


Managing the Plan

California Common Core
December 31, 2018



A small version of the diagram from the first slide is located in the bottom right corner of this slide.

Overview of the Day

- Welcome and Review of the Agenda
- Learning Objectives



A landscape photograph showing a river, mountains, and a cloudy sky. Two horses are visible in the foreground near the water.

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

Let's connect your on line learning to our time here in this classroom!

Recall the mandates to engage and assess families, to monitor and adapt plans, and to safely promote permanency.

What would we consider in our case planning to support safety, stability, and well-being?

Let's get ready to stretch our thinking.

Let's Create Groups!



On a scale of 1 – 10, how much experience do you have updating case plans (1=very little, 10 = a great deal)?

Place yourself along the scale.

Count off to form groups.

Gaining Knowledge and Understanding

Individual Readiness Assurance Test



Purpose: To facilitate critical thinking around key concepts learned in the e-learnings and other content learned in Core

Have fun with the process and get ready to put your thinking caps on!

Share Your Answers with Your Group Members

As a group, decide on what your "team" answer will be for each question.

Use a penny and scratch off the corresponding letter on the answer cards.

Keep answering the question until you find the "star".

Record your team's first answer on the card.

Record how many points your teams gets!

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name Team #1 Test # 2

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Use Form D031

Column One

Scoring

- 1st=4
- 2nd=3
- 3rd=2
- 4th=1

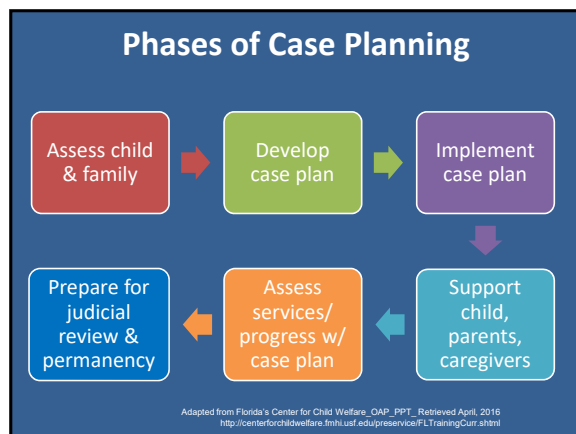
Column Two

Record your first answer (was it "A"?)

Test Debriefing:
What did your group decide?

Have your letter cards ready!

Share your group answers and reasons for choosing your *first* answer.



Purpose of Case Manager Contact

Observe & Document:

- child's condition
- appearance, development
- child/parent interaction

Monitor child's safety & well-being

Continue to carry out case plan objectives

Support the family towards reunification

Ongoing Assessment Tasks

Plan/implement

- tasks/services for child's safety, permanence, & well-being
- services for parents/caregivers

Conduct interviews (every 30 days) with the child, parents, & caregivers.

Document visitation between siblings, child(ren), & parents.

Communicate with providers to assess service effectiveness.

Assess progress with case plan tasks before judicial review.

BREAK
15 minutes

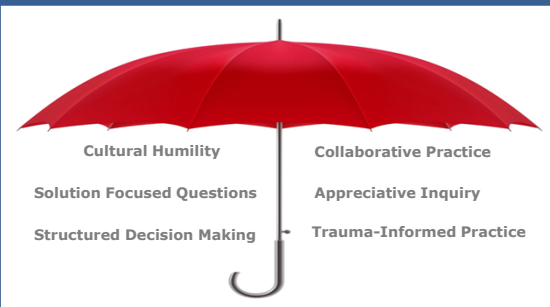
Meet the Wilson Family

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graph TD; A[Read the Case Vignette] --> B[Review the Original Case Plan]; B --> A;
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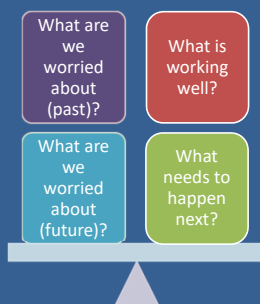
Developing collaborative partnerships

- Early identification of Native American families
- Respectful use of power and authority
- Move slowly
 - Relationship development
 - Awareness of historical trauma
- Commitment to:
 - Kinship placements
 - Supporting extended family systems
 - Maintaining children's cultural and Tribal connections

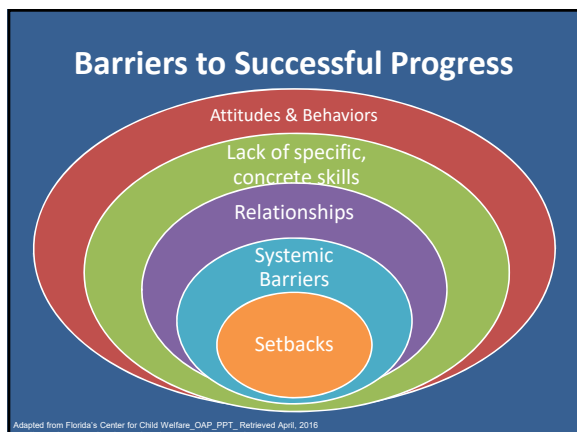
How to organize all of this information

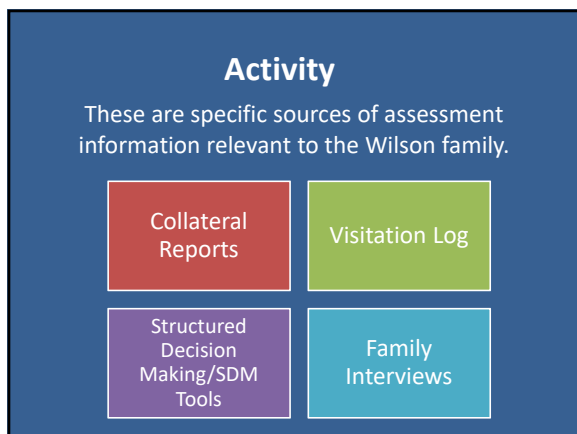


Ask the three questions...




Three Questions, Solution Focused Approach; Insoo Kim Berg, Steve de Shazer









When reading the assessment information, ask yourself:




What do you want to know from this assessment source?



What are you looking for to help with the updated case plan?



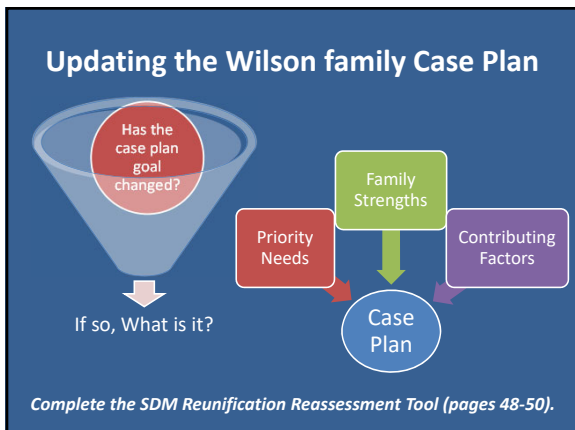
What questions do you want answered?



Small Group Activity

First	Then
<p>Each group will read instructions on all four assessment sources found on page 28 of the Trainee Guide.</p>	<p>Document the worries / what's working well for each information source on the <i>Assessment information worksheet</i>.</p>
<p>Each person in the group will review and synthesize a specific information source, and report back to the group.</p>	<p>The group will consider all the assessment information presented and use it to update the case plan.</p>

LUNCH
 60 minutes



Small Group Activity

Develop one new/revised objective for the updated case plan for mother, Alana Wilson.

CHART ON FLIP CHART PAPER

Be sure your objectives are S.M.A.R.T

Specific/measurable/achievable/relevant/time-limited

Example of a S.M.A.R.T. Objective

- CWS/CMS drop-down menu: Protect child from physical abuse
- Revised case plan objective: Alana agrees to show she will not permit others to physically abuse her child.**

- Alana agrees to list in detail the warning signs, triggers, and/or things that led to her child getting hurt and/or prevented her from protecting her child from abuse in the past.
- Alana agrees to describe and demonstrate at least five things she will do to protect her child if the person who may have abused her child is around the child and is starting to get upset with him.
- Alana agrees to call a member of her local support network at a moment's notice if she or another member of the household starts to get upset with Omar and feels triggered or overwhelmed. One of these people will come over immediately to safely care for Omar and Alejandro.

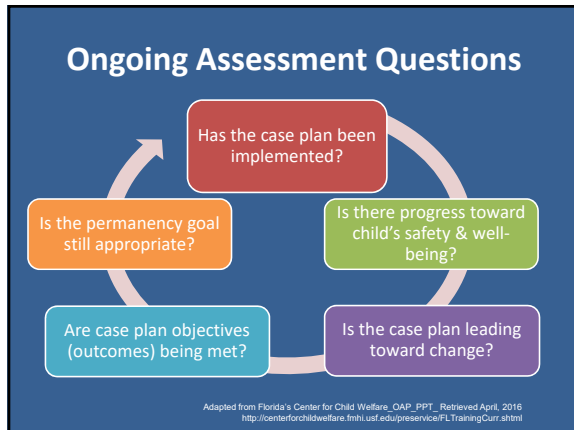


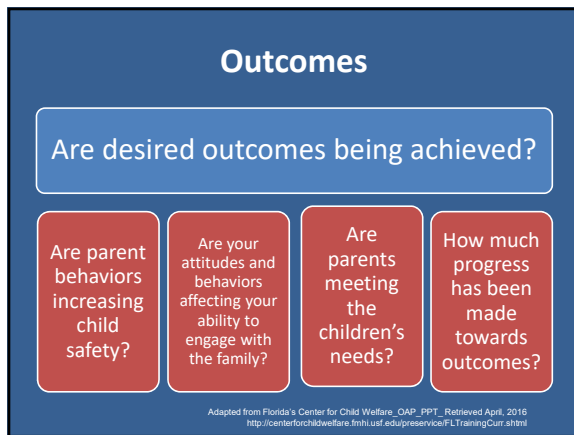
Large Group Discussion

Read the
“Wilson vignette
part 3”

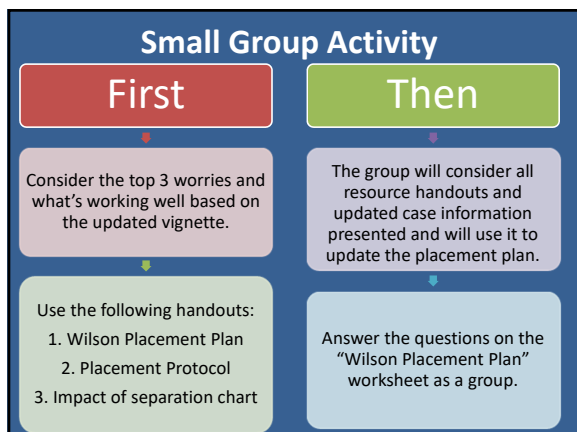
What are your top 3
worries / things
working well for the
family based on the
updated information?

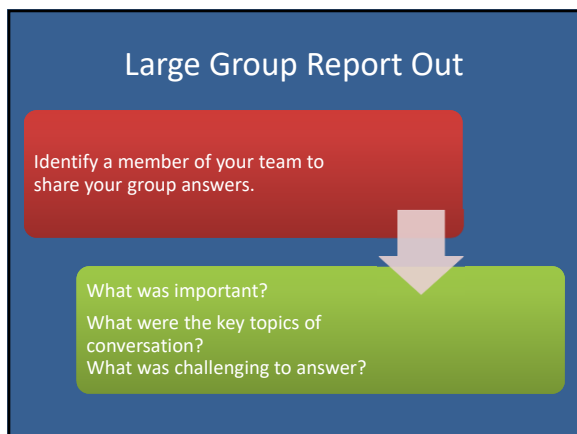
BREAK 15 minutes

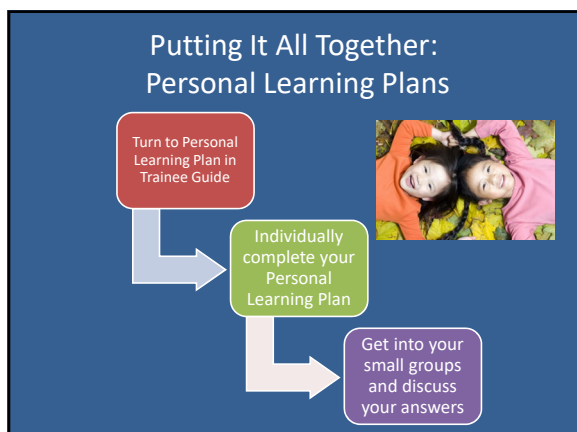












Wrapping UP....What are you excited to do?



What did you learn today that you are most excited about implementing when you get back to the office?



What worries you about returning to the office?

