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**Case Planning And Service Delivery:  
200 Level Knowledge and Skill  
Reinforcement Lab**

**California Common Core**  
December 31, 2018

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**Overview of the Day**

- Welcome
- Review of the Training Agenda and Goals
- Learning Objectives  
(*trainer's commitment to you*)

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## Group Agreements



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## Group Agreements

- Be collaborative
- Ask questions
- Be open to trying new things
- Make Mistakes
- Confidentiality
- Be responsible for your own learning
- Others?

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## Community Building Activity

### Human knot exercise

- Stand in a circle; introduce yourself by name, pronoun.
  - Note: Take care of your needs; respect any limitations.
- Start with one person holding a ball of yarn; take turns throwing the ball of yarn while holding on to a piece of the strand until there is a web in the middle of the circle.
- Work together to untangle the web to re-create a circle with the yarn without letting go of your piece. (5 minutes)

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## Large Group Reflection

- What facilitated - and inhibited - collaboration during this activity for you?
- What did you notice about yourself as a collaborator?
- What power dynamics did you notice?
- What was it like navigating any obstacles?

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## Structure for Today's Training:

Parallels Family Team Meeting Agenda

### Introductions and identifying the situation

1. Introductions/Check-in
2. Purpose of this Meeting
3. Group Agreements including confidentiality

### Assessing the Situation and Developing Ideas

4. Family Strengths/What is working
5. Family Challenges/Worries

### Reach a Decision

6. Action Planning
7. Next Steps

### Feedback/Closing

8. Plus/Delta and Closing

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Child Welfare Best Practices  
Important to  
Case Planning  
(in the first 6 months)

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## Elements of Successful Teaming *Core Practice Model*

- **Knowing it takes a team of people** and relationships to ensure that children, youth, and families successfully transition out of the system and achieve positive outcomes.
- **Inclusive** of - and values - youth and families as equal partners and decision makers from the beginning to the end.
- **Transparent processes** supported by everyone working toward common goals and shared understanding of the means to reach them.

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## Phases of Case Planning



Adapted from Ongoing Assessment/Permanency Curriculum, (October 2012). Florida Center for Child Welfare. PowerPoint Retrieved April, 2016: <http://www.fccw.org/ongoing-assessment>

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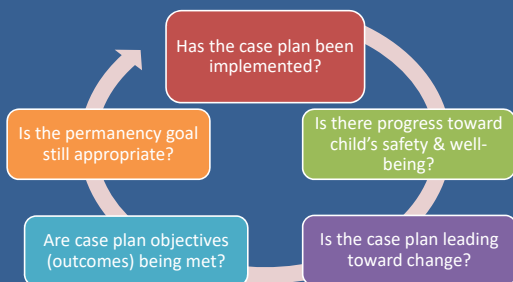
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## Ongoing Assessment Questions



Florida Center for Child Welfare, (October 2012). Ongoing Assessment/Permanency Curriculum. PPT Retrieved April, 2016: <http://www.fccw.org/ongoing-assessment>

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## Shared Values in Case Planning

**Values and Beliefs:** Our ideals related to case planning in team meetings.

- Families are experts on themselves.
- Children/youth are partners in assessment and safety planning.
- All families have strengths.
- Families can make well-informed decisions about keeping their children safe.
- Families define their own members, which may extend beyond the primary birth family.
- *What's missing?*

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## The Polk-Hernandez Family

### Three-Column Mapping

What Are We Worried About?	What Is Working Well?	What Needs to Happen Next?
Harm, danger, and complicating factors:	Safety, protective capacities, and strengths	Safety Planning with support network
SDM safety threats described here	SDM protective capacities described here	SDM risk level: use results to help determine next steps

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Department of Child Protection (2011)

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## Best Practices in Child Welfare

*Best practice approaches for working with children, youth and families in Child Welfare:*

- Trauma Informed Practice
- Strengths Based Practice
- Cultural Humility Practice
- California Core Practice Model behaviors
- Structured Decision Making (SDM)
- Collaborative Practice
- Appreciative Inquiry & Solution Focused Questions

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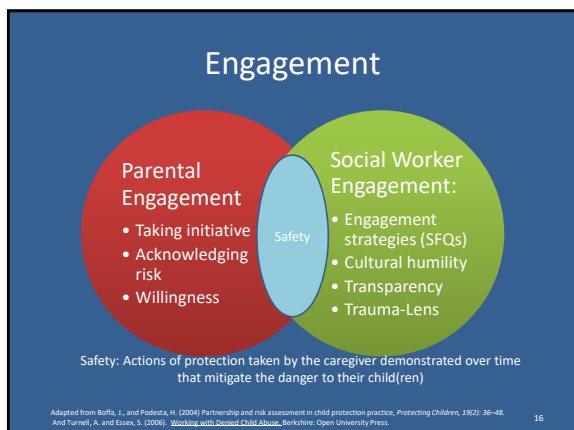
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### Word Game

- Each table has a flip chart with one best practice
- 3 minute write-storm on flipchart.
- Try to get as many defining words as possible

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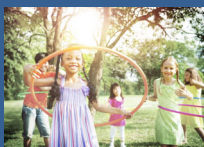
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## Trauma Informed Practice

"Trauma Informed Practice" is a strengths-based framework that is grounded in an understanding of and responsiveness to the impact of trauma...that emphasizes physical, psychological, and emotional safety for both providers and survivors...and, that creates opportunities for survivors to rebuild a sense of control and empowerment."



(Hopper, Bassuk & Olivet, 2009, pg. 133)

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## What's happened to the Polk-Hernandez Family?

- Key Issues – what are they?
- Current and historical trauma – name two?
- Trust – what are their worries?
- Child welfare experience with authority
- Systemic oppression
- What if ICWA applied to this family (e.g., father African American *and of* Tribal ancestry)?

How might these answers affect engagement AND case planning?

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## SDM Assessment Tools



- SDM Family Strengths and Needs Assessment
- SDM Risk Reassessment (In-home, if in Family Maintenance)
- SDM Reunification Reassessment
- SDM Safety Assessment (if there is a NEW allegation in an open case)

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## Cultural Humility

A commitment to:

- Lifelong learning and critical self-reflection
- Recognizing and challenging power imbalances (inherent in the social worker-family dynamics)
- Developing institutional accountability

Tervalon, M., and Murray-Garcia, J. (1998)

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## Cultural Humility

A cultural humility perspective challenges us to **learn** from the people with whom we interact, **reserve judgment**, and bridge the cultural divide between our perspectives in order to facilitate well-being and promote improved quality of life. Such a perspective **frees the observer from having to possess expert knowledge** in order to maintain knowledge-based power, control, and authority over matters about which **diverse populations are far more knowledgeable.**

Tervalon, M., and Murray-Garcia, J. (1998)

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## Family Context – Family Culture

- Age and generational differences
- Developmental disabilities
- Disabilities (seen and unseen)
- Religion and spiritual orientation
- Ethnic and racial identity
- Socioeconomic status
- Sexual orientation
- Indigenous heritage (within my ethnicity)
- National origin; Immigration & acculturation
- Gender and gender expression
- Rural or urban location
- Employment
- Military status



Adapted from: Hays, P.A. (2013). Connecting Across Cultures: The Helper's Toolkit. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. Washington DC: APA.

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## Family Context – Family Culture

- What else?
- What is less “visible” but more likely to cause cultural misunderstanding?



Adapted from: Hays, P.A. (2013). Connecting Across Cultures: The Helper's Toolkit. Thousand Oaks, CA: SAGE, pp. 15-16. Original version published in Hays, P.A. (2008). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. Washington DC: APA

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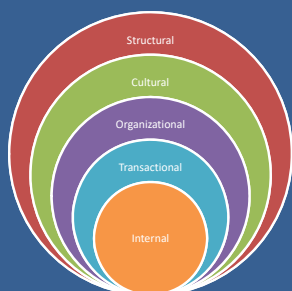
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## What is Power?



From Trujillo, Bowland, Myers, Richards, and Roy (Eds., 2008). Re-Centering: Culture and Knowledge in Conflict Resolution Practice.

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## Cultural Humility + Collaboration

In pairs, name at least one:

- Cultural aspect for the Polk-Hernandez family important to be responsive to
- Practice you would use to reinforce positive power dynamics - or mitigate harmful power dynamics - with the Polk-Hernandez family?

Tervalon, M., and Murray-Garcia, J. (1998)

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## Facilitating Listening

*Cultural differences and similarities affect all relationships and decisions.*

- Review Multicultural Guidelines for Communicating Across Differences handout as a group
- Consider for yourself:
  - Which one will I commit to practicing today?




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*“A justice oriented frame does not assume that a professionally sanctioned plan is preferable to one created by the family.”*

From No Love Without Justice, Cindy L. Myers; Summer 2008 ACResolution 29

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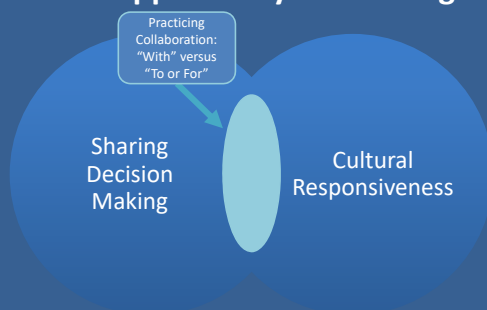
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## The Opportunity of Teaming




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## "Power with" Practices

- Teaming
- 3 Column Map/4 Quad Map
- Facilitative Listening
- SMART Goal Setting
- Eco-Mapping
- Promoting Consensus
- Solution Focused Questions
- Cross-Cultural Discussion
- .....

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What does the metaphor of the circle symbolize?

How does this reflect the values & practices of teaming?

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## Preparing for the Polk-Hernandez Team Meeting

Read the Polk-Hernandez Case  
Vignette (Part II) and 6-month plan

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### SDM Assessment information relevant for Visitation Planning

- Cultural identity, who is in the family's network, family needs (FSNA)
- Readiness to reunify: parents' perspective on behavior changes, strength of current visitation plan, ensuring conditions of removal no longer exist (Reunification assessment)
- Two assessments: one for each parent because they are not living together and needs are different - **visitation goals are different**

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### Eco-Map: Who's on the team?



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### Power Scan

What power dynamics are present and how might they impact the teaming experience?

- Position/professional [transactional/organizational]
- Life experience; world view; beliefs and values [cultural]
- Impact of systemic oppression (e.g. gender, race, age, ability) [structural]
- Language [cultural]
- Literacy [internal, transactional]
- Experience of trauma [structural, transactional]
- Decision making authority [organizational]
- Others?

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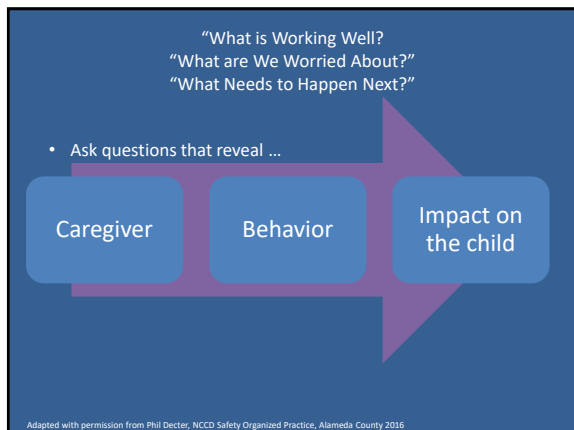
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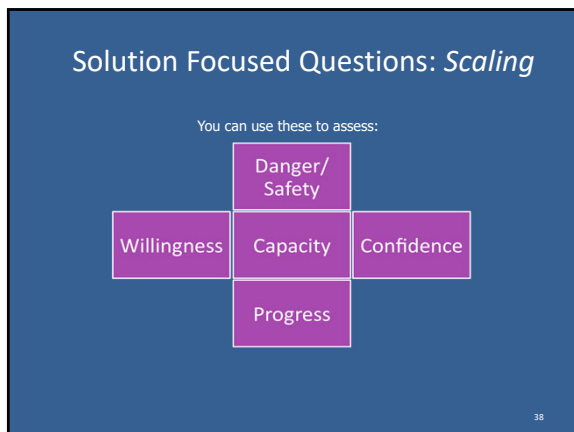
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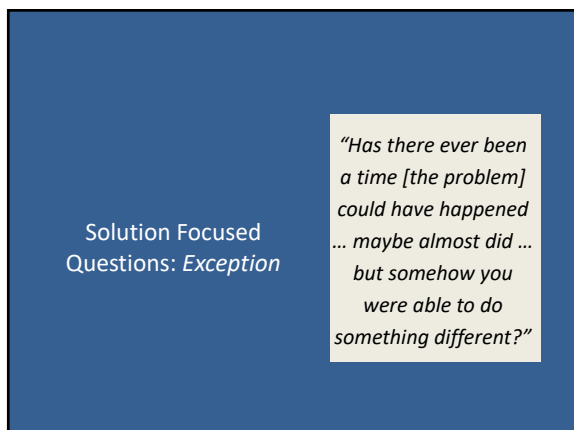
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### Action Planning:

*Writing Behaviorally Based SMART GOALS*

S	• Specific
M	• Measurable
A	• Achievable
R	• Relevant/Results Focused
T	• Time-Limited

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### Visitation Planning Advice

- All children are initially traumatized by separation from their parents
- The FIRST and PRIMARY purpose of visits is to meet the child's needs. If meeting the needs of the adults will be in conflict with the child's needs, always use the child's needs to determine your plan.
- The goal is to help a child move toward the next developmental milestones.

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### Setup for the Teaming Practice Activity

Review the Family Team Meeting Agenda

Review the Facilitators' Communication Skills

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## Let's Return to...Family Team Meeting Agenda

### Introductions and identifying the situation

1. Introductions/Check-in
2. Purpose of this Meeting
3. Group Agreements including confidentiality

### Assessing the Situation and Developing Ideas

4. Family Strengths/What is Working
5. Family Challenges/Worries

### Reach a Decision

6. Action Planning
7. Next Steps

### Feedback/Closing

8. Plus/Delta and Closing

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Lunch  
60 minutes

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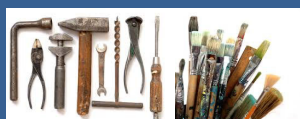
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Practice:  
Visitation & Family Time Planning




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### Remember: Weave these behaviors into your skill practice

S1: ...Demonstrate at least 4 consultation and/or collaboration skills with a family and their team:

- a)...at least 2 examples integrating cultural responsiveness to meet needs of family
- b)...at least 2 examples of sharing decision-making w/family.

S2: Distinguish and apply reasonable or active efforts...:

- a) Implement plan to meet child safety, permanency, and well-being
- b) In collaboration with the parents, develop and discuss behaviorally specific visitation and family time plan.

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### Teaming with the Polk-Hernandez Family – *Activity*

**Family Team Meeting:**  
In collaboration with the parents, develop and discuss a behaviorally specific visitation and family time plan

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### Large Group Reflection

What did you observe?

- How did you know when shared decision making was happening?
- How did you know cultural humility or power scanning was happening?
- What reflections do you have about the activity? Where do they see opportunities for improvement or development?

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## Feedback

- What worked well in the activity?
- What did you do well?
- What did you notice your peers doing that was impressive? What was challenging?
- How confident were you during your segment? What would increase or diminish your confidence?



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Break  
15 minutes

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## Wrap Up & Next Steps

- Questions or comments for the trainer:
  - Collect post-its throughout the day with trainees' questions
- What is one insight you are taking away from today?
- What is your next step in applying something you learned today to your daily CW practice?

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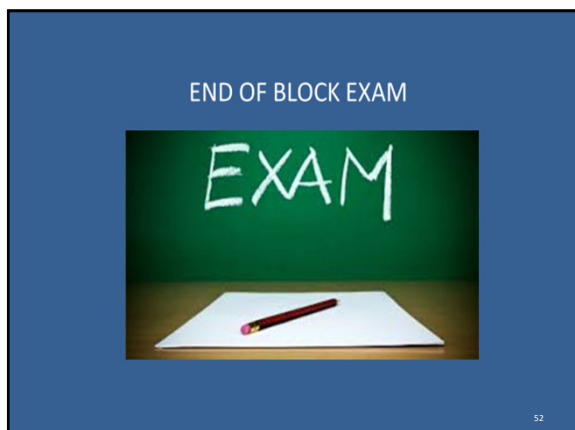
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