


Managing Change Knowledge and Skills Reinforcement Lab
200 Level Monitoring & Adapting Block

California Common Core
December 31, 2018



Overview of the Day

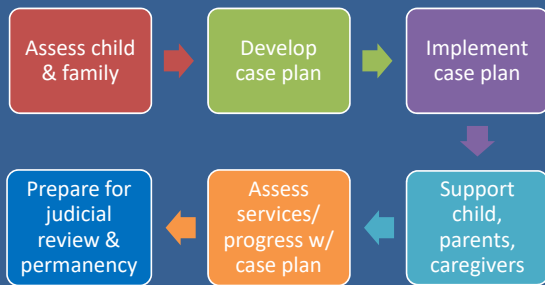
- Welcome and Review of the Agenda
- Learning Objectives
- Review of key concepts
- Polk/Hernandez Vignette
- Teaming activities
- Putting it all Together
- End of Block Evaluation

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

Phases of Case Planning



Adapted from Florida's Center for Child Welfare. CAP. PPT. Retrieved April, 2016
<http://centerforchildwelfare.flmh.usf.edu/preservice/FLTrainingCur.shtml>

Best Practices in Child Welfare

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

- Trauma Informed Practice
- Strengths Based Practice, solution-focused approach
- Appreciative Inquiry
- Cultural Humility
- Teaming
- Use of SDM; California Child Welfare Core Practice Model



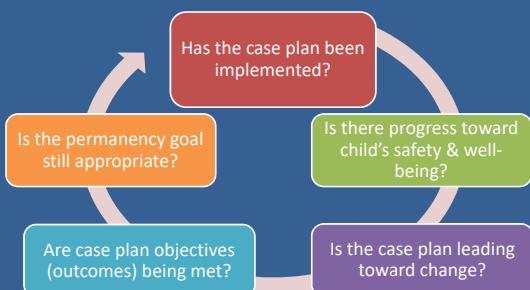
Table Talk and Report Out

• AT YOUR TABLES

- Discuss your case planning phase
- What are specific behaviors/actions/activities a social worker could do to accomplish this phase of case planning:
- Chart your answers on the flip chart paper
- Report out – share a favorite!



Ongoing Assessment Questions



Adapted from Florida's Center for Child Welfare, OAP_PPT_Retrieved April, 2016
http://centerforchildwelfare.flnu.usf.edu/preservice/PLTrainingCurr.shtml

Teaming In Child Welfare

- What types of teaming do you see in your agency or in your social work practice?
- All Social Workers are meeting facilitators
 - Informal meetings
 - Monthly visits / check-ins with parents, caregivers, service providers and support networks
 - Home visits / Office visits / Supervised visits
 - Formal meetings
 - Case consultation with supervisor and / or unit meetings
 - Family Team Meetings (FTMs)
 - Child & Family Team Meetings (CFTs)
 - Multidisciplinary teams
 - Independent Living Program meetings
 - Court hearings



GROUP DISCUSSION



- How do you know when teaming with a family has been successful?

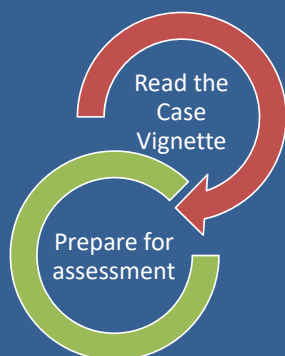


Polk / Hernandez Activities

- Overview of activities for today:
 - Assessment Strategies
 - SDM Family Strengths and Needs Assessment and Ecomap
 - Helpful questions to use
 - Preparing the family
 - Gathering Information / Preparing for case consultation
 - Case consultation activity
 - Preparing for the Family Team Meeting
 - Family Team Meeting activity
 - Debrief



Polk/Hernandez Family



Review of Polk / Hernandez Family

- What's working well?
- Key issues
- Current and historical trauma
- Current worries
- What are next steps for the family?



Impact of Separation

- Termination of Family Reunification Services
 - All children are initially traumatized by separation from their parents
 - The PRIMARY purpose of visits is to meet the child's needs. Always use the child's needs to determine your plan.
- Briefly review the "Impact of separation and trauma chart"
 - Toddler (Amalia, age 2)
 - Grade school age (Willy, age 8)
 - Adolescent (Samantha, age 15)
- How will this help you assess the needs of their children as you develop an updated visitation plan?



Solution Focused Questions

As a table group, review the two types of Solution Focused Questions assigned to your table

- Develop two Solution Focused Questions you could use with Samantha (age 15) or Willy (age 8) to assess their ongoing needs based on their recent re-detention
- Chart your questions on flip chart paper



Report out to group:

- What type of Solution Focused Question you were assigned
- How that type of question is helpful
- Your examples

SDM and Ecomap Activity

- In Triads: each trainee will rotate through three roles
 - Social worker
 - Willy or Samantha
 - Observer – providing strength based feedback
- Using vignette, ecomap and Solution Focused Questions: Interview the youth and complete the Strengths and Needs Assessment
- Each trainee will be in the social worker role for 5 minutes
- Observer provides 2 minutes of feedback
- Rotate to next social worker – repeat for three rounds (pick up role play where each social worker stops – don't start over)

Preparing the Family for the FTM



- Meet with the family ahead of time
- Provide information in advance about the purpose of the meeting, agenda, how long it will last, and what will happen if they choose not to participate.
- Ask who they want to invite to the meeting
- If safety is a concern, plan separate meetings for family members and use care in explaining the need for separate meetings.

Preparing the Family – Table Talk



- Review the SDM Reunification Reassessment tool with the family and next steps (FTM, transition and visitation planning, etc.)
- Address grief and loss issues the family may be experiencing due to this change
- Table Talk:
 - What do you think the family will want to know about the family team meeting ahead of time?
 - How will you engage the family and address their grief and loss issues?

Video: Prepping a Youth for an FTM



<https://www.youtube.com/watch?v=GEEEdzhel50>

Preparing for Case Consultation

- Gathering case information in preparation for the team meeting:
 - Organizing all information into the Safety Planning Tool
 - What is the purpose of the meeting?
 - What's working well?
 - What are you worried about?
 - What is the impact on the child? SDM?
 - Cultural considerations
 - What are the next recommended steps?



LUNCH
60 minutes

| Polk/Hernandez 387 Petition | |
|-----------------------------|---|
| | What does SDM say? |
| | What is the best way to maintain familial ties? |
| | What are the primary needs of the children? |
| | What is working well? |
| | What are you worried about? |
| | What are your recommendations? |
| | |
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| Safely Planning Tool – Case Consultation | | | |
|--|---|--|---|
| Use these columns to sort the strengths within the family and identify which strengths are directly impacting the child (keeping the child safe) | | Use these columns to sort your worries and identify which worries are directly impacting the child (harming the child) | |
| What are some things that are working well in the family? | Which of these strengths = Protective Capacities that are currently keeping the child safe? | What are the things that worry you? | Which of these worries have actually impacted/harmed the child as a result of something the caregiver did or didn't do? |
| | | | |
| What needs to happen next, and by who? What does SDM say? Cultural Considerations? Support Network? | | | |
| <div style="display: flex; justify-content: space-between;"> 0 10 </div> | | | |

| Case Consultation Activity | |
|---|--|
| <ul style="list-style-type: none"> Get into pairs at your table groups (Determine who will be the social worker and who will be the supervisor) The social worker will use the <i>Safely Planning Tool</i> with notes about the family to guide their discussion with the supervisor Discussion points: <ul style="list-style-type: none"> What is the purpose of the meeting? What's working well for the family? What are you worried about? What is the impact on the child? SDM? Who will attend the meeting? Support network? Safety issues? Cultural considerations What are the next recommended steps? | |
| | |

Case Consultation Discussion

- Why is it important to have a structured case consultation process with your supervisor prior to a Family Team Meeting?
- What are some of the benefits of the case consultation?
- Any challenges with the case consultation?
- How do you do this in your personal practice?

Preparing for a Family Team Meeting

- Discussion points during meeting:
 - Family history and current progress
 - Visitation plan
 - Interventions used with the family
 - Family strengths & protective factors
 - Structured Decision Making
 - Current safety behaviors....have the original safety concerns been mitigated?
 - Family support network and safety plan
 - Concurrent plan
 - Cultural considerations
 - What are we worried about?



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



Ask The Three Questions...

What are we worried about (past)?

What is working well?

What are we worried about (future)?

What needs to happen next?

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

Safety Planning Tool

| Use these columns to sort the strengths within the family and identify which strengths are directly impacting the child (keeping the child safe) | | Use these columns to sort your worries and identify which worries are directly impacting the child (harming the child) | |
|--|---|--|---|
| What are some things that are working well in the family? | Which of these strengths = Protective Capacities that are currently keeping the child safe? | What are the things that worry you? | Which of these worries have actually impacted/harmed the child as a result of something the caregiver did or didn't do? |
| What needs to happen next, and by who? What does SDM say? Cultural Considerations? Support Network? | | | |

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Family Team Meeting Instructions

Read the Polk-Hernandez Family Team Meeting Scenario

Review the Family Team Meeting Agenda

Review the Facilitators Communication Skills

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Teaming With the Polk-Hernandez Family

Purpose of meeting:

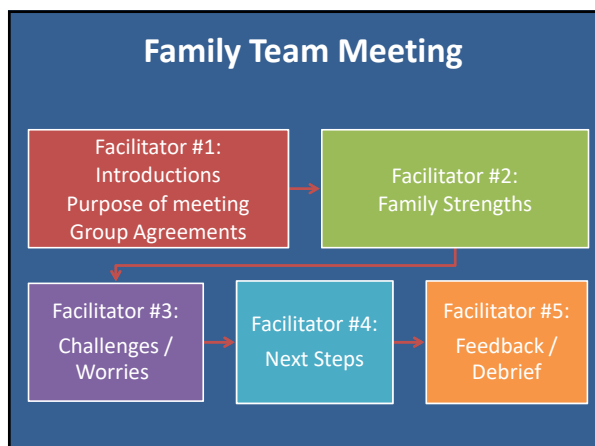
In collaboration with the team, develop and discuss the updated case plan for the children, including a visitation plan with the parents and important connections

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Family Team Meeting Roles

1. Bill, Social Worker (age 23) & Facilitator of meeting
2. Mary, Social Work Supervisor (age 52)
3. Gloria, Mother (age 33)
4. William, Father (age 35)
5. Samantha, Daughter (age 15)
6. Aunt Leann, Resource parent
7. Uncle Sal, Paternal uncle
8. Observer: Voice of Structured Decision Making, Trauma Informed Practice, Cultural humility, Best Practices





Large Group Report Outs

What were some next steps you developed with the family?

What worked well? Any challenges or upgrades? What were your key takeaways from this activity?

How did you know when shared decision making was happening? Cultural humility?


How is this similar or different to your current teaming practices?

Putting It All Together: Personal Learning Plans

Turn to Learning Plan in your Trainee Guide

Individually answer the questions • 5 minutes

Get into your small groups and discuss your answers • 5 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?




END OF BLOCK EXAM