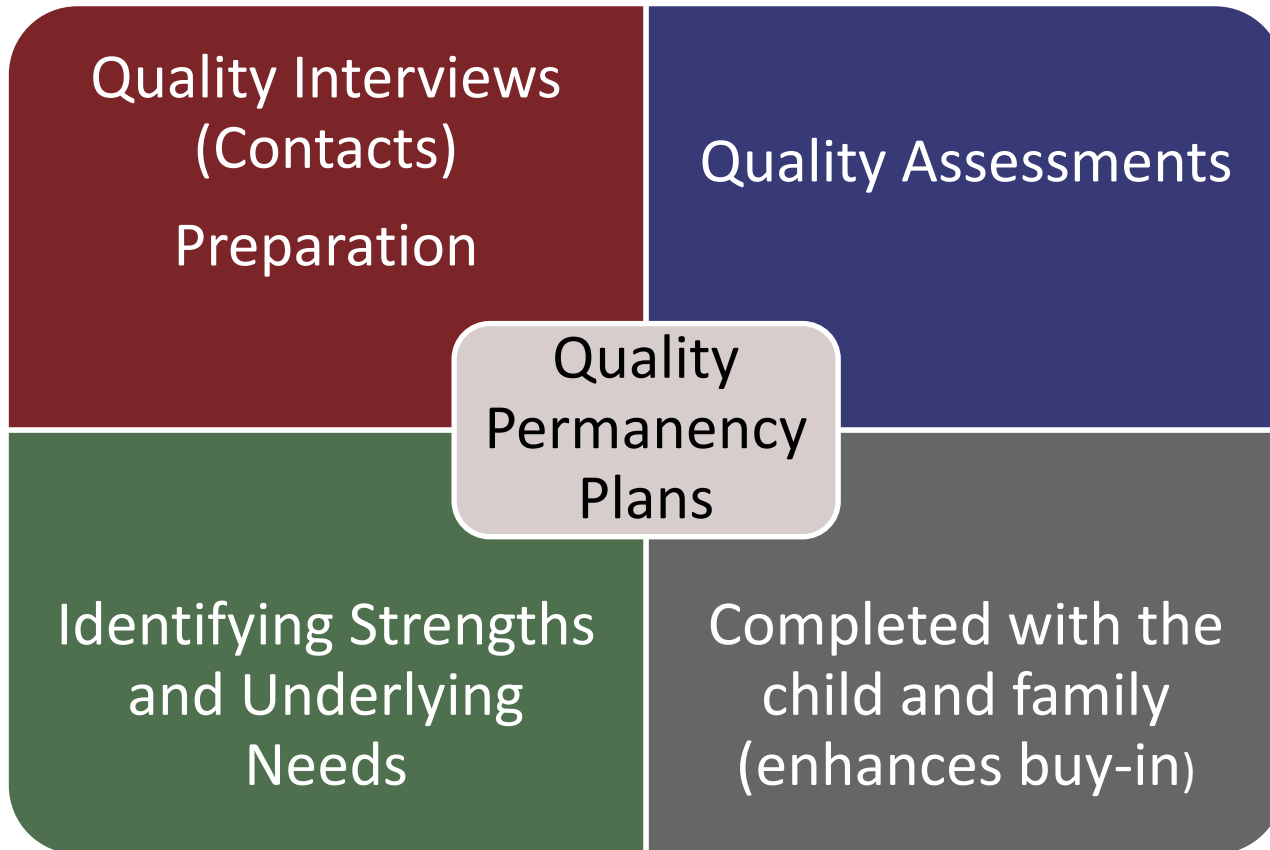
Permanency Plan Documentation

- May be a handwritten draft
- Complete at the conclusion of the CFTM
- Significant changes to goals or action steps may only occur by convening another CFTM or Court Order at the Permanency Hearing.
- Parents have the opportunity to sign a completed FPP at the conclusion of the CFTM
- If FPP is handwritten, family should be given opportunity to sign a copy.

- If handwritten copy is not available, parents leave with a list of their responsibilities.
- FSW provides list within 1 business day if held via teleconference or videoconference.
- If handwritten plan is given, the typed copy and handwritten plan must be made available to court, the family, and their attorneys.



Quality Components




Permanency Plan Development

Permanency Plan Development Guide

Developed to assist case managers in the task of writing correct need records and action steps that will appear in a Permanency Plan. The examples are not designed to be copied and pasted into a family's plan.

The Williams Family Plan



Planning for Permanence

Note:

- Functional Strengths
- Needs/Risks/Concerns
- Update Family Assessment Worksheet

Williams Permanency Plan Development

Draft a Functional Strength Statement
Identify top three Needs/Concerns

Draft a Needs Statement
Draft Action Steps to meet the Needs
Statement drafted using SMART format

Use resources

Progress Review


- Progress Review CFTM is held no less often than every three (3) months.
- A CFTM to review progress on the plan is held whenever there are changes needed or progress is not being made.
- Progress is reviewed any time the Child and Family team is together for any type of CFTM.
- The three (3) month time frame is measured from the last Permanency Planning CFTM or Progress Review CFTM.

The Williams 30-90 Days After Removal



- What barriers or lack of progress needs to be discussed with the Williams Family?
- What resources could assist the Williams Family?

Driving Forward



What
ways do
we drive
the plan
forward?



**Success
Ahead**

Placement Stability

- What were Sandra's strengths and areas for growth?
- What strategies did Sandra use to engage Ariana?
- What is Felicia's role in the meeting?
- How did Sandra get to the underlying needs rather than focus only on the negative behaviors?



Working with Youth

Allow the youth to be in control of the process

Decrease the stigma and shame associated with being in foster care

Be flexible about the permanency outcome

Suggest possible connections with adults who have made a positive impact on youth

Be future focused

Provide general timeframes

Resources:

- How to have the Permanency Conversation with Youth
- Guiding Questions for Youth
- Concurrent Planning and Children and Youth

Court Actions

Preliminary (72 Hours)

Adjudicatory

Disposition

Permanency Hearing

Ratification

Court Progress
Review/Judicial Review

Termination of Parental Rights

Important

Criteria and Procedures for Termination of Parental Rights will be signed at every Permanency Plan CFTM

Protocol for Court Preparation and Attendance

This protocol outlines consistent statewide procedures, expectations and best practices related to involvement with local courts, court testimony by foster care staff, and facilitation of youth attendance for required hearings. The objective is to ensure that all staff demonstrate professionalism and competency when representing the Department of Children's Services (DCS).

- **Notification of Scheduled Court Dates**
- **Preparing for Court**
- **Professionalism and Courtroom Etiquette**
- **Consideration for Virtual Hearings**
- **Communication and Courtroom Procedures**
- **Demonstrating Case Knowledge**
- **Demonstrating Unbiased and Objective Information**
- **Knowledge of Departmental Policy and State Statutes**
- **Exception to requirements**

The Role of the Court

- The biggest responsibility of the Juvenile Court is presiding over Permanency Plan Ratification Hearings.
- What are the other roles of the Court?



Other advocates

Court
Appointed
Special
Advocate

What is the role of CASA?

Guardian Ad
Litem

What is the role of the GAL?

How do these advocates assist in promoting permanency?

Foster Care Review Board (FCRB)



State of Tennessee
Department of Children's Services

Administrative Policies and Procedures: 16.32

Subject:	Foster Care Review and Progress Reports
Authority:	TCA 37-1-130, 37-1-131 and 37-1-132; 37-2-404. 405. 406 and 407, 37-5-106, 37-4-201 and 207, P.L... 109-239
Standards:	PA-FC 3, PA-FC 4.03, PA-YIL 5
Application:	All DCS Family Service Workers and Supervisory Staff; Contract Workers and Supervisor Staff for Extension of Foster Care.
Policy Statement:	
DCS shall ensure that custodial cases are presented to Foster Care Review Boards (FCRB) at required intervals to review progress toward achieving permanency, safety and well-being for all children in DCS custody.	
Purpose:	
To provide procedures to ensure that all children in DCS custody participate in Foster Care Review Board (FCRB) or the local court review of progress of the permanency plan, with the exception of youth placed in the DCS Youth Development Center unless otherwise directed by the court. This policy applies to all children/youth/young adults, including those who are or may be subject to compliance with the Interstate Compact on the Placement of Children (ICPC) and young adults receiving Extension of Foster Care (EFC) services.	

Resource:

- Policy 16.32 Foster Care Review and Progress

Adoption and Safe Families Act (ASFA)

Reasonable Efforts

IF REQUIRED

At six months—Review hearing must be held

At 12 months—Permanency hearing must be held

At 15 months—File petition to terminate parental rights as soon as possible

Ongoing—Reviews every 6–12 months until child is adopted or permanency plan fulfilled

At 30 days—Permanency hearing must be held, a TPR petition must be filed, and a termination hearing must occur as soon as possible

File petition to terminate parental rights if adoption is the goal

Ongoing—Reviews every 6-12 months until child is adopted or permanency plan fulfilled

IF NOT REQUIRED

Resources:

- Policy 16.31 Section D
- Criteria and Procedures for Termination of Parental Rights (TPR)

Termination of Parental Rights

ASFA states that an agency must file a petition to terminate parental rights (TPR) if a child is in foster care for 15 of the last 22 months. The petition to terminate parental rights must be filed within 60 days if the court rules that the child is an abandoned infant or that reunification will not occur because of the parent's felony conviction.

Exceptions

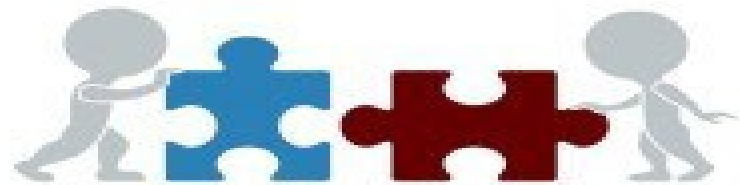
- If the child is placed with a relative
- There is compelling evidence that the decision to pursue termination is not in the child's best interests, or
- The state agency has not provided comprehensive services to the parent necessary for reunification.

Reasonable Efforts Revisited

Reasonable efforts commonly refer to efforts made by state child welfare agencies to provide the assistance and services needed to preserve and reunify families. State laws require agencies to assist families in remedying the conditions that brought the child and family to the attention of the child welfare agency.

Required:

- Prior to placement of child in foster care
- To make it possible for a child to return home
- Finalize permanent placement of the child



Not Required:

- Under provisions of ASFA and DCS policies, they are not required when the court makes that determination. **ONLY** the court can relieve DCS of reasonable efforts.

Important Points

- ✓ A permanency plan utilizes the CANS to identify and address the needs of the family to achieve the goal of permanency. What services will be needed, and the timelines for achieving the goal must be developed. This plan must be reviewed regularly and updated as the family's needs change.
- ✓ The court must review all plans by the 12-month mark where the hearings are recorded in TFACTS; however, the expectation of the state is to update the plans every 6 months.
- ✓ Concurrent planning is most effective when goals are identified at the start of the case.
- ✓ Permanency Goals should be reviewed in the context of a CFTM every three months.

Tracking and Adjusting

- Progress Reviews are held every 3 months
- CANS drives the CFTM and helps determine action steps
- Consider all changes and make adjustments to move forward with permanency goals

Progress Review CFTMs

- The team will review the child permanency goals and progress on the permanency plan.
- This CFTM is held to ensure everyone is following through on their responsibilities and services are meeting the needs of the child and family.
- CANS drives the meeting to determine action steps
- Goals are reviewed/adjusted at least every six months to ensure permanency is achieved within required timeframes.
- If progress is not made during the first 6- 9 months, the family should be made aware the Department could recommend a change in one or more of the permanency options.
- Legal/Supervision will be consulted prior to the CFTM.

Exceptions to Planning

There are times when DCS must make a decision that all members of the team may not agree with:

❖ Child's Safety

- *Reason for custody is not addressed or new safety risks are identified*
- *Court has ordered additional services*

❖ Legal Review mandated by ASFA

- *Determines if the goal of permanency by 12 months is possible*
- *Determine what alternate permanency goals may be needed*

The Revised Permanency Plan

- ❑ Permanency Plans are reviewed every 3 months in a Progress Review CFTM
- ❑ Permanency Plans are generally revised every 6 months.
- ❑ ASFA review by Legal and Regional Supervision must take place at 9 months.
- ❑ All revisions must take place in the context of a CFTM



Who
participates
in the
Revised
Permanency
Plan CFTM?

Tracking to Permanency Scene 5



- What did Sandra do to prepare the family?
- How is progress being made?
- What barriers made impede Renee's progress?
- What is the harm in decreasing visitation?

The Williams Plan Revised

- What are additional Strengths and Needs/Concerns?
- Review Needs Statement and Action Steps
- How would we update the current Needs Statements/ Action Steps?

Strengths-Based Feedback

Strategies:

- Clean out your emotional closet
- Practice Active Listening
- Use Solution Focused Questions
- Use reflections to clarify areas of agreement
- Find common ground
- Use the up-down-up method

Tips to engaging fathers:

- ❖ Talk to maternal family about importance of father's involvement
- ❖ Make contact through phone calls, not letters
- ❖ Explore paternal relatives as placement options
- ❖ Choose comfortable locations for visits

Resource:

- Strategies to Reach Mutual Understanding



Unit 6



Tracking and Adjusting

Implementation and Reviewing Progress

- Why is urgency an important part of the development of a Family plan?
 - What role does the FSW have in implementing the permanency plan?



- Progress must be reviewed quarterly in a CFTM
- Progress is to be reviewed during each contact

Assessing Progress

How does the FSW collect information other than from interviews to assess for progress?

How does the FSW engage the service provider to assess for progress?

How does the FSW know when it's time for reunification to occur?

Aging Out of Custody

What Does “Aging Out of Custody” Mean to a Youth?

Imagine you are a youth who will reach his or her 18th birthday in a few weeks. You were 13 when you were removed from your home due to severe abuse. You have remained in state custody for nearly five years. You cannot return to your family, have no other family that you can live with, and did not want to be adopted. Your foster family said they would keep you at least until you were 18 and maybe longer, but now have changed their minds. You have no permanent home when you leave care.

- What are you feeling?
- What are your hopes?
- What do you fear?
- What might you need to be successful?

Exiting Custody

A woman with long dark hair, wearing a dark jacket, stands on a paved road. The background shows a landscape with hills and a body of water under a clear sky. The text "Realizing Reunification" is overlaid in white with a black outline.

Realizing Reunification

- How did the Judge engage all participants?
- Did the Judge have all needed information to make a decision?
- What were the stipulations for the children's return?
- What may be the alternative if she is not successful or relapses?

Exiting Custody

Trial Home Visits

- Must be approved by the Court
- Three face to face contacts during the first month
- Initial home visit made in the home on the day following placement to confirm safety
- Two face to face visits per month for the remainder with at least one in the home
- One (1) face to face visit with the school each month that school is in session. Discharge CFTM scheduled and held within 30 days of the child exiting custody

Permanency decisions are not made solely by the FSW





Closing/Wrap-Up



Resources





See you soon!

