

Transition Practice

Version 3.3 | 2017

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Overview of the Day

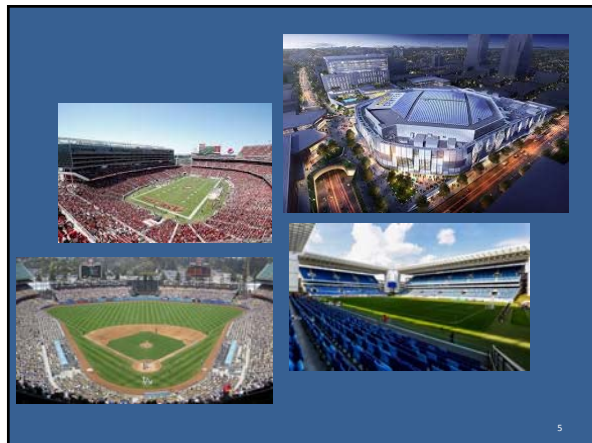
- Welcome
- Review of the Agenda
- Learning Objectives

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Group Agreements



- Be collaborative
- Ask lots of questions – let us know what you think
- Be open to trying new things
- Be willing to make mistakes
- Maintain confidentiality
- Be responsible for your own learning



California Core Practice Model, Transition Practice Behaviors

Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.

- ✓ Reduce the role of the child welfare and professional services over time and facilitate an increased role for the family's network and natural supports to help the family build an on-going support system.
- ✓ Coordinate with the family's formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved.

From Place to Place

- <https://www.youtube.com/watch?v=98UIV-gsE2I>

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Video From Place to Place

- Plus/Delta
- What in your position can you do to impact better outcomes for youth?
 - ✓ Core Practice Model, Standards of Practice
- Self-Care

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Table Group Activity Instructions

As a table group, list the types of potential case transitions and other transitions related to child welfare services that may affect the lives of children and youth in out-of-home care and/or their families.

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Transition Points

Case Transitions:

- Hotline-Community
- Hotline-ER
- ER-Referral Closure
- ER-Family Maintenance
- ER-Court Case
- Court Case to FM/FR
- FM-Case Closure
- FR-Permanency

Personal Transitions:

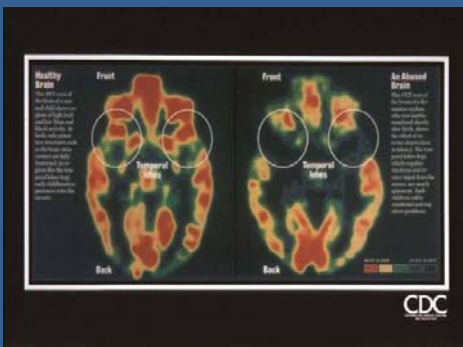
- Placement Changes
- Social Worker Changes
- Team Changes
- Therapist Changes
- School Changes
- Community Changes

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Trauma-informed Practice

- Complex trauma arises from on-going events
- Personally impacting the individual
- Can also include harmful social environments, such as hunger, homelessness, racism, sexism, and violent neighborhoods

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Trauma Suitcase



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Trauma Exposure Continues

- Removal
- Placement changes
- School changes
- Social worker changes
- Points of transitioning

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Terminating/Transitioning Cases 10 Tips

1. Understand the process
2. Bring it up early
3. Pick the final date
4. Let it out
5. Anger and anxiety are normal
6. Allow for questions
7. Knowing if the family, youth NMD is ready
8. It's done face to face
9. Final sessions
10. Termination is not the end

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Activity 2B

- Pick one transition point: social worker, therapist, school, or team change.
- Develop one activity you can do with a child, youth, or young adult to help them transition.
- Chart the activity on chart paper.
- Be prepared to share with the group.

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Emotional Response Transitions

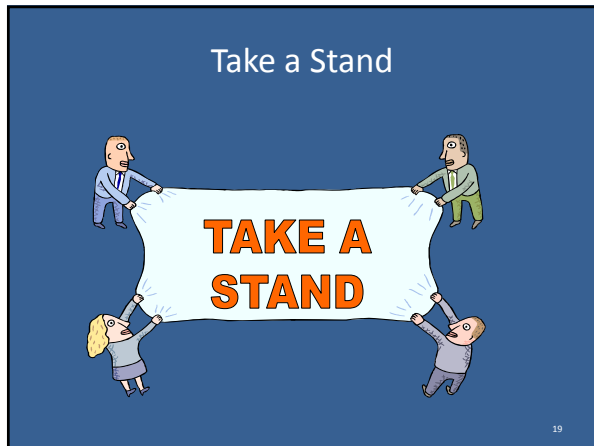
- Read the vignette assigned to your table;
- Develop a list of emotions that could arise for each vignette;
- Be prepared to share with the larger group.

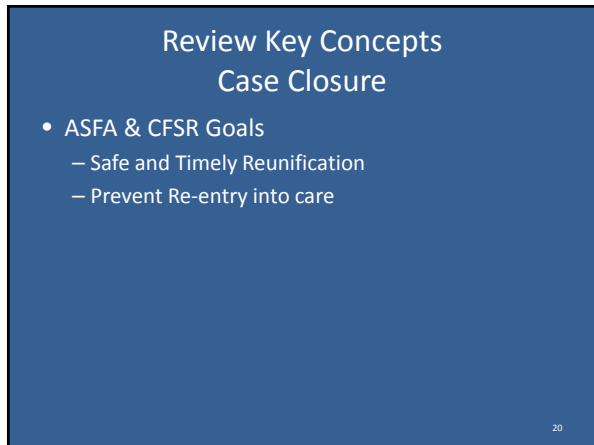
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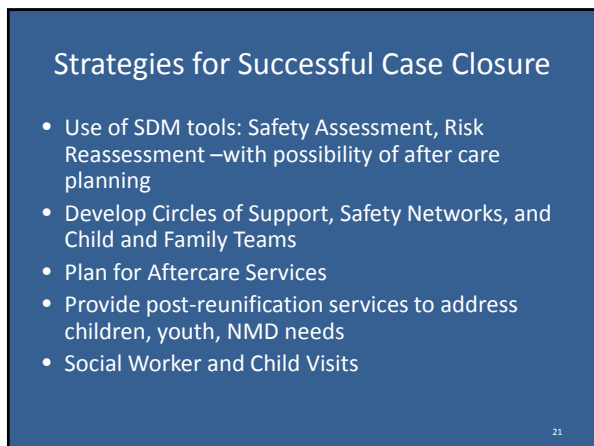
Self-Care

- Develop a support group of co-workers
- Talk to your supervisor
- Take a break
- Leave work at work
- Laugh often
- Exercise
- Eat healthy
- Spend time with family/friends
- Employee Assistance Programs (EAP)

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Teaming

- Collaborate throughout the life of a case.
- Unified service planning, evaluating results, and planning for case closure.
- The right mix is key to define strengths and needs.
- Help child and family transition to life after child welfare services.
- Flexible and supportive.



Aftercare Planning

- Empower youth, young adults or parents, to co-facilitate the meeting.
- Keep the reason the family entered the child welfare system in mind.



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Developing Aftercare Plans

- Soft Services
- Complicating Factors
- Concrete Services
- Child/Youth Needs
- Adoption/Legal Guardianship

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Skill Practice

- Read the Jefferson Baxter vignette in the Trainee Guide in "SDM In-home Reassessment and Safety Assessment Completion."
- Read instructions "Conversation/Role Play" in the Trainee Guide.
- Refer to the SDM Family Risk Reassessment for In-Home cases.
- Form Triads; there will be 3 rounds of role plays.
- Engage the father to score item R10 of the SDM tool.
- Observers provide strengths-based feedback.

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Staffing Risk Reassessment

- Individually read the vignette.
- Individually list biases, assumptions, conclusions, and feelings that can impact decisions.
- Report out.

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Jefferson Baxter Aftercare Plan

- Form groups of 6 trainees
- Each group will select a role
- Read the vignette of the role selected
- Complete the aftercare plan
- Don't forget the strengths and needs discovered when engaging the father around R10
- Report out on the aftercare plan developed

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After 18 Review

California Fostering Connections to Success Act, 2010, also known as AB 12 Criteria:

- Enrolled in high school or equivalent,
- Enrolled in college, community college, or vocational education program,
- Employed 80 hours a month,
- Participating in a program designed to remove barriers of employment
- Being unable to do any of the above because of medical conditions.

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AB 12 Goals

- Shift to autonomy
- Engage in mutual agreements
- Permanent connections
- Develop independent living plans

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90-Day Transition Plan minimum items covered

- Housing
- Education
- Health Insurance
- Mentor/Continued Support Services
- Workforce Support/Employment Services
- Inform the youth about the power of attorney for health care

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After 18, 90-Day Transition/Aftercare Plan

- Form groups of 4 trainees
- Each trainee will select a role
- Read the vignette of the role selected
- Complete the aftercare plan
- Report out on the aftercare plan developed

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Voices for Youth: Supporting Adolescents in Foster Care

- https://www.youtube.com/watch?v=vu_BAayToJA

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Closure

- Questions
- Participant Satisfaction Survey



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