

permanency case planning tool

LIFELONG FAMILIES

The Permanency Case Planning Tool (PCP-T) is intended to help social workers and supervisors working on permanency cases understand the case factors that are potential barriers and/or facilitators to permanency teaming and outcomes. Although it has been designed primarily for use in case planning during supervision, it can also be used by caseworkers as an individual tool.

The basic tool is a workplan in which case factors can be mapped to the appropriate contextual level of influence — the individual child, the birth family, the foster family, the agency (public or private) and external systems (state child welfare agencies, courts, school systems, etc.). Case factors at each of these levels are also charted according to whether they are likely to be (1) potential facilitators of effective teaming and/or positive permanency outcomes (“ideal” or “promising” conditions) or (2) to become barriers to teaming and permanency (conditions that are “challenging” or “indicate intensive intervention”).

To assist users in applying the tool in practice, the basic worksheet is preceded by a glossary of terms. Usage guidelines for users who are both new to and experienced in child welfare permanency work, brief case examples of the tool in use, and a detailed guide with exemplars of the case-level and facilitator/barrier categories are also included.

GLOSSARY OF TERMS

Agency-Level Factors

Agency-level factors are internal administrative structures and policies that affect the development and implementation of permanency planning for the child/case in question. *Examples include:* supportiveness of supervisors/managers; material resources available to help child/youth and family; mandated timeframes for casework.

Birth Family Factors

Birth family factors are characteristics of and/or circumstances confronted by the child’s/youth’s birth family members that affect the development and implementation of permanency planning for the child/case in question. *Examples include:* substance abuse issues; family violence history; personality and/or mental health issues; financial situation; housing situation; attitudes toward the child/youth, foster family, etc.

Child/Case Factors

Child/case factors are intrinsic to the child and/or the circumstances which have brought the child into care that affect the development and implementation of permanency planning for the child/case in question. *Examples include:* issues related to the child's/youth's development; personality, mental health status or history; trauma history; educational history.

Foster/Adoptive/Kinship Family Factors

Foster/adoptive/kinship family factors are characteristics of and/or circumstances confronted by members of the child's/youth's foster/adoptive/kinship placement family that affect the development and implementation of permanency planning for the child/case in question. *Examples include:* attitudes toward the child's/youth's birth family; housing situation; immediate family configuration; attitudes toward legal permanency plan, etc.

Permanency Coaching/Consultation

Permanency Coaches/Consultants are an internal resource provided by some agencies to assist supervisors and social workers in implementing permanency models and practice. "Intensive coaching" refers to matching a "coach" in a one-to-one mentoring relationship with a supervisor or social worker and partnering together at each step of using permanency teaming on an individual case. "Permanency consultation" is provided to both individuals or groups in the division and takes the form of case-specific guidance/feedback, topical discussions related to permanency practice and implementation of the permanency teaming model, and supervising permanency practice.

Permanency Planning

The process of exploring the full range of permanency options for a youth in care and selecting and implementing the one that will best meet the youth's needs for safety, permanency and well-being.

Permanency Team

A youth's permanency team may include birth parents, siblings, extended family members, foster parents, other caregivers, involved professionals and other significant adults willing to help develop and implement a permanency plan for a youth that identifies a permanent parent and offers the optimal level of membership in a legal family as well as lifelong connections with caring adults.

Permanency Teaming

The collaborative planning and decision-making process through which the permanency team develops and implements a permanency plan for a youth that will ensure the youth's safety, well-being, and membership in a legally secure family.

Permanence

An enduring family relationship that:

- Is safe and meant to last a lifetime;
- Offers the legal rights and social status of full family membership;
- Provides for physical, emotional, social, cognitive and spiritual well-being; and
- Assures lifelong connections to extended family, siblings, other significant adults, family history and traditions, race and ethnic heritage, culture, religion and language.

System-Level Factors

System-level factors are policies, structures and/or practices operating outside of the child's/youth's family and the agency that affect the development and implementation of permanency planning for the child/case in question. *Examples include:* administrative policies and practices of state child welfare agencies and/or individual caseworkers; policies and practices of other public systems affecting the child/youth and his/her family such as schools and courts; administrative policies and practices of other agencies or personnel involved with the child/youth, such as a therapist or residential facility; access of the child/youth and/or family members to public welfare benefits.

PERMANENCY CASE PLANNING TOOL – WORKPLAN

Case ID: _____ Date: _____

	Ideal/Promising Factors Elements (people, relationships, situations) of the case that will facilitate permanency teaming and progress toward a permanency outcome.	Difficult/Challenging Factors Elements (people, relationships, situations) of the case that are likely to be barriers to permanency teaming and progress toward a permanency outcome.	Casework Strategies/Tactics To build on strengths and address challenging factors.
I. Child/Case Factors			
2. Birth Family Factors			
3. Foster/ Adoptive/ Kinship Family Factors			
4. Agency-Level Factors			
5. System-Level Factors			

PERMANENCY CASE PLANNING TOOL – MATRIX OF EXAMPLES

The following are general examples of conditions that may or may not be present in a given case, and where they would be charted in the worksheet according to the type/level of factor (child/case, birth family, adopt/foster/kin family, agency, system) and with respect to the type of influence they are likely to have on permanency teaming and/or outcomes (ideal, promising, challenging, indicative of intensive intervention).

	Ideal Conditions for Timely Permanence	Promising Conditions for Timely Permanence	Challenging Conditions for Timely Permanence	Conditions Indicating Intensive Intervention to Achieve Timely Permanence
I. Child/Case Factors	<ul style="list-style-type: none"> • Child/youth is insightful and has high tolerance for provocative material arising in team meetings • Child/youth understands process and is deeply engaged • Child/youth has expressed desire for specific permanent family • Strong informal network (extended family, friends, professionals) in child's life and available/willing to participate in team • Available identified resource family 	<ul style="list-style-type: none"> • Child/youth has age appropriate insight and verbal expression; child tolerates provocative meetings with little support needed • Child/youth understands and is open to process, generally cooperative with services, and is available to engage • Child/youth has expressed desire for finding a permanent family 	<ul style="list-style-type: none"> • Child/youth lags in age appropriate insight and verbal skills; child requires active support to tolerate stressful meetings • Child/youth passive or hesitant regarding services, but is available to engage • Child/youth has ambivalence for finding a permanent family • Lack of available non-providers for permanency team 	<ul style="list-style-type: none"> • Child/youth has only minimal self-reflection and expression; child needs preparation and active support in meetings that involve provocative material • Child/youth resistant to supports/service plan, generally uncooperative with services, and/or is not emotionally available to engage in meetings • Child/youth has expressed strong desire NOT to find a permanent family
2. Birth Family Factors	<ul style="list-style-type: none"> • Multiple members of birth family concerned and involved in child's life • Birth mom/dad supportive of case goals and willing to participate work to support process • Birth family members are able to make child's needs primary 	<ul style="list-style-type: none"> • Birth family doesn't place child in loyalty bind • Birth family likes and trusts foster parents • Birth family has a good relationship/history with agency 	<ul style="list-style-type: none"> • Lack of birth family member involvement/willingness • Birth parent troubles/issues • Lack of money/transportation for birth family members • Unauthorized contact between youth and family members 	<ul style="list-style-type: none"> • Conflict/animosity among adults in child's life • Birth parent potential/actual disruption/sabotage of permanency plan

PERMANENCY CASE PLANNING TOOL – MATRIX OF EXAMPLES *continued*

	Ideal Conditions for Timely Permanence	Promising Conditions for Timely Permanence	Challenging Conditions for Timely Permanence	Conditions Indicating Intensive Intervention to Achieve Timely Permanence
3. Foster/ Adoptive/ Kinship Family Factors	<ul style="list-style-type: none"> • Foster/adoptive/kin family open to/interested in permanence • Foster/adoptive/kin family fully committed to child • Foster/adoptive/kin family flexible and willing to go extra mile • Foster/adoptive/kin family facilitates/maintains child’s relationship with birth family members 	<ul style="list-style-type: none"> • Foster/adoptive/kin family supports case/child’s goals • Foster/adoptive/kin family very experienced/work well with each other and/or with birth family • Foster/adoptive/kin family has good relationship/history with agency 	<ul style="list-style-type: none"> • Foster/adoptive/kin family ambivalent/resistant to permanency, adoption and/or teaming • Foster/adoptive/kin family has anger toward/fear of birth family • Foster/adoptive/kin family has other life/family/resource issues that affect their relationship with or ability to commit to youth in short term 	<ul style="list-style-type: none"> • Foster/adoptive/kin family threatened by child’s attachment to birth family/ambivalence toward foster family/acting out • Foster/adoptive/kin family is uncooperative or unresponsive to agency staff, or resistant to the permanency plan
4. Agency-Level Factors	<ul style="list-style-type: none"> • Permanency coaching and consultation available • Management (supervisors, directors), other staff actively support the social worker and his/her approach • Organizational culture (in local office/agency) fully behind permanency teaming and outcome of legal permanency • Management expertise, supervisor skilled in permanency practice approaches and tools • Financial resources – supplies, search engines, meeting space, consultants • Flexibility to adapt plan to child’s/ family’s needs/timeframe 	<ul style="list-style-type: none"> • Agency has a strong history/ relationship with birth and/or foster family • Therapist available, either in-house or readily arranged by agency in the community 	<ul style="list-style-type: none"> • Time requirements of permanency work – committees, paperwork, etc. • Lack of experience with/reluctance to use permanency model within agency/local office • Lack of clarity around procedures/ policies, services/support available to families • Difficulties with social worker neutrality due to role confusion in teaming model • Supervisor’s availability for supervision is limited 	<ul style="list-style-type: none"> • Perception of rigid timeframes and programmatic requirements from administration • Language of permanency is off-putting to some team participants • Coach/consultant expectations conflict with social worker/case obligations/needs • Agency contracts/licensing with state may conflict with permanency goals/ approach

PERMANENCY CASE PLANNING TOOL – MATRIX OF EXAMPLES *continued*

	Ideal Conditions for Timely Permanence	Promising Conditions for Timely Permanence	Challenging Conditions for Timely Permanence	Conditions Indicating Intensive Intervention to Achieve Timely Permanence
5. System-Level Factors	<ul style="list-style-type: none"> • Supportive state social worker: supports agency goals, works well with agency social worker, is open to permanency • Helpful outside therapist/treatment team • Helpful CASA/GAL/other attorney; good relationship between agency and attorney 	<ul style="list-style-type: none"> • Non-obstructionist state social worker/state social worker supervisor/director • Helpful other external community agency (Big Brothers/Sisters, visitation center, etc.) • Residential program/group home staff helpful, involved in team and collaborates on achieving legal permanency • Other state systems involved and helpful (courts, juvenile justice dept., educational system/players, etc.) 	<ul style="list-style-type: none"> • Non-permanency focused/uncooperative/non-responsive state agency social worker • Poor quality/disinterest of external service provider (counseling agency, residential program staff, education system players, etc.) • Court system/attorneys not collaborating • State agency social worker turnover/case transfers • Time availability, competing priorities, location, travel and/or other conditions that create barriers to team participation. 	<ul style="list-style-type: none"> • Educational system not responsive to/understanding of issues • Court system/attorneys not in agreement with agency plan/working at cross-purposes to agency or permanency team • External provider (counseling agency, residential program staff, etc.) not in agreement with agency plan, creating difficult environment for youth or family, etc.

USAGE GUIDELINES AND EXAMPLES

The Permanency Case Planning Tool has been found to be helpful to social workers and supervisors of varying levels of experience. Following are usage guidelines for supervisors and social workers of varying permanency experience, and examples of how the tool might be used in different scenarios.

Novice Users

Novice users are social workers with under two years of foster care experience and/or fewer than four treatment-level foster care cases, or supervisors with under four years of foster care experience and/or fewer than six treatment-level cases supervised. The guidelines below can be helpful for using the PCP-T in cases where the social worker and supervisor are new to permanency work, or in cases where one is experienced in permanency but the other is a novice.

SOCIAL WORKER AND/OR SUPERVISOR NEW TO PERMANENCY WORK:

- The tool can be used near the beginning of a case, as a framework to help identify key aspects of the case that are most relevant to the permanency process, whether these case factors presented as challenges or potential facilitators.
- The supervisor and social worker can continue to use the tool at subsequent supervision meetings to assess progress and ensure that all relevant factors are being addressed in the caseplan and do not “drop off the radar.”
- The social worker can use the tool as a guide for interactions and check-ins with service recipients, for the above purposes.

SOCIAL WORKER NEW TO PERMANENCY WORK:

The tool can be used by a supervisor either near the beginning of a case, or when a new social worker is assigned to a case in progress, to:

- Introduce critical components of permanency work to the social worker in supervision;
- Provide the social worker with a mechanism to help organize and prioritize the critical components of permanency cases in their ongoing work.

Experienced Users

Experienced users are social workers with two or more years of foster care experience and/or four or more treatment-level foster care cases, or supervisors with four or more years of foster care experience and/or six or more treatment-level cases supervised. The guidelines below can be helpful for using the PCP-T in cases where the social worker and supervisor are experienced with permanency work.

SOCIAL WORKER AND SUPERVISOR BOTH EXPERIENCED IN PERMANENCY WORK:

- The tool can be used in supervision as a “refresher” at any point in a case to help ensure that all potentially relevant components of a case are being addressed in the caseplan.
- The tool may be especially helpful when a case seems “stuck” in some way, as a means of identifying where the sticking points are, how they relate to other elements of the case, and existing resources that may be available to address the issue and restore momentum.
- The social worker can use the tool as a guide for interactions and check-ins with service recipients, to assess progress and ensure that critical factors are not being overlooked.
- Use of the tool can provide space to identify agency-level issues among staff working on a case that can affect permanency but might not be otherwise apparent in the course of the work.

belonging and emotional security tool (BEST)

BEST

This introductory page is for social workers to orient themselves to using this tool. This introductory page should not be read to the youth or parents responding to the questions.

Research suggests that emotional security is a critical component of successful family permanence for youth in foster care. Casey Family Services is committed to permanence for each youth, including discovering or developing permanent family relationships that provide safety, emotional security and legal family membership. For youth unable to reunify with their families of origin, their closest family or family-like relationships may be with the foster parents with whom they have lived for an extended time. These relationships hold potential for legal permanence through adoption or guardianship.

Casey Family Services developed the Belonging and Emotional Security Tool (BEST) to assist social workers in exploring youth's sense of emotional security with their foster parents and foster parents' sense of claiming and attachment with youth in their care. There are two versions of the BEST — a parent version and a youth version. A youth's and permanent parent's responses to these statements can be used to guide meaningful permanency conversations toward a deepened, more secure and long-lasting parent-child relationship.

Simple yes/no responses to the questions could be used. (In the case of a two-parent family, the youth answers each set of questions twice, first related to one parent and then related to the other parent.)

Or, a rating scale could be used.

The following instructions apply if using a rating scale:

This questionnaire asks you about feelings you have toward this youth/this parent.

For each question, please choose a number (1 through 5) that best describes this youth/this parent.

1	2	3	4	5
completely agree	mostly agree	neither agree nor disagree	mostly disagree	completely disagree

If you “completely agree” with a statement, you would choose 1; if you “mostly agree,” you would choose 2; if you “neither agree nor disagree,” you would choose 3; if you “mostly disagree,” you would choose 4; if you “completely disagree,” you would choose 5. There are no right or wrong answers. Just choose the number that describes how much you agree with the statement about _____ .

BEST
FOR
YOUTH

1. My foster parent(s) would not kick me out of the family, no matter what I do.

2. My foster parent(s) makes me feel like I belong to the family. _____
3. My foster parent(s) expects to give and receive holiday cards or gifts with me just like everyone else in this family. _____
4. My foster parent(s) would loan or give me money if I really needed it. _____
5. My foster parent(s) wants to talk when something really important or exciting happens to me.

6. My foster parent(s) cares deeply about what happens to me. _____
7. It makes me feel happy when we spend time together. _____
8. My foster parent(s) makes me feel I am wanted. _____
9. My foster parent(s) wants me to be home for the holidays. _____
10. My foster parent(s) is someone I feel close to. _____
11. My foster parent(s) loves me. _____
12. My foster parent(s) is someone I trust. _____
13. My foster parent(s) includes me in family photos and portraits. _____
14. My foster parent(s) pays attention to me when I ask for help. _____
15. I care deeply about what happens to my foster parent(s). _____

**BEST
FOR
YOUTH**

16. My foster parent(s) includes me in family vacations. _____

17. I love this/these parent(s). _____

18. My foster parent(s) makes me feel like this is my family for life. _____

19. My foster parent(s) will always be someone I can count on for help if I need it.

20. My foster parent(s) will do everything to keep the relationship going even when I am no longer living at home. _____

21. My foster parent(s) finds a way to support, stand behind me and believe in me even when I'm wrong. _____

22. My foster parent(s) has done everything I need to make me feel like I belong.

Consider the following items only if there are other youth in the family:

23. My foster parent(s) treats me as well as the other youth in the family. _____

24. My foster parent(s) likes me as much as other youth in the family. _____

25. My foster parent(s) gives me gifts that are just as good as the other youth in the family get.

**BEST
FOR
PARENTS**

1. I would not kick this youth out of the family, no matter what. _____
2. This youth belongs to this family. _____
3. I expect to give and receive holiday cards or gifts with this youth just like everyone else in this family. _____
4. I would loan or give this youth money if he/she really needed it. _____
5. When something really important or exciting happens to this youth, I want to talk with him/her about it. _____
6. I care deeply about what happens to this youth. _____
7. It makes me feel happy when we spend time together. _____
8. I let this youth know he/she is wanted. _____
9. I want this youth to be home for the holidays. _____
10. I feel close to this youth. _____
11. I love this youth. _____
12. I trust this youth. _____
13. I include this youth in family photos and portraits. _____
14. I pay attention to this youth when she/he asks for help. _____
15. This youth cares deeply about what happens to me. _____
16. I include this youth in family vacations. _____

**BEST
FOR
PARENTS**

17. This youth loves me. _____

18. I let this youth know he/she will be in this family for life. _____

19. I let this youth know he/she will always be able to count on my help. _____

20. I will do everything to keep this relationship going even when the youth is not living at home.

21. I find a way to support, stand behind or believe in this youth even when he/she is wrong.

22. I have done everything I can to make this youth feel he/she belongs to this family.

Consider the following items only if there are other youth in the family:

23. I treat this youth the same as I treat other youth in the family. _____

24. I like this youth the same as other youth in the family. _____

25. I give this youth gifts that are just as good as the gifts that the other youth in the family get.

permanency team process grid – task by task

LIFELONG
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Task I: Establishing Core Team

Focus:

- Identify and contact potential team members
- Educate team members about permanency teaming process
- Discuss child's/youth's need for permanent family relationships
- Assess readiness of team members to proceed

Activity/Questions:

SAFETY DISCUSSION WITH STATE AGENCY

- What is the level of the state agency's understanding and support for teaming process?
- What are the identified physical and psychological safety concerns regarding child/youth? Regarding potential core team members?
- What other agency staff or individuals should be contacted?
- If there are safety concerns about a potential team member, is there any reason that person cannot be contacted by the permanency team facilitator?
- What would need to be in place in order to safely gather information from this person? Involve them in planning? In contact with the child/youth? In considering them as permanent family?
- How can the team plan for safety while respecting this child's/youth's need to connect with significant attachment figures?
- What is the plan to address any public agency practices/policies that may interfere with permanency teaming process?

Note: If meeting with the state cannot be scheduled for several weeks, begin work with the child/youth as below.

IDENTIFYING POTENTIAL TEAM MEMBERS

- Conduct initial interviews with youth, birth parents and current caregivers; review youth's case record; and complete Internet search to identify core team members
 - Review child study to identify family and other significant adult connections for youth
 - Identify powerbrokers and key professionals to participate in team process
-

Task 2: Individual Preparatory Meetings

Focus:

- Assess current relationships and degree of permanent commitment
- Build relationships with core team members
- Clarify purpose of model
- Explore range of permanency options

Activity/Questions:

PREPARATORY MEETING WITH YOUTH:

- What is youth's understanding of and comfort with the teaming process?
- Who does youth identify as past and present attachment figures and prospective team members?
- How were permanency conversations initiated with youth (or how do they need to be initiated), including exploring their understanding of a need for permanency?
- Has the child/youth been informed that team members in addition to those s/he has chosen may be included in the team process (i.e., professionals and other powerbrokers)?

(See Youth Interview Questions—attached)

PREPARATORY MEETINGS WITH CORE TEAM MEMBERS:

- In determining the sequence of interviews, have primary parenting relationships been taken into account?
- What is the significant adult(s)'s understanding of and comfort with the team process? Is this individual willing to participate in the team process?
- What is the significant adult(s)'s understanding of youth's need for permanency?
- What was the content of initial permanency conversations with significant adult(s)?
- What are the areas of strength this adult can provide in a relationship with this youth? What are their concerns?
- What are the identified physical and psychological safety concerns regarding this child/youth? Regarding potential core team members?

(See Youth Interview Questions—attached)

PREPARATORY MEETINGS WITH “POWERBROKERS” IN A YOUTH’S LIFE:

- How have powerbrokers (attorneys, therapists, family members, state agency) been strategically involved in discussion of permanency and team planning?
-

Task 3: Joint Preparatory Meetings

Focus:

- Build relationships with core team members
- Develop a working alliance with team members
- Assist core team members in sharing information with each other
- Clarify team member roles

Activity/Questions:

PREPARATORY MEETINGS WITH STRATEGICALLY SELECTED PARTICIPANTS:

- How have joint meetings been used to develop alliances?
- How and with whom have joint meetings been used to resolve potential areas of conflict that may be a barrier to successful permanency planning?
- How have joint meetings been used to clarify the roles of significant adults in the child's/youth's life?
- How have participants established a sense of common future shared by child/youth and team members?
- How have joint meetings been used to facilitate relationship-building among family members and team members that will continue beyond agency/system involvement?

Task 4: Permanency Team Meetings

Focus:

- Manage facilitation of large team meeting
- Explore range of permanency options
- Promote joint problem solving and shared decision making
- Define roles and tasks
- Ensure forward movement toward permanency
- Use subsequent team meetings to review established plan (Status Review)
- Clarify roles and post-permanency support
- Facilitate activities involved in achieving permanency
- Complete team's written service plan and obtain signatures
- Review and modify plan

Task 4: Permanency Team Meetings *(continued)*

Activity/Questions:

INITIAL LARGE TEAM MEETING:

- How is an initial Casey Family Service Plan being developed to the following areas?

Physical/Psychological Safety:

- Consider the following needs: health, housing/living arrangement and problem-solving skills.
- Consider other age-appropriate needs for younger children such as developmental milestones, risk-free environment, level of supervision, continuity of attachments.

Legal and Emotional Permanency:

- Individual preparation work (permanency conversations) with child/youth: who is implementing it?
- Individual preparation work with parents: who is implementing it?
- Is work consistent with 3-5-7 model (Who am I? What happened to me? Where am I going? How will I get there? When and how will I know I belong?)?
- Is it consistent with core issues of permanency (loss, grief, intimacy, separation, attachment, identity, claiming, entitlement, mastery and control, unmatched expectations, family integration)?

REUNIFICATION OUTCOME - Describe the plan for continuity of significant attachment relationships (foster family, extended family, supportive community relationships, etc.) and the concurrent permanent plan, if reunification cannot be achieved.

ADOPTION/GUARDIANSHIP - Describe the plan for continuity of significant birth family relationships and development of extended adoptive kinship network, post-permanency support plan, etc.

EMOTIONAL SECURITY - Comment on the “shared sense of family belonging, entitlement, and commitment” described by both the youth and the family as well as symbols and rituals they have designed to reinforce their commitment.

Well-Being:

- How will optimal outcomes related to health, mental health, education, vocation, employment/ career, housing, identity, life skills and community engagement be achieved and sustained over time?
- How will comprehensive preparation for adulthood be addressed? How will team members support it?
- How has the team identified strengths and concerns in those three areas?
- Describe the content of permanency conversations with both youth and adults/parents regarding why legal permanency cannot currently be achieved.
- Describe plan to formalize emotionally secure family membership through use of rituals and symbols, if appropriate.
- How is team discussion and recommendations in the above areas being documented?
- How is the implementation of the treatment team being integrated into the permanency team process?

Task 4: Permanency Team Meetings (continued)

SUBSEQUENT TEAM MEETINGS:

- Continue discussion and planning in the areas of safety, well-being and permanency as above.
- How are permanency conversations going?
- How is the customized service plan being implemented? Re-evaluated and re-assessed?
- How is a balance of the optimal degrees of physical safety, emotional security and legal permanency being achieved within the context of a family relationship?
- How has the team discussed a plan for agency exit?

Task 5: Strategic Use of Permanency Team Plan

Focus:

- Use of subsequent team meetings to review established plan (Status Review)
- Ensure forward movement toward permanency

Activity/Questions:

ASSESSMENT OF SERVICE PLAN:

- How is the service plan (safety, permanency, well-being) being reviewed? Modified?
- How does discussion of the plan get summarized and documented? When do team members take ownership of the plan by signing it?
- How does the plan document individualized and measurable goals, tasks and time frames?

Task 6: Follow-up Supportive Contacts between Meetings

Focus:

- Identify, contact or preparation of additional team members
- Maintain contact to create, implement, monitor plan
- Maintain planning momentum between team meetings

Activity/Questions:

SUPPORTIVE FOLLOW-UP CONTACTS:

- How and with whom have supportive follow-up contacts been used between permanency team meetings to check in on status, progress and any changed circumstances in the process?
 - How have discussions and planning for agency exit been supported?
-

Task 7: Agency Exit

Focus:

- Identify, contact or prepare additional team members
- Transition to formal/informal team facilitator beyond agency exit

Activity/Questions:

Refer to internal CFS guidelines re: Post-Permanency Guidelines, Reunification, Guardianship and Adoption and Case Closure.

permanency team process grid – checklist version

LIFELONG
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Task 1: Establishing Core Team

SAFETY DISCUSSION WITH STATE AGENCY

- Assess state agency's understanding and support for teaming process
- Identify physical and psychological safety concerns regarding child/youth. Team members.
- Balance safety concerns with youth's need for significant attachments
- Identify other agency staff or individuals to be invited

Note: If meeting with the State cannot be scheduled for several weeks, begin work with the child/youth as below.

IDENTIFYING TEAM MEMBERS

- Interview youth, birth parents and current caregivers
 - Review records, complete Internet search and child study
-

PREPARATORY MEETING WITH THE YOUTH

- Assess youth's understanding of and comfort with the teaming process
- Identify youth's past and present attachment figures and prospective team members
- Explore youth's understanding of a need for permanency
- Discuss inclusion of professionals and other powerbrokers

(See Youth Interview Questions – attached)

Task 2: Individual Preparatory Meetings

PREPARATORY MEETINGS WITH CORE TEAM MEMBERS

- Determine the sequence of interviews
- Assess adult(s)'s understanding of and comfort with the team process and willingness to participate
- Assess adult(s)'s understanding of youth's need for permanency
- Identify areas of strength this adult can provide in a relationship with this youth
- Involve powerbrokers in discussion of permanency and team planning

(See Adult Interview Questions – attached)

Task 3: Joint Preparatory Meetings

PREPARATORY MEETINGS WITH STRATEGICALLY SELECTED PARTICIPANTS

How have joint meetings been used to:

- Develop alliances
- Resolve potential areas of conflict
- Clarify the roles of significant adults in the child's/youth's life
- Establish a sense of common future

Task 4: Permanency Team Meetings

INITIAL LARGE TEAM MEETING

Casey Family Services Service Plan developed specific to the following areas:

- Physical/Psychological Safety:*
 - Risk-free environment
 - Continuity of attachments
 - Developmental considerations

- Legal and Emotional Permanency:*
 - Identify who is implementing individual preparation work with child/youth; with parents
 - Work consistent with 3-5-7 model

- Well-being:*
 - Health/mental health
 - Education/vocational
 - Preparation for adulthood

SUBSEQUENT TEAM MEETINGS

- Continue discussion and planning in three areas as above
 - Continue permanency conversations
 - Customized service plan implemented, re-evaluated and re-assessed
-

Task 5: Strategic Use of Permanency Team Plan

ASSESSMENT OF SERVICE PLAN

- Review plan, modify as needed
- Summarize and document individualized and measurable goals, tasks and circumstances
- Obtain signatures for all team members

Task 6: Follow-up Supportive Contacts Between Meetings

SUPPORTIVE FOLLOW-UP CONTACTS

- Check in on status progress and any changes circumstances
- Discuss and plan for agency exit

Task 7: Agency Exit

Refer to internal CFS guidelines re: Post-Permanency Guidelines, Reunification, Guardianship and Adoption and Case Closure.

large permanency planning team meeting summary

LIFELONG
FAMILIES

Name of Youth: _____

Date of Meeting: _____ Location of Meeting: _____

Agenda for the Meeting

Was there a written agenda for this team meeting? Yes No

If so, attach a copy of the agenda. Indicate that a copy is attached. Yes No

Content of Meeting

Summary of Team Discussion Highlights:

Safety

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Permanency

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Well-Being

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Service Plan Goal Reviewed:

Summary of Progress:

Next Steps:

Date of Next Team Meeting: _____

Team Meeting Worksheet		
TASKS TO BE COMPLETED	TIME FRAME FOR COMPLETION	TEAM MEMBER RESPONSIBLE
1		
2		
3		
4		

Names/Signatures of Team Members Attending

Youth Signature: _____

CFS Social Worker Signature: _____

State Social Worker Signature: _____

Name (*please print*): _____ Relationship to Youth: _____

Signature: _____

Name (*please print*): _____ Relationship to Youth: _____

Signature: _____

Name (*please print*): _____ Relationship to Youth: _____

Signature: _____

Name (*please print*): _____ Relationship to Youth: _____

Signature: _____

Name (*please print*): _____ Relationship to Youth: _____

Signature: _____

permanency consultation case presentation outline

One Hour

LIFELONG FAMILIES

PRESENTATION

15 minutes (provided by the social worker, with a timekeeper)

- State your *organizing question* (2 min) related to one or more of the Lifelong Families principles or model components below.
- Provide a *brief overview* of the child (5 min), including name, age, ethnicity, current legal status, primary and concurrent permanency goal, prior reunification and/or adoption efforts, current direction of team planning, and permanency team members – including participation by youth, parents, family members, caregivers, other significant adults to the youth and professionals.
- Describe the core permanency *strengths* and critical permanency *barriers* that are helping or hindering the process (6 min), including factors related to the system, agency, child, parents/families (birth, foster, adoptive, relative, guardian).
- Make a *projection* about this youth achieving permanency (2 min), including how and when the youth's permanency status is expected to change.

GROUP FEEDBACK

30 minutes (facilitated by the social worker, supervisor or other designee)

- Facilitate *group feedback* and discussion regarding potential next steps toward achieving permanency.

NEXT STEPS

15 minutes (facilitated by the social worker or supervisor, with a designated recorder)

- Summarize and record *recommendations for action* to remove barriers and advance progress toward a legal permanency outcome.

GENERAL GUIDELINE

- Designate a discussion facilitator, timekeeper and a recorder in advance.
- Post the organizing question on a whiteboard or flipchart.
- Adhere to the time frames.
- Provide a copy of the Recommendations for Action to the social worker, supervisor and manager.
- Refer to the Lifelong Families Model principles and components on the back of this document.

Lifelong Families Model: Principles

URGENCY: Creating momentum to ensure a youth's timely exit to reunification, adoption, or legal guardianship. From case opening, the social worker facilitates simultaneous case-work activities across all practice components and diligently focuses the team on achieving the primary and concurrent permanency goals and removing all agency-, family-, and child-related barriers to legal permanence.

ADVOCACY: Advocating with professionals, caregivers, birth or extended family members, and other significant adults in a youth's life to advance progress toward legal permanence. Advocating for appropriate and accessible services to achieve or sustain reunification with birth parents or adoption or legal guardianship with another permanent parent.

CONCURRENCY: Assuring that every youth's permanent plan includes a primary parent as well as a back-up parent able and willing to provide safe parenting and a legal family relationship.

RESPONSIBILITY: Increasing the responsibilities of permanent parents in all aspects of parenting and decision making, while decreasing responsibilities of the agency as substitute parent. Preparing extended family, team members, and community resources to support the youth and permanent parent(s) in sustaining permanence after the youth leaves foster care.

TRAUMA-FOCUS: Understanding the impact of traumatic events and experiences on the development, behavior, and relationships of youth and their parents and family members. Preparing and supporting parents and family members as primary partners in healing the youth's trauma and sustaining an unconditional and lifelong commitment.

Lifelong Families Model: Components

PERMANENCY TEAMING: Convening a youth-focused team that is family centered and engages birth parents, relatives, and extended family; foster, adoptive and guardian parents; caregivers; other significant adults; and professionals. Involving a youth's birth parents or family members in team planning and decision making even when they are not able to parent the youth. Building consensus with the custodial agent or agency regarding the direction of permanency planning for each youth. Developing and implementing a plan for the youth's safety, permanence, and well-being.

PERMANENCY-FOCUSED CASE MANAGEMENT: Providing and coordinating time-limited foster placement plus therapeutic and concrete services to youth and parents to achieve and sustain permanent family relationships that assure the youth's safety and well-being. When appropriate, accessing evidence-based treatment to help manage and heal the youth's trauma, while supporting birth parents, relative guardians, and adoptive parents in sustaining positive and therapeutic parenting approaches. Using case management activities as corrective experiences to reduce and heal trauma.

PERMANENT FAMILY IDENTIFICATION AND ENGAGEMENT: Identifying and locating disengaged birth parents, relatives, and extended family members for reunification or reconnection with youth as well as resolution of grief, loss, attachment, and identity issues. Exploring all relatives and other adults known to youth (e.g., teachers, coaches, previous foster families), while facilitating general, targeted, and youth-specific recruitment to identify adoptive or guardian families for youth who cannot be reunified with birth family.

PERMANENCY PREPARATION: Helping a youth clarify life events, integrate family relationships, and be ready for legal permanence. Preparing birth parents, relative guardians, and adoptive parents to provide safe parenting and make and sustain a lifetime commitment, or give permission for another permanent parent to raise the youth.

PERMANENCY SUPPORT PLANNING: Developing a plan for voluntary agency services and /or community supports to sustain reunification, adoption, or legal guardianship. Permanency support plans may include information and referral, clinical case management, brief counseling, mediating family relationships, as well as informal supports by family members and team participants.

permanency review form

LIFELONG
FAMILIES

Date permanency review form completed: _____

Date CFS service delivery began: _____

Division: _____

Division director: _____

Deputy division director: _____

Team leader: _____

Social worker: _____ Date assigned: _____

Additional worker: _____ Date assigned: _____

Youth Demographics

Youth's name: _____ Date of birth: _____

Case alpha ID: _____ Date of disposition: _____

Date of case opening: _____ Date of case closure: _____

Date of initial CFS placement: _____ Date of current placement: _____

Current service plan start date: _____ Current service plan end date: _____

Case review due date: _____ Number of months case
is open at time of review: _____

Social worker review: _____

Team leader review: _____

Director/deputy director review: _____

Rejection reason: _____

Legal Status

1 BIRTH MOTHER'S NAME:

- A. Deceased? Yes No
- B. Parental rights:
- Intact (parental rights remain, no legal action has terminated parental rights and there has been no voluntary relinquishment of parental rights)
 - Surrendered (parental rights have been voluntarily relinquished)
 - Termination of parental rights filed/pending or on appeal
 - Terminated (parental rights have been severed by the court)
- Date of TPR: _____
- C. Any plans to pursue TPR? Yes No
- Explain why or why not:

2 BIRTH FATHER'S NAME:

- A. Deceased? Yes No
- B. Parental rights:
- Intact (parental rights remain, no legal action has terminated parental rights and there has been no voluntary relinquishment of parental rights)
 - Surrendered (parental rights have been voluntarily relinquished)
 - Termination of parental rights filed/pending or on appeal
 - Terminated (parental rights have been severed by the court)
- Date of TPR: _____
- C. Any plans to pursue TPR? Yes No
- Explain why or why not:

3 ADOPTIVE MOTHER'S OR LEGAL GUARDIAN'S NAME:

Check if not applicable

-
- A. Legal status: Adoptive mother Legal guardian
- B. Deceased? Yes No
- C. Parental rights:
- Intact (parental rights remain, no legal action has terminated parental rights and there has been no voluntary relinquishment of parental rights)
 - Surrendered (parental rights have been voluntarily relinquished)
 - Termination of parental rights filed/pending or on appeal
 - Terminated (parental rights have been severed by the court)
Date of TPR: _____
- C. Any plans to pursue TPR? Yes No
- Explain why or why not:

4 ADOPTIVE FATHER'S OR LEGAL GUARDIAN'S NAME:

Check if not applicable

-
- A. Legal status: Adoptive father Legal guardian
- B. Deceased? Yes No
- C. Parental rights:
- Intact (parental rights remain, no legal action has terminated parental rights and there has been no voluntary relinquishment of parental rights)
 - Surrendered (parental rights have been voluntarily relinquished)
 - Termination of parental rights filed/pending or on appeal
 - Terminated (parental rights have been severed by the court)
Date of TPR: _____
- C. Any plans to pursue TPR? Yes No
- Explain why or why not:
-

Permanency Goal

| STATE PERMANENCY GOAL

A. Goal as of current permanency review date:

- Reunification Adoption Guardianship APPLA
 Other - Explain:

B. Goal one year prior to current permanency review date:

- Reunification Adoption Guardianship APPLA
 Other - Explain

C. Goal two years prior to current permanency review date:

- Reunification Adoption Guardianship APPLA
 Other - Explain:

- Since starting service at CFS, has the state permanency goal changed over time? Yes No

Explain:

- What is the concurrent permanency goal?

- Reunification Adoption Guardianship APPLA

- Which goal best reflects the current direction of permanency team planning for this youth?

- Reunification Adoption Guardianship APPLA

- If "APPLA" was selected as either the primary or the concurrent permanency goal, what are the specific next steps you are taking to change the goal to a legally permanent outcome?

- Does CFS believe that the current direction of permanency team planning offers the highest possible level of physical safety, emotional security and legal family membership for this youth?

- Yes No

If no, identify the case advocacy strategies being implemented by you, your supervisor, and/or division managers:

Team Planning

Large team meetings bring together all team members at a time and in a place that maximizes everyone's participation, especially the youth, parents and family members. Large team meetings help to give all team members a voice in collaborative planning and maintain momentum in decision making toward a permanent legal outcome. Large team meetings strengthen team members as the natural network of family and community support for the youth and his/her permanent family even beyond agency exit.

PERMANENCY TEAM

Does the youth have a permanency team? Yes No

A. If no:

- Why not?
- What is your plan to develop a team and by what date?

B. If yes:

- Permanency team members:

a. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

b. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

c. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

Team Planning (continued)

d. Name: _____

- How many times did this team member attend large team meetings?

- 0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

e. Name: _____

- How many times did this team member attend large team meetings?

- 0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

f. Name: _____

- How many times did this team member attend large team meetings?

- 0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

g. Name: _____

- How many times did this team member attend large team meetings?

- 0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

Team Planning (continued)

h. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

i. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

j. Name: _____

- How many times did this team member attend large team meetings?

0 1-3 4-6 7 or more

- Was a Lifelong Families brochure provided to this team member? Yes No

- Was the Lifelong Families model explained to this team member? Yes No

• Does the team plan for safety at large team meetings? Yes No

• Does the team plan for well-being at large team meetings? Yes No

• Does the team plan for the primary and concurrent permanency goals at large team meetings?

Yes No

Explain how:

• Does the youth's permanency team address preparation for adulthood/life skills? Yes No

Explain how:

Team Planning *(continued)*

- How many large team meetings have occurred within the past year?

0 1-3 4-6 7 or more

Date of the first team meeting: _____

- Was the large team meeting agenda form used? Yes No

- Was the team meeting summary distributed to all team participants? Yes No

- Was a date set for the next large team meeting? Always Sometimes Never

- Has the youth attended all or most of the large team meetings in the past year?

Yes No N/A - youth under age 12

- For youth 12 and older, how often did the youth attend large team meetings?

0 1-3 4-6 7 or more

- For youth 12 and older who did not attend any scheduled large team meetings within the past year, how was the youth's voice brought into the planning? *(check all that apply)*

- Youth helped develop the agenda
- Youth's story, poem or letter
- Youth's drawings or photos
- Youth video or audiotape
- The team member who knows the youth best shares the youth's dreams, hopes and wishes
- Through the team member who is preparing the youth for permanence
- Other - please explain:

- For youth younger than 12, how was their voice brought into the planning *(check all that apply)*

- Youth helped develop the agenda
 - Youth's story, poem or letter
 - Youth's drawings or photos
 - Youth video or audiotape
 - The team member who knows the youth best shares the youth's dreams, hopes and wishes
 - Through the team member who is preparing the youth for permanence
 - Other - please explain:
-

Team Planning (continued)

- What message is the youth sending to team members about planning for his/her permanence?
- How many times did the current caregivers (birth/foster/adoptive parent, legal guardian or congregate care provider) attend large team meetings in the past year?
 0 1-3 4-6 7 or more

If 0, what efforts are being made to encourage and support foster parents/caregivers attendance at future large team meetings?

- Has attendance at large team meetings been added as a task for foster parents/current caregivers in the youth's service plan?
 Yes No

If no, why not? What is your plan to develop a team and by when?

2 LEGAL CUSTODIAN/STATE AGENCY STAFF

- A. Is the legal custodian/state agency staff engaged in the permanency teaming process for this youth?
- Yes No

- B. Is the legal custodian/state agency staff posing barriers to the permanency planning and/or the teaming process?
- Yes No

If yes, identify next steps or strategies you are taking to resolve these barriers:

-
- C. Was Casey's permanency teaming approach explained to the legal custodian/state agency staff?
- Yes No

-
- D. Was Casey's permanency team brochure provided to the legal custodian/state agency staff?
- Yes No
-

Team Planning (continued)

E. Was there a safety parameters discussion with the legal custodian/state agency staff upon acceptance of this case for service delivery?

- Yes No

F. Was there a safety parameters discussion when the initial social worker was assigned?

- Yes No

G. If you were not the initial social worker assigned, was there a safety parameters discussion with the legal custodian/state agency staff when the case was transferred to you?

- Yes No

H. Was a safety parameters discussion held to address the following safety issues?

- Contact with adoptive parent/legal guardian by Casey social worker Yes No
If no, explain why not:
- Participation of adoptive parent/legal guardian in planning process Yes No
If no, explain why not:
- Participation of adoptive parent/legal guardian at large team meetings Yes No
If no, explain why not:
- Contact or visits between the adoptive parent/legal guardian and the youth Yes No
If no, explain why not:
- Contact with other significant adults in the youth's life by Casey social worker Yes No
If no, explain why not:
- Participation of other significant adults in the youth's life in planning process Yes No
If no, explain why not:
- Participation of other significant adults at large team meetings Yes No
If no, explain why not:
- Contact or visits between other significant adults and the youth Yes No
If no, explain why not:
- Health, mental health or behaviors of the youth Yes No
If no, explain why not:

Team Planning (continued)

3 BIRTH PARENT/SIBLING/OTHER BIRTH FAMILY MEMBERS

A. Birth parent(s)

- Are birth parent(s) engaged in permanency planning? Yes No
If no, explain why not:
- What are the specific next steps you are taking to engage or support birth family in planning?
- How are birth parent(s) engaged in permanency planning? *(check all that apply)*
 - As a team member in planning and decision making
 - As a participant in large team meetings
 - With the youth directly
 - With youth's foster parent and/or caregiver
 - With youth's adoptive parent or legal guardian, if one is identified
 - With Casey social worker
 - None of the above
 - Other - please explain:
- Describe how birth parent(s) contribute to and are involved in permanency planning:

B. Siblings

- Are siblings (birth, adopted, guardian, foster) engaged in permanency planning? Yes No
If no, explain why not:
- What are the specific next steps you are taking to engage or support siblings in planning?
- How are siblings engaged in permanency planning? *(check all that apply)*
 - As a team member in planning and decision making
 - As a participant in large team meetings
 - With the youth directly
 - With youth's foster parent and/or caregiver
 - With youth's adoptive parent or legal guardian, if one is identified
 - With Casey social worker
 - None of the above
 - Other - please explain:
- Describe how siblings (birth, adopted, guardian, foster) contribute to and are involved in permanency planning:

Team Planning (continued)

- If “none of the above” was chosen, explain why:
 - Birth family members did not respond to outreach
 - Birth family members do not want to be involved
 - Mental health, substance abuse or domestic violence issues with birth family members
 - Other safety issues prevent involvement of birth family members
 - Youth doesn't want birth family members included
 - No birth family members were identified
 - No birth family members were located
 - Other - please explain:

C. Other birth family members

- Are birth family members engaged in permanency planning? Yes No
If no, explain why not:
- What are the specific next steps you are taking to engage or support birth family members in planning?
- How are other birth family members engaged in permanency planning? *(check all that apply)*
 - As a team member in planning and decision making
 - As a participant in large team meetings
 - With the youth directly
 - With youth's foster parent and/or caregiver
 - With Casey social worker
 - With youth's adoptive parent or legal guardian, if one is identified
 - None of the above
 - Other - please explain:
- Describe how other birth family members contribute to and are involved in permanency planning:

4 FAMILY FINDING/NATURAL NETWORK SEARCH

- A. How is/was a family finding and/or natural network search used to locate birth and extended family for this youth?

Team Planning (continued)

B. How are you using a family finding and/or natural network search to locate birth and extended family for this youth?

Were specific tools used in doing a family finding and/or natural network search?

Yes No

• If yes, what specific tools are you using? (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Review of the youth's case record | <input type="radio"/> Public records (birth, death, property) |
| <input type="radio"/> Social networking sites (Facebook, etc.) | <input type="radio"/> Genogram and/or Ecomap |
| <input type="radio"/> Accurint/USSearch.com or another
electronic national database | <input type="radio"/> None of the above |
| <input type="radio"/> Other - please explain: | |

Explain why these particular tools (first seven above) were chosen and describe the results:

Explain why the unselected tools (first seven above) were deemed inappropriate or not useful:

If "none of the above" was chosen, explain why:

• If no, what specific tools will you use within the next three months (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Review of the youth's case record | <input type="radio"/> Public records (birth, death, property) |
| <input type="radio"/> Social networking sites (Facebook, etc.) | <input type="radio"/> Genogram and/or Ecomap |
| <input type="radio"/> Accurint/USSearch.com or another
electronic national database | |
| <input type="radio"/> Other - please explain: | |

Team Planning (continued)

C. Are other team members involved in doing a family finding and/or natural network search to locate birth and extended family for this youth?

- Yes No

Were specific tools used in doing a family finding and/or natural network search?

- Yes No

• If yes, what specific tools are they using? (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Review of the youth's case record | <input type="radio"/> Public records (birth, death, property) |
| <input type="radio"/> Social networking sites (Facebook, etc.) | <input type="radio"/> Genogram and/or Ecomap |
| <input type="radio"/> Accurint/USSearch.com or another
electronic national database | <input type="radio"/> None of the above |
| <input type="radio"/> Other - please explain: | |

Explain why these particular tools (first seven above) were chosen and describe the results:

Explain why the unselected tools (first seven above) were deemed inappropriate or not useful:

If "none of the above" was chosen, explain why:

• If no, what specific tools will you use within the next three months (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Review of the youth's case record | <input type="radio"/> Public records (birth, death, property) |
| <input type="radio"/> Social networking sites (Facebook, etc.) | <input type="radio"/> Genogram and/or Ecomap |
| <input type="radio"/> Accurint/USSearch.com or another
electronic national database | |
| <input type="radio"/> Other - please explain: | |

Team Planning (continued)

5 PREPARATION OF YOUTH FOR PERMANENCE

A. How are you preparing the youth for permanence?

Were specific tools used in preparing the youth for permanence? Yes No

• If yes, what specific tools are you using? (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Timeline of significant events | <input type="radio"/> Lifebook work |
| <input type="radio"/> Genogram and/or Ecomap | <input type="radio"/> Recipes for Success
(addendum to 3-5-7 article) |
| <input type="radio"/> Belonging and Emotional Security
Tool (BEST) | <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Connections to other youth who achieved
legal permanence from foster care |
| <input type="radio"/> None of the above | |
| <input type="radio"/> Other - please explain: | |

Explain why these particular tools (first eight above) were chosen and describe the results:

Explain why the unselected tools (first eight above) were deemed inappropriate or not useful:

If “none of the above” was chosen, explain why:

• If no, what specific tools will you use within the next three months (*check all that apply*)

- | | |
|--|--|
| <input type="radio"/> Timeline of significant events | <input type="radio"/> Lifebook work |
| <input type="radio"/> Genogram and/or Ecomap | <input type="radio"/> Recipes for Success
(addendum to 3-5-7 article) |
| <input type="radio"/> Belonging and Emotional Security
Tool (BEST) | <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Connections to other youth who achieved
legal permanence from foster care |
| <input type="radio"/> Other - please explain: | |

Team Planning (continued)

B. Are other team members involved in assisting to prepare the youth for permanence? Yes No

Please describe:

Were specific tools used in preparing the youth for permanence? Yes No

• If yes, what specific tools are other team members using? *(check all that apply)*

- | | |
|--|--|
| <input type="radio"/> Timeline of significant events | <input type="radio"/> Lifebook work |
| <input type="radio"/> Genogram and/or Ecomap | <input type="radio"/> Recipes for Success
(addendum to 3-5-7 article) |
| <input type="radio"/> Belonging and Emotional Security
Tool (BEST) | <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Connections to other youth who achieved
legal permanence from foster care |
| <input type="radio"/> None of the above | |
| <input type="radio"/> Other - please explain: | |

Explain why these particular tools (first eight above) were chosen and describe the results:

Explain why the unselected tools (first eight above) were deemed inappropriate or not useful:

If “none of the above” was chosen, explain why:

• If no, what specific tools will other team members use within the next three months *(check all that apply)*

- | | |
|--|--|
| <input type="radio"/> Timeline of significant events | <input type="radio"/> Lifebook work |
| <input type="radio"/> Genogram and/or Ecomap | <input type="radio"/> Recipes for Success
(addendum to 3-5-7 article) |
| <input type="radio"/> Belonging and Emotional Security
Tool (BEST) | <input type="radio"/> Youth interview questions
(Lifelong Families Training Curriculum) |
| <input type="radio"/> Adult interview questions
(Lifelong Families Training Curriculum) | <input type="radio"/> Connections to other youth who achieved
legal permanence from foster care |
| <input type="radio"/> Other - please explain: | |

Team Planning (continued)

6 IDENTIFICATION OF PERMANENT PARENT

A. How is/was targeted and/or child-specific recruitment used to identify a permanent parent for this youth?

Were specific tools used in targeted and/or child-specific recruitment?

Yes No

• If yes, what specific tools are you using? (*check all that apply*)

- Written recruitment profile
- Listing on state adoption exchange
- Listing on national adoption exchange
- Youth recruitment video
- Featured profile or video on CFS website
- Featured profile or video on other websites and/or media
- Featured in state or regional Heart Gallery
- Referred for Extreme Recruitment services
- Featured in materials developed by business/corporate partners
- Inclusion of internal recruitment expert/resource coordinator on youth's permanency team
- Inclusion of external recruitment expert on youth's permanency team
- None of the above
- Other - please explain:

Explain why these particular tools (first 11 above) were chosen and describe the results:

Explain why the unselected tools (first 11 above) were deemed inappropriate or not useful:

If "none of the above" was chosen, explain why:

Permanent Parent Details

I PERMANENT LEGAL PARENT(S)

Does the youth have a permanent legal parent(s) who provides day-to-day parenting that is safe and emotionally secure?

Yes No

A. If yes:

• Type of legal permanence: Reunification Adoption Guardianship

• Date legal permanence was achieved:

• Name of the permanent parent(s):

• Relationship of permanent parent(s) to the youth:

Birth parents

Extended birth family/kin

Current foster/resource parent

Previous foster/resource parent

Recruited parent

Significant adult from youth's natural network

Other - please describe:

• Is the youth living with the permanent parent(s)? Yes No

• Length of time of this placement: Number of years: _____ Number of months: _____

• How was the parent prepared for permanence?

Youth's timeline of significant life events

Youth's lifebook

Youth's genogram and/or ecomap

Recipes for Success (addendum to 3-5-7 article)

Belonging and Emotional Security Tool (BEST)

Reviewed youth's state case record

Received copy of youth's CFS permanency assessment

Discussion with social worker regarding implications and meaning of youth assessment

Permanent Parent Details (continued)

B. If no:

- What are the barriers to legal permanence:

Court date is not set

What specific next steps will you take to set the court date?

Court paperwork or documentation for legal finalization is incomplete

What specific next steps will you take to complete court paperwork/documentation?

Financial issues (e.g., college tuition, foster care reimbursement, health insurance, housing)

What specific next steps will you take to address financial issues?

Other youth in the home do not/will not have legal permanence

What specific next steps will you take to resolve issues with other youth in the family who do not have legal permanence?

Parent has not been recruited or identified

What specific next steps will you take to recruit or identify a parent?

Parent is ambivalent about legal permanence or does not want legal permanence with this youth

What specific next steps will you take to resolve parent ambivalence?

Parent(s) age, health or mental health concerns

What specific next steps will you take to address parent(s) age, health or mental health concerns?

Permanent Parent Details (continued)

- Resource issues (e.g., case management, agency support, therapy, transportation, housing)

What specific next steps will you take to address resource issues?

- Special health, mental health, educational or behavioral needs of youth

What specific next steps will you take to address special needs of youth?

- State agency is not in agreement with the current direction of permanency team planning

What specific next steps will you take to reach consensus with legal custodian/state agency regarding direction of team planning?

- Termination of parental rights process is incomplete

What specific next steps will you take to assist with completion of termination of parental rights?

- State agency is not pursuing a termination of parental rights

What specific next steps will you take to advocate for state agency to pursue termination of parental rights?

- Youth has birth family loyalty conflicts

What specific next steps will you take resolve youth family loyalty conflicts?

- Youth is ambivalent about legal permanence or does not want legal permanence with this parent

What specific next steps will you take to resolve youth ambivalence?

- Other - please describe:
-

Permanent Parent Details (continued)

2 YOUTH'S SITUATION

Choose the situation that best describes this youth and complete subsequent questions

- Legal family memberships will be achieved
 - a. Legal family membership will be achieved by approximately:
 - b. Name of permanent parent(s): _____
 - c. Relationship of permanent parent(s) to youth:
 - Birth parents
 - Extended birth family/kin
 - Current foster/resource parent
 - Previous foster/resource parent
 - Recruited parent
 - Significant adult from youth's natural network
 - Other - please explain:
 - d. Is the youth living with the permanent parent(s)? Yes No
 - e. Length of time of this placement: Number of years: _____ Number of months: _____
 - f. Describe the strategy and next steps to achieve legal family membership:

- The permanent parent's commitment to legal family membership for this youth will be explored or clarified.
 - a. Name of permanent parent(s): _____
 - b. Relationship of permanent parent(s) to youth:
 - Birth parents
 - Extended birth family/kin
 - Current foster/resource parent
 - Previous foster/resource parent
 - Recruited parent
 - Significant adult from youth's natural network
 - Other - please explain:

Permanent Parent Details (continued)

c. Is the youth living with the permanent parent(s)? Yes No

d. Length of time of this placement: Number of years: _____ Number of months: _____

e. The permanent parent(s)' commitment to legal family membership for this youth will be explored or clarified by approximately:

f. Describe the strategy and next steps to achieve legal family membership:

A permanent parent(s) willing to provide legal family membership will be recruited or identified.

a. A permanent parent(s) willing to provide legal family membership will be recruited or identified by approximately:

b. Describe the recruitment strategies, including how the youth's permanency team is involved in recruitment efforts and how recruitment progress is tracked:

The youth has a physically safe and emotionally secure relationship with a permanent parent without legal family membership.

a. Describe why legal family membership will not be achieved:

b. What additional strategies have you and your supervisor discussed?

c. What additional strategies has the youth's team discussed?

d. Name of permanent parent(s): _____

e. Relationship of permanent parent(s) to youth:

Birth parents

Extended birth family/kin

Current foster/resource parent

Previous foster/resource parent

Recruited parent

Significant adult from youth's natural network

Other - please explain:

Permanent Parent Details (continued)

f. Is the youth living with the permanent parent(s)? Yes No

g. Length of time of this placement: Number of years: _____ Number of months: _____

h. Permanent relationship *is* symbolized/reinforced by:

- Legal name change (date: _____)
- Parent(s) legal will and testament (date: _____)
- Ceremony, ritual or symbolic event (date: _____)
- Permanency pact (date: _____)
- Other (date: _____) - please explain:
- Not applicable - please explain:

i. Permanent relationship *will be* symbolized/reinforced by:

- Legal name change (date: _____)
- Parent(s) legal will and testament (date: _____)
- Ceremony, ritual or symbolic event (date: _____)
- Permanency pact (date: _____)
- Other (date: _____) - please explain:
- Not applicable - please explain:

The youth is unlikely to achieve a physically safe and emotionally secure relationship with any permanent parent.

a. What additional strategies have you and your supervisor discussed?

b. What additional strategies has the youth's team discussed?

Lifelong Connections

Does the youth have lifelong connections? Yes No

A. If yes, please list the names and relationships of the youth's lifelong connections:

The youth's permanent parent(s) named in the Permanent Parent Details section of this form *should not* be listed here as a lifelong connection. Lifelong connections are in addition to, not in place of, a permanent parent(s). A lifelong connection is any other safe and caring adult committed to a relationship that is intended to go on indefinitely in the life of a youth. A lifelong connection is not an adult in a paid professional role with the youth. However, if an adult is in a paid professional role with the youth and subsequently makes a personal commitment to remain in this youth's life once he/she is no longer paid to do so, this adult may be identified as a lifelong connection.

Name	Relationship to Youth

B. If no:

- What next steps will you take to develop one or more lifelong connections for this youth in the next three months?
- What additional strategies have you and you supervisor discussed?
- What additional strategies has the youth's team discussed?

Additional Information

Additional information regarding permanency planning for this youth:

CFS lifelong families: supervisory tool

LIFELONG FAMILIES

This tool provides a guide for supervising the direct, frontline child welfare practice of social workers using the Casey Family Services Lifelong Families model. This two-part Supervisory Tool includes:

- **KEY SUPERVISORY QUESTIONS** help supervisors prompt strategic discussions regarding the application of Lifelong Families model principles, components and activities. Questions may be used both by supervisors to help facilitate supervision discussions and by social workers to prepare for supervision. When discussing a specific case for supervision, questions should be selected strategically rather than using the entire inventory of questions.
- **PRACTICE SKILLS INVENTORY** assists in designing performance goals, rating model-related skills and identifying needs for professional development, training and support. This inventory is appropriate as a tool for supervisees to rate themselves or for supervisors to rate the skills of a supervisee.

Section I: Key Supervisory Questions

FIVE PRINCIPLES

Advocacy

- How did you raise the awareness of the youth's legal custodian/state agency or other team members about this youth's need for family permanence? How did you use advocacy skills to help team members understand the importance of permanency for this youth and/or the importance of their role in the teaming process?
- Was it necessary to use advocacy to help state staff understand the need for particular family members or other team members to be included in the planning even if that individual was not being considered for placement? Was a plan to maintain safety throughout this individual's involvement in the teaming process needed and implemented?
- Is advocacy still needed with the legal custodian/state agency or other team members regarding a legal permanency goal, goal change or other aspect of permanency planning? If so, what is your plan? Does your supervisor or manager need to be involved? How will you know if/when you need the intervention of your supervisor or manager?

Urgency

- How is momentum toward a permanency outcome being maintained in the face of the following situations/changes? Including:
 - Mental health, behavioral or family crises
 - Transfer of social worker or supervisor (state agency or CFS)
 - Ambivalence of youth or parents
 - Changes in team membership
 - Change in youth's placement
 - Lack of consensus among team members

Responsibility

- How are parents being encouraged and supported in assuming a parental role and parental authority in each phase of the permanency process for this youth?
- How is the agency strategically transferring responsibility for parenting and parental decision making to the permanent parent in each phase of the permanency process for this youth?

Trauma-Focus

- How are the youth's and parent's reactions, responses and behaviors understood in light of their experiences of abuse, neglect, abandonment, rejection and system trauma/disenfranchisement?
- How are youth and parents assisted in regulating trauma-related feelings and behaviors, and healing from past traumatic experiences?
- How is Lifelong Families work being provided as a corrective experience for the youth and parents? Including:
 - Setting and keeping a consistent schedule of appointments, arriving on time, returning phone calls promptly
 - Minimizing moves, changes and transitions of any kind
 - Thoughtful communication and advance planning for transitions
 - Minimizing changes in worker/supervisor assignment
 - Stability and predictability of relationships (parents, family members, siblings, foster parents, caregivers, worker, supervisor, schools, therapists, etc.)
 - Relationship-based work that builds trust, demonstrates respect and is outcome-oriented
 - Full disclosure of information

Concurrency

- How are parallel casework activities being implemented simultaneously in achieving timely permanency for this youth? Including but not limited to the following:
 - Working toward the identified primary permanent plan (including the name of a specific parent) while identifying a concurrent plan for a primary parent (including the name of a specific parent)
 - Initiating targeted and child-specific recruitment for families not yet known to the youth while concurrently exploring the potential of permanency with current caregivers or others known to the youth
 - Proceeding with a termination of parental rights process for a youth unable to be reunified with birth parents while concurrently continuing contact and not severing the relationship between the youth and birth parents
 - Assisting a youth in resolving his or her ambivalence toward adoption (“getting behind the no”) while asking the youth’s permanent parent to make an unconditional commitment and legally adopt as soon as the youth consents to it
 - Recruiting another permanent family while concurrently working with the current caregiver(s) to resolve ambivalence about becoming the legally permanent family for this youth

FIVE COMPONENTS

Permanency Teaming

ACTIVITY #1. REVIEW THE ENTIRE AGENCY RECORD FOR PLACEMENT HISTORY, REASONS FOR SEPARATION AND MOVES, FAMILY AND MEDICAL HISTORY, CAREGIVER RELATIONSHIPS AND TRAUMA HISTORY.

- Did you read the youth’s full state case record? If not, has the state agency/legal custodian given permission to read it? If not, what is your next step to get this permission and read the record?
- When reading the record did you take notes or get copies of the documents that provide information regarding:
 - Dates and locations of each of the youth’s moves/placements, (informal and formal), including the reasons for and situations surrounding each move/placement as well as the separations and losses for the youth
 - Family history and medical history
 - Names, characteristics and qualities of each caregiver relationship
 - Trauma history, traumatic experiences and events as well as protective factors and individuals who provided safety and intervention

ACTIVITY #2. HOLD SAFETY PARAMETERS DISCUSSIONS WITH THE LEGAL CUSTODIAN

- Was there a safety conversation with the state agency? Did this safety parameters conversation include the state's perspective on the safety of involving each identified family member and significant adult:
 - in a meeting with the Casey social worker?
 - in a joint meeting with another team member?
 - in a large team meeting?
 - in direct contact with the youth?
- Was Casey's permanency teaming approach described in detail to the state social worker? Was a permanency teaming brochure provided?
- If the state agency record was not read previously, was a date and time to read the record discussed during the safety parameters discussion?
- How are you continuing to build the partnership with the state agency in achieving permanency for this youth? How do you strategically use your professional relationship with the state agency staff to advance the permanency process for this youth?

ACTIVITY #3. IDENTIFY AND ENGAGE POTENTIAL TEAM MEMBERS

- Does youth have a permanency team? Who are the members and how were they identified?
- Did the youth identify important team members? Were the youth's parents, family members and current caregivers all involved in recommending names of potential permanency team members?
- Did you have a safety parameters discussion with the state agency about these individuals? If so, have you met these individuals? Engaged them in the permanency team process? In the youth's life? If not, what is your plan to engage and include them? If the youth has contact with them, what is the plan to maintain the youth's safety?
- If the youth does not have a permanency team, why not? What is your plan to develop it? What are the barriers? What are the next steps?
- Does the team include birth parents, relatives or extended family members? Siblings? Other significant adults identified by the youth such as mentors, teachers, godparents, former foster parents, etc.? Team members that do not have a paid role in the youth's life?

ACTIVITY #4. INVOLVE YOUTH AND PARENTS IN PREPARING, PLANNING AND PARTICIPATING IN TEAM MEETINGS

- How did you reach out and engage potential team members? What types of communication did you use (letter, phone call, email, personal visit)? How many and how often? Did you repeatedly reach out even if they did not respond the first time? How are you continuing to reach out to those who have not yet responded or who responded initially but are no longer involved?
- How was the youth involved in creating the agenda? How were parents, relatives and family members involved? How were other team members involved?

ACTIVITY #5. HAVE INDIVIDUAL MEETINGS WITH YOUTH, PARENTS, CAREGIVERS, LEGAL CUSTODIAN, CORE TEAM MEMBERS AND INDIVIDUALS WITH DECISION-MAKING AUTHORITY

- How are you using both individual and joint meetings to prepare team members before or debrief with team members after large team meetings? With whom have you held individual or joint meetings for these purposes?
- What individual meetings were held to prepare for large team meetings or advance progress toward permanency? What were the goals, purposes and outcomes of these meetings? What individual meetings need to be held? What are the goals and purposes for these meetings?
- How did you decide who to meet with first, or what sequence to follow, in order to respect the lines of parental authority in the youth's life?
- How are all professionals that hold key decision-making roles in the youth's life (e.g. attorneys, group home staff, etc.) included on the team? Are there additional professionals that need to be involved (because they could either contribute positively to the planning or undermine the planning if not included)? How will you engage them?
- How is the state agency involved in the permanency planning? Have they agreed to be part of the permanency planning team? Do they participate in large team meetings? Are they in support of the direction of the team planning?
- Have internal "content experts" (family support specialist, life skills specialist, recruiter, resource coordinator) been included on the team at strategic points in the planning? Have other external content experts who are not a regular part of the team (such as outside agency recruitment specialist, teacher, psychiatrist, etc.) been included at strategic points?

ACTIVITY # 6. HAVE JOINT MEETINGS BETWEEN TWO OR MORE TEAM MEMBERS

- How are you strategically using individual and joint meetings to strengthen permanent family relationships? Integrate the youth's network of relationships?

- What joint meetings were held to prepare for large team meetings or advance progress toward permanency? What were the goal, purpose and outcome of these meetings? What joint meetings need to be held? What are the goals and purposes of these meetings?
- How are you assisting with facilitating relationships between the youth's permanent family and others in the youth's network of relationships?

ACTIVITY # 7. HOLD LARGE TEAM MEETINGS AND TRACK PROGRESS USING SERVICE PLAN AND TEAM MEETING SUMMARIES

- Has the first large team meeting occurred yet?
- If not, when will it occur? What, if any, are the barriers to holding the first large team meeting? What are the next steps in removing these barriers? What individual and/or joint meetings need to be facilitated in preparation for the large team meeting?
- If it has occurred, who attended? What were the primary agenda items? What decisions or progress resulted?
- What was the length of time between case assignment and the first large team meeting? How many large team meetings have occurred to date? Since our last supervision? When is the next large team meeting scheduled?
- What individual or joint meetings need to be facilitated prior to the next large team meeting?
- How will the agenda for the next meeting be set? How will you involve the youth, parents and other team members in creating the agenda? How will you debrief with each team member before and after each large team meeting?
- Does the youth attend large team meetings? How is the youth prepared prior to each large team meeting? How will you debrief with the youth after each large team meeting?
- If the youth is under age 12 and does not attend large team meetings, how is the youth's voice included in team meetings? Which team members represent the youth's voice at the table? What does the youth under age 12 understand about his or her team and what happens at team meetings? How did you help the youth contribute to meetings even when he or she is not attending? How do you debrief with the youth after large team meetings even when he or she does not attend?
- Is the permanency team the primary vehicle for planning for the youth's needs related to safety? Permanency? Well-being?
- How is the service plan being used to advance progress toward the youth's primary and concurrent permanency goals?
- How is the service plan being used to address the youth's needs related to safety and well-being (including physical and behavioral/mental health, education and life skills/preparation for adulthood)?

- What clinical issues emerged with parents, youth and/or family members? What is the team's plan to address these issues? By whom?
- What additional information, resources, training, support or supervision do you need in developing or facilitating the youth's permanency team?

Permanency-Focused Case Management

ACTIVITY #1. DELIVER FOSTER CARE PLACEMENT SERVICES AND SUPPORTS AS A TOOL IN ACHIEVING TIMELY REUNIFICATION, ADOPTION OR LEGAL GUARDIANSHIP

- How are you making sure that stability of the foster placement does not become an end, but the means to a legal permanency outcome?
- What was communicated to the youth, the foster parent and the youth's family members about the purpose, length and outcome of this foster placement? What needs to be further clarified with any or all of these individuals?
- How does the youth understand your role as a social worker in his or her life? How have you explained your primary role in reconnecting the youth with family or in connecting the youth to a new family, resulting in exiting from foster care to a legally permanent parent?

ACTIVITY #2. ASSESS THE YOUTH'S PERMANENCY NEEDS, STRENGTHS, CHALLENGES, RELATIONSHIPS AND RESOURCES WHILE CONCURRENTLY ASSESSING SAFETY AND WELL-BEING AND THE FAMILY'S CAPACITY TO MEET THIS YOUTH'S INDIVIDUAL NEEDS

- What are the youth's permanency needs (such as the particular type of permanency outcome or specific qualities of parenting)?
- What are the youth's permanency strengths (assets, facilitators)?
- What are the youth's permanency challenges (barriers, limitations)?
- What are the relationships in the youth's life that will contribute to achieving permanency?
- What are the resources that will contribute to the youth achieving permanency?
- Who are the adults most likely to be able to provide safe, stable and legal permanency for this youth? What will it take for this adult to succeed in providing family permanency for this youth?

ACTIVITY #3. DEVELOP A SERVICE PLAN WITH BOTH PRIMARY AND CONCURRENT PERMANENCY GOALS AND ENSURE THAT ALL SERVICE PLAN GOALS AND TASKS SUPPORT TIMELY PROGRESS TOWARD THE PERMANENCY OUTCOME

- What is the youth's permanency goal? Who are the adult(s) identified as the permanent parent(s)?

- What is the concurrent permanency goal? Who are the adult(s) identified as the concurrent permanent parent(s)?
- How is each task on the service plan related to achieving the primary or concurrent permanency goal?

ACTIVITY #4. WHEN A SAFETY PLAN IS NECESSARY, ASSURE THAT IT SUSTAINS PROGRESS TOWARD PERMANENCE AND STRENGTHENS PERMANENT FAMILY RELATIONSHIPS

- If the youth has or needs a safety plan, how are you assuring that it does not limit the youth's opportunities for parent, family or sibling visits?
- How do you make sure it does not cause emotional cut-offs or further loss of relationships?
- How are the youth's permanent parents and family members playing primary roles in implementing the safety plan and helping to maintain the youth's safety?

ACTIVITY #5. UTILIZE EVIDENCE-BASED TRAUMA-INFORMED INTERVENTIONS AS NEEDED TO FACILITATE AND SUSTAIN LEGAL FAMILY PERMANENCE

- Is a trauma assessment indicated for this youth? Has it been completed?
- If treatment is indicated, is an evidence-based or evidence-informed treatment available or accessible?
- Has a treatment provider and treatment goals been identified?
- Is the youth's permanent parent the primary decision maker in the selection of a treatment provider and setting treatment goals?
- Is the youth's permanent parent included in the treatment?
- Is it important to include the youth's other parents or family members in the decisions about treatment or in the treatment?
- What is your role as the social worker in obtaining trauma treatment for this youth?

ACTIVITY #6. FACILITATE A TIMELY EXIT FROM FOSTER CARE TO A PERMANENT LEGAL PARENTING RELATIONSHIP

- What is the timeframe for achieving legal permanency? How are emerging challenges or barriers being addressed and resolved by the team?
- If the youth is not yet living with the identified permanent parent, what is the plan to transition this youth to a permanent family? What is the timeframe?
- How did the permanency team work together to develop the transition plan and set the time frame? How are the transition and time frames being monitored?

- How will the transition occur? Which team members are involved in the transition? Are they prepared adequately for their roles?
- How and by whom will the youth, the permanent parent and the youth's other important family relationships be supported during the transition?
- Have any new clinical needs emerged for the youth during the transition? For the parents? What treatment approaches or resources are being provided? By whom?
- If the youth is living with the identified permanent parent, what is the date of the legal event that will either:
 - Transfer parental custody to the birth family?
 - Finalize the adoption?
 - Finalize the legal guardianship?
- What documentation needs to be completed prior to that date? What parts will be completed by Casey? Who at Casey will complete it? What documentation will be completed by the state or legal custodian? How can you offer to assist the state or legal custodian in order to expedite this process?
- Is advocacy needed with the state agency to complete the legal finalization process in a timely way? What is your plan to advocate? Do you need the involvement of your supervisor or other division managers?
- How are you (and other team members) assisting the permanent parents in helping the youth regulate emerging feelings and behaviors during the initial family adjustment phase? As relationships deepen and the "honeymoon" wears off? During crisis times?
- How are you (and other team members) supporting the permanent parents through the challenges of the initial family adjustment phase? As relationships deepen and the "honeymoon" wears off? During crisis times?
- How are you involving other experienced permanent parents in supporting this youth's permanent parents through the adjustment process?
- How are you involving other reunified, adopted or legal guardian youth in supporting this youth through the adjustment process?
- If there will be no legal permanency outcome, what actions and/or events are you assisting the family in planning in order to symbolize their commitment (including but not limited to parent's legal will and testament, legal name change, ceremony, Permanency Pact, etc.)?
- How will you say goodbye to this youth and his/her family and plan for agency exit (or transition to another agency, if applicable)?

Permanency Preparation

FOR YOUTH

ACTIVITY #1. REVIEW COMPLETE STATE AGENCY RECORD FOR INFORMATION THAT CAN STRENGTHEN THE PREPARATION OF THE YOUTH FOR PERMANENCY.

- When reading the state agency record, did you:
 - Develop a timeline of all of the youth's moves, separations and informal and formal placements, including the circumstances surrounding each move as well as the significant people and relationships associated with that time and place in the youth's life?
 - Collect all names and contact information of parents, family members, relatives, siblings, former foster parents, significant coaches, mentors, friends, neighbors, etc.?
 - Gather or copy all existing photos?
 - Copy the youth's birth certificate and other documents providing identifying information about the youth?
 - Develop a genogram of the youth's family relationships?

ACTIVITY #2. ASSIST THE YOUTH IN CLARIFYING AND UNDERSTANDING THE CHRONOLOGY OF LIFE EVENTS.

- What is this youth's memory and perception of the reasons for the initial separation from birth family and placement into foster care? How are you helping the youth to confirm and/or clarify this information?
- What is the youth's understanding of the chronology of his or her placement history and the reasons and circumstances surrounding each subsequent move? How are you helping the youth to confirm and/or clarify this information?
- Have the youth's family members and/or past or current caregivers been contacted to gather additional relevant information to assist in permanency preparation? How are you sharing or working with family members and caregivers to share the information with the youth?
- How are you assisting this youth in understanding the five questions ¹ of clarification work:
 - Who am I?
 - What happened to me?
 - How did I get separated?
 - What will happen to me now?
 - When and how will I know I belong?

¹ Henry, Darla. The 3-5-7 Model of Preparing Children for Permanency. Children and Youth Services Review 27 (2005) 197-212.

- What tools are being used with the youth to assist in this permanency preparation process (including but not limited to the 3-5-7 article and the companion Recipes for Success, lifebook, family puzzle, genogram, ecomap, timeline, digital storytelling, Three Kinds of Parents exercise, etc.)?
- How have you helped this youth feel safe and secure in this process? What clinical strategies or interventions have helped the youth maintain focus and regulate feelings and behaviors while processing emotionally charged content? How have you engaged the parents, adults, clinician and other team members in designing these strategies or interventions?

ACTIVITY #3. ASSIST YOUTH IN INTEGRATING THE NATURE AND MEANING OF MULTIPLE FAMILY RELATIONSHIPS

- How are you helping this youth understand the different roles, meanings and purposes of the many parent figures and families in his or her life?
- How are you helping the youth simultaneously balance relationships with multiple parent figures and families in his or her life?
- What tools have you used to assist in this process? What tools do you feel you need to help in this process?
- How are you actively facilitating the development of healthy and lasting relationships between the youth's parental figures and family members?

ACTIVITY #4. ASSIST YOUTH IN DEVELOPING A SENSE OF BELONGING AND EMOTIONAL SECURITY WITHIN THE PERMANENT FAMILY

- How are you strengthening this youth's attachment to, claiming of and integration into this family?
- How are you strengthening these parent(s) attachment to, claiming of and integration of this youth into this family?
- How are other team members involved in helping the youth develop a sense of belonging and emotional security within the permanent family?
- What are the symbolic expressions of belonging and claiming that you see between this youth and his or her permanent parent(s)? How are you encouraging them to symbolize their relationship?

FOR PARENTS

ACTIVITY #5. HELP PARENTS AND FAMILY MEMBERS UNDERSTAND AND PARTICIPATE IN CLARIFICATION AND INTEGRATION WORK WITH THE YOUTH, AND IN CLAIMING THE YOUTH

- How are birth/foster/adoptive parents, family members and/or other significant adults involved together with the youth in the process of permanency preparation? In implementing strategies and interventions to help youth regulate their feelings and behaviors before, during and after permanency preparation meetings?
- How have “permission-giving” conversations been facilitated between the youth and birth parents? Previous foster parents? How have you included permanent parents to witness these conversations with the youth? Have these conversations been preserved in video or audio format so they are available to the youth and family in the future?

ACTIVITY #6. ASSESS AND SUPPORT PARENTS AND FAMILY MEMBERS IN UNDERSTANDING THE YOUTH’S COMPREHENSIVE NEEDS ACROSS ALL DEVELOPMENTAL DOMAINS AS THEY IMPACT DAY-TO-DAY PARENTING

- What opportunities have the potential permanent parent(s) had to learn about the youth’s comprehensive array of needs (including reading the youth’s record; talking with teachers, therapists, group home staff and other involved professionals; meeting with current or former caregivers or select members of the youth’s birth family; participating in large team meetings, etc.)? How are you helping to create and facilitate such opportunities?

ACTIVITY #7. HELP PARENTS AND MULTIPLE FAMILY MEMBERS UNDERSTAND AND SHARE INFORMATION AND BUILD MUTUAL RELATIONSHIPS ON BEHALF OF THE YOUTH

- How are you purposefully building relationships between the youth’s parent and family members?
- How are you helping them understand the need to develop connections with each other in the youth’s best interest?
- How are you handling the challenges of parents or family members who do not want to meet each other or strengthen relationships with each other?

ACTIVITY #8. HELP PERMANENT PARENTS SUSTAIN AN UNCONDITIONAL AND LEGAL PARENTING COMMITMENT AND ONGOING HEALTHY RELATIONSHIPS WITH OTHER FAMILY MEMBERS AND SIGNIFICANT ADULTS OVER TIME

- Has the potential permanent parent had the opportunity to talk with other parents experienced in either reunification, adoption, guardianship, kinship? With other parents who have parented youth with a similar array of emotional, behavioral, educational and developmental needs? With other permanent parents who have formed positive relationships with their child’s birth family members?

- Has the potential permanent parent had the opportunity to talk with other reunified, adopted or guardian youth of similar age to this youth?
- How are you assisting this parent in understanding and demonstrating commitment to the youth's need for a permanent parent that offers safety, emotional security and a legal family relationship?
- What is the relationship between the youth's permanent parent and those adults identified as lifelong connections? What is your role in developing and strengthening this relationship? Are there conflicts in the relationship? How are they being resolved and what is the plan to prevent future conflicts?

Permanent Family Identification and Engagement

FAMILY FINDING/FAMILY SEARCH

ACTIVITY #1. IDENTIFY AND LOCATE FAMILY MEMBERS AND OTHER SIGNIFICANT ADULTS THROUGH CONVERSATIONS WITH YOUTH AND ADULTS AND THROUGH CASE RECORD MINING, PUBLIC RECORD REVIEW AND INTERNET SEARCH

- Have you encouraged the youth to identify persons in his or her natural network that might safely parent them? How have you attempted to find and engage these individuals?
- Have you completed a comprehensive review of the youth's case record (case mining), making note of all names and contact information for relatives or non-relatives that were in the youth's life?
- Have you completed an Internet search (including but not limited to US Search or Accurint) for relatives? What was the result? How many were identified? How did you reach out to relatives identified? What was the response? How will you continue to follow up?
- Have you spoken with the youth's family members and/or current and past caregivers in order to identify other adults in the youth's life that may be potential permanency team members, potential permanent parents or lifelong connections? How have you attempted to find and engage these individuals?
- How have you handled this process with the youth? Does the youth know you are doing this search? Why or why not? How are you sharing information about search appropriately with the youth?
- What tools have you used with either youth, family members and/or past or current caregivers to assist in identifying other adults (including but not limited to genogram, ecomap, lifebook, Youth Interview Questions or Adult Interview Questions from the Lifelong Families training, etc.)?

ACTIVITY #2. CONTACT AND ENGAGE FAMILY MEMBERS AND OTHER SIGNIFICANT ADULTS

- How persistent and relentless have you been in reaching out to all individuals identified? Even when they might never be able to parent the youth full time? Or even when they are incarcerated, homeless, actively abusing substances, etc.? How committed are you to finding or engaging them given their importance in this youth's life? What new steps, strategies or resources must be identified or implemented in order for this to happen?

ACTIVITY #3. ASSIST THE YOUTH, FAMILY MEMBERS, AND SIGNIFICANT ADULTS TO ESTABLISH OR RE-ESTABLISH SAFE AND HEALTHY RELATIONSHIPS

- How are you guiding the team in determining if, how or when the youth re-establishes or establishes relationships with a parent, family members or significant adult?
- How is the youth involved in those decisions?
- How is safety being structured in those connections or reconnections?
- How are you advocating for these connections or reconnections on the youth's behalf when necessary?

ACTIVITY #4. ASSESS EACH FAMILY MEMBER'S OR SIGNIFICANT ADULT'S INITIAL INTEREST, WILLINGNESS AND CAPACITY TO BECOME THE YOUTH'S PERMANENT PARENT

- Have you helped the youth identify individual(s) (in addition to a potential parent) with whom he or she wants a lifelong connection? What is/are the current relationship(s) and/or level(s) of contact between the youth and this/these adult(s)? What plan is in place to assure the youth's safety in this/these relationship(s)? If safety risks prevent contact with the youth, how will the youth's need for connection with this adult be honored?

YOUTH-SPECIFIC RECRUITMENT

ACTIVITY #1. PREPARE AND INVOLVE YOUTH AS PARTNERS IN THEIR OWN RECRUITMENT

- Is the youth involved in his or her own recruitment (including but not limited to such things as assisting with the written recruitment profile, participating in a recruitment video/digital story/PowerPoint, speaking at parent orientation/training, attending "meet and greet" or "matching parties", etc.)?
- How was the youth prepared for this involvement? Supported during and after this involvement? Kept truthfully and developmentally appropriately informed of progress and/or challenges in ongoing recruitment efforts?
- Is a recruitment profile completed? Was the youth involved in creating his/her own profile?

- Are recruitment photos/videos completed?
- Has the youth's profiles/photos been included in photo listing books both internal to the agency and with external recruitment agencies?

ACTIVITY #2. INVOLVE THE YOUTH'S PERMANENCY TEAM MEMBERS IN DEVELOPING AND IMPLEMENTING A YOUTH-SPECIFIC RECRUITMENT PLAN, INCLUDING TASKS AND TIMEFRAMES

- Is child-specific recruitment happening concurrently with the identification of adults known to or related to the youth? If not, why not? If so, has the resource coordinator been included on the youth's permanency team? Have external recruitment agencies been contacted and involved on the team? Are creative, progressive and "best practices" in child-specific recruitment being utilized?
- Have you guided the youth's permanency team in developing and implementing a plan for child-specific recruitment activities (including but not limited to such things as presenting the youth's recruitment profile/photos at parent orientation and training sessions, scheduling media recruitment, listing the youth for recruitment with the state and/or other community recruitment agency, etc.)?
- Have potential permanent parents been invited to attend an orientation meeting and/or pre-service training? Are they involved in pre-licensing and/or the licensing process with Casey or the state agency?

Permanency Support Planning

ACTIVITY #1. ASSIST THE FAMILY IN IDENTIFYING AND DEFINING THEIR PERMANENCY SUPPORT NEEDS

- What permanency support services does the family (both parents and youth) say they will need beyond case closure?
- What additional supports are you and other team members suggesting that the youth and family consider?

ACTIVITY #2. ASSIST THE FAMILY IN DEVELOPING A PLAN TO MEET THEIR PERMANENCY SUPPORT NEEDS AND RE-ENGAGING TEAM MEMBERS AS NECESSARY

- What type of permanency support plan is being developed together by the youth, parents, family members and team? Does the permanency support plan address ongoing issues related to safety? Permanency? Well-being?
- Will the teaming process continue post-permanency? Who will facilitate? In what ways can you help the team make sure that a plan for continued teaming will be successful?

ACTIVITY #3. ASSIST THE FAMILY IN LOCATING AND ACCESSING RESOURCES, SUPPORTS AND SERVICES

- Has the family located the permanency support services needed? Are they accessible within their community or within a reasonable travel distance?
- Does the family feel the selected provider is a good match for their family's needs? Do they want you to help locate a provider or attend the first meeting with them and the provider?
- How will the services be paid for? What resources are available to pay?
- How does the family want you or team members to assist in locating, accessing or finding resources to pay for needed services?

ACTIVITY #4. HELP THE FAMILY SUSTAIN PROGRESS WITH INFORMAL AND FAMILY SUPPORTS INDEPENDENT OF AGENCY SERVICES

- What formal and informal supports and services will other team members provide in the future? What will other community agencies provide? What will Casey provide?
- Has the parent been connected to support by other parents that have experienced reunification, adoption or legal guardianship?
- Has the youth been connected to support from other youth/young adults who have experienced reunification, adoption or legal guardianship?

Section II. Practice Skills Inventory

This inventory assists in rating Lifelong Families model-related skills, identifying areas of strength and building awareness of needs for skill building. Social workers can use this inventory to do a self-rating or supervisors can use it to assess the skills of a supervisee.

Situational Leadership is the recommended approach for rating skills or tasks by indicating a rating of D1, D2, D3 or D4 according to the individual's current developmental level on each skill or task.²

Rating	Skill
_____	<p><i>Social worker understands and demonstrates how to identify members of a youth's permanency team, including:</i></p> <ul style="list-style-type: none"> • Assisting the youth in identifying important relationships and adults that could be a resource now and in the future — as a family member, a team member, a permanent parent and/or a lifelong connection • Interviewing birth family members and past or present caregivers regarding other adults that know or care about the youth • Asking professionals involved with the youth, either past or present, to identify important adults in the youth's life • Identifying family members or other adults that hold informal power or influence in the youth's life or the youth's family network • Identifying professionals that hold important information or decision-making authority and could positively contribute to team planning or have the power to overturn a team decision if not in agreement
_____	<p><i>Social worker understands and demonstrates how to initiate and deepen safety discussions with state agency staff, including:</i></p> <ul style="list-style-type: none"> • Identifying physical and psychological safety concerns for the youth • Identifying safety concerns related to the individuals names as potential team members • Balancing these safety concerns with youth's need for attachment and ongoing relationships with family members and other significant adults • Building consensus with state partners • Assessing need for deepening or revisiting safety conversations throughout the teaming process • Advocating with the state agency, as necessary, regarding change in the permanency goal toward the highest level of permanency for an individual youth • Strengthening and nurturing productive working relationships with state partners at all levels of the organization (line staff, supervisory, management)

² Situational Leadership® II (SLII®) © Copyright 2012 The Ken Blanchard Companies

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates the ability to advocate with the state agency for a permanency goal change or legal permanency, including:</i></p> <ul style="list-style-type: none"> • Embracing the belief that each youth needs and deserves a permanent parent and family relationship that offers the highest level of safety, emotional security and legal permanency — and assisting others in embracing this belief • Recognizing that youth with a goal of APPLA will “age out” of the foster care system unless they exit to legal permanency through reunification, adoption or legal guardianship — and assisting others in recognizing this • Accepting his or her role in pursuing legal permanency and preventing “aging out” for this youth • Respecting the state agency’s reasons for pursuing a particular permanency goal on behalf of this youth while advocating for the highest level of permanency • Assuring the state that the youth’s needs for safety, well-being, connections to birth family, etc., will be prioritized while pursuing the highest level of permanency • Recognizing when it is necessary for his or her supervisor/manager to intervene with the state and involving them in a timely fashion
<p>_____</p>	<p><i>Social worker understands and demonstrates how to plan and facilitate individual preparatory meetings with the youth, including:</i></p> <ul style="list-style-type: none"> • Explaining the social worker’s particular role as the youth’s “planning person” to facilitate the team that will plan together with him or her for the future and identify a permanent parent and important lifelong connections • Exploring the youth’s understanding of the term permanency and the need for it in his or her own life • Helping the youth verbalize hopes and dreams for the future, particularly for permanent family relationships • Assisting the youth in identifying family and significant adults, both past and present that they would like to stay connected to or get reconnected with, and/or would be potential team members • Explaining the teaming process and the important role for youth • Assessing the youth’s understanding of and comfort with the teaming process • Gaining the youth’s support to include key professionals and other adults that hold power and could make or break a team decision

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates how to plan and facilitate individual preparatory meetings with other team members, including:</i></p> <ul style="list-style-type: none"> • Determining the sequence of preparatory meetings, with special consideration for a youth's current parental hierarchy and existing family structure • Explaining the permanency teaming process to potential team members • Talking with team members about the importance of permanency and this youth's need for permanency • Helping adults understand the benefits of team participation on behalf of this youth • Assessing adult(s)'s understanding of and comfort with the teaming process. • Assessing adult(s)'s willingness to participate as a team member • Identifying strengths that a particular adult can offer to the youth, regardless of whether or not they are a placement resource or able to participate in team meetings • Involving birth family in the process and explaining the benefits of birth family involvement • Engaging key professionals and other adults that hold power in the youth's life and could make or break a team decision • Developing an agenda with youth and other team members prior to large team meetings
<p>_____</p>	<p><i>Social worker understands and demonstrates how to plan and facilitate joint meetings between two or more team members, including:</i></p> <ul style="list-style-type: none"> • Developing alliances between team members to meet the youth's needs • Identifying and resolving potential areas of conflict • Clarifying the roles of significant adults in the child's/youth's life • Establishing a sense of common future related to the youth • Encouraging joint problem solving • Strengthening relationships that will be part of the youth's life long after agency exit

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates how to facilitate a large team meeting, including:</i></p> <ul style="list-style-type: none"> • Beginning at the first large team meeting asking team members to be reflective about the youth (e.g., the youth's strengths, qualities they appreciate in the youth, in what ways the youth brings meaning to their life, their hopes and dreams for the youth's future, etc.) • Maintaining a developmentally appropriate, strengths-based and solution-oriented focus to all large team meeting discussions • Using the agenda and youth's service plan to guide team discussion in the areas of safety, permanency and well-being and to maintain momentum in the planning process • Keeping all discussion centered on the youth's needs • Being inclusive of the input of all team members • Empowering and supporting the youth during the discussion • Facilitating shared decision making • Ensuring that the youth's voice is represented, either by the youth or someone speaking on behalf of the youth • Structuring the format to maximize productivity and minimize conflict
<p>_____</p>	<p><i>Social worker understands and demonstrates how to plan and facilitate joint meetings between two or more team members, including:</i></p> <ul style="list-style-type: none"> • Summarizing discussion and decisions related to safety, permanency and well-being in a team meeting summary • Documenting changes to service plan goals, tasks and timeframes • Providing clear and concise written team meeting summaries for all team members • Obtaining team member signatures

Rating	Skill
_____	<p><i>Social worker understands and demonstrates how to sustain momentum between large team meetings and advance progress toward the permanency goal/outcome, including:</i></p> <ul style="list-style-type: none"> • Maintaining a pace of regular large team meetings that is consistent with the urgency of a child’s sense of time and expectable permanency planning time frames • Contacting team members following a large team meeting to discuss issues or concerns and review tasks prior to the next meeting • Contacting team members prior to each large team meeting to get an update on progress since the last meeting, inquire about changed circumstances, confirm attendance and identify potential agenda items • Assessing the need for and facilitating individual or joint meetings prior to the next large team meeting
_____	<p><i>Social worker understands and demonstrates how to maintain momentum of the permanency process in the face of emerging clinical issues and expectable crises, including:</i></p> <ul style="list-style-type: none"> • Understanding normative crises in the lives of youth in foster care and the families that commit to reunification, adoption or guardianship, and assisting in universalizing these expectable crises for everyone involved • Using the permanency team to help strategize and provide support during times of crisis • Continuing to move the permanency process forward strategically despite ambivalence on the part of the youth, parents, family members or team participants • Knowing when it is best to use an individual, joint or large team meeting as the appropriate next step in the process
_____	<p><i>Social worker understands and demonstrates how to review the youth’s state agency case record for the purposes of completing a permanency assessment of the youth; gathering information about the chronology, events and experiences of the youth’s life; and identifying and assessing potential team members, permanent parents, relatives and lifelong connections, including:</i></p> <ul style="list-style-type: none"> • Documenting the chronology of the youth’s life, including information about the initial separation from birth family as well as dates and locations of each subsequent placement, including the reasons and circumstances surrounding each move • Gathering the names, relationships and contact information for all parents, family members, past caregivers, relatives, child care staff, professionals that took a personal interest in the youth and all other significant relationships in a youth’s life • Noting trauma-related information, “survival behaviors,” attachment strengths, styles and challenges as well as successful interventions and parenting strategies

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates how to do permanency preparation work with youth, including:</i></p> <ul style="list-style-type: none"> • Mastering the three tasks, five questions and seven skills of permanency preparation with youth as presented in the 3-5-7 article by Darla Henry • Exploring the youth’s understanding of the reasons for their initial separation from birth family and why he or she entered and remained in foster care • Assisting the youth in organizing the chronology of his or her placement history and significant life events, while processing the reasons for, circumstances surrounding as well as his or her understanding of and feelings about each move and event • Including parents, family members and other significant adults together with the youth in the permanency preparation process • Coordinating additional permanency preparation work being done by other team members to assure consistent messages to the youth and synchronicity with the principles of the 3-5-7 model
<p>_____</p>	<p><i>Social worker understands and demonstrates strategic use of permanency practice tools, including:</i></p> <ul style="list-style-type: none"> • Case record review to gather chronology of youth’s placement history and significant life events, and important information about the youth’s family, racial and cultural identity, etc. • Review youth’s case record (case mining) for the names of family members, potential team members, potential permanent parents and/or lifelong connections • Youth Interview Questions from the Lifelong Families Training Curriculum to identify significant adults in the youth’s network of relationships • Adult Interview Questions from the Lifelong Families Training Curriculum to engage significant adults in the youth’s life in identifying additional team members, potential parents, lifelong connections, etc. • US Search, Accurint or other locator services or search engines to locate relatives and family members • 3-5-7 Article by Darla Henry and Recipes for Success to assist in preparing the youth for permanent family relationships • Belonging and Emotional Security Tool (BEST) to assist in assessing or deepening emotional security for youth and parents • Lifebook to assist in preparing the youth for permanency • Genogram and ecomap to assist in identifying family members, family history, patterns, significant relationships, etc. • Timeline of significant events to assist in organizing chronology of youth’s life • Permanency Pact by Fosterclub to define and symbolize the commitment between a youth and his or her permanent family or lifelong connections

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates how to integrate preparation for adulthood (life skills) with permanency work, including:</i></p> <ul style="list-style-type: none"> • Acknowledging parents and family members as the primary vehicle for teaching life skills • Promoting a permanent parent’s and youth’s self-determination in life skills learning • Using individual, joint and large team meetings to explore gaps in the youth’s life skills, supports and services and explore solutions • Engaging youth, parents, family members and other team members in effectively assessing life skills as necessary (such as the ACLSA) • Interpreting life skill assessment results (such as the ACLSA) to youth, parents, family members and other team members • Guiding the team in translating life skill assessment results into life-skill-related service plan goals • Engaging youth with parents, family members and other team members in actively learning life skills • Engaging parents, family members and other team members with youth in teaching life skills • Engaging all team members in measuring progress on life skill goals and adapting goals as necessary
<p>_____</p>	<p><i>Social worker understands and demonstrates how to plan and implement child-specific recruitment, including:</i></p> <ul style="list-style-type: none"> • Identifying the need for concurrent child-specific recruitment while simultaneously pursuing family resources from a youth’s natural network and/or general recruitment efforts • Assisting the youth’s permanency team in developing a recruitment plan • Identifying team members to take on specific recruitment tasks and activities • Involving the youth in his or her own recruitment (taking photos, writing a profile, participating on panels, creating a digital story, etc.) • Preparing the youth for each recruitment event and/or activity • Developing a recruitment profile/narrative of the youth • Securing recruitment photos, videos, digital stories, etc. • Engaging external resources (media, recruitment agencies, exchanges and listing services) to participate on or assist the youth’s permanency team

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates the ability to do individualized preparation of an adult interested in making a commitment as a permanent parent to a particular youth, including:</i></p> <ul style="list-style-type: none"> • Setting up opportunities for potential permanent parent to either anonymously or informally observe and/or interact with the youth in a natural setting • Inviting the potential permanent parent as a participant in the youth’s permanency team • Providing full disclosure of information, including arranging for the potential permanent parent to read the youth’s case record, evaluations, academic reports, etc. • Facilitating information sharing between the potential permanent parent and the youth’s past and current caregivers, family members, teachers, therapists, evaluators, child care staff, mentors, etc. • Facilitating information sharing between the potential permanent parent and other adults identified as lifelong connections for the youth • Arranging for the potential permanent parent to talk with other parents and youth or young adults that have lived a similar experience of reunification, adoption or guardianship
<p>_____</p>	<p><i>Social worker understands and demonstrates the ability to develop a plan to transition the youth to a permanent family, including:</i></p> <ul style="list-style-type: none"> • Developing a transition plan together with the youth’s permanency team • Making sure the messages given to the youth about the transition are consistent among all team members • Providing concrete information for the youth regarding the transition, including a calendar of the dates of visits, overnights, move-in date, etc. • Involving team members in specific transition tasks and activities • Attending to the importance of transitional objects, relationships, mealtimes and other routines that will help assure a smooth transition for the youth • Assuring both clinical and practical support for the youth, permanent parent and other significant adults during the transition • Balancing the timing of the transition process, allowing enough time but not prolonging the transition unnecessarily

Rating	Skill
<hr/>	<p data-bbox="607 380 1333 478"><i>Social worker understands and demonstrates the ability to strengthen the permanent family and integrate the youth's network of family relationships, including:</i></p> <ul data-bbox="607 512 1409 1541" style="list-style-type: none"> <li data-bbox="607 512 1409 604">• Transferring all parental responsibilities and decision-making power to the permanent parent to the fullest extent possible pending finalization of the reunification, adoption or legal guardianship <li data-bbox="607 632 1409 695">• Assisting the youth and parents in building their attachment to each other and strengthening their claiming of one another as family <li data-bbox="607 722 1409 785">• Assisting the youth and siblings in strengthening their sibling relationships and claiming of one another as family <li data-bbox="607 812 1409 875">• Assisting the youth, parents, siblings and other family members in modeling claiming behaviors and messages to each other <li data-bbox="607 903 1409 924">• Empowering a sense of belonging of this youth in this family <li data-bbox="607 951 1409 1043">• Strengthening the relationships between the youth's permanent parent and other significant parenting figures in the youth's life (birth parents, previous foster parents, other former caregivers, etc.) <li data-bbox="607 1071 1409 1092">• Integrating all significant family relationships in the youth's network <li data-bbox="607 1119 1409 1182">• Identifying and addressing clinical issues and expectable crises that emerge after placement <li data-bbox="607 1209 1409 1272">• Identifying and employing trauma-focused treatment interventions that assist in stabilizing the youth emotionally and behaviorally during times of crisis <li data-bbox="607 1299 1409 1392">• Teaching and supporting the use of effective parenting strategies that promote attachment and claiming and support trauma resolution and healing for this youth <li data-bbox="607 1419 1409 1482">• Guiding the team as a whole and each team member individually in supporting this newly formed or newly reunited family unit <li data-bbox="607 1509 1409 1572">• Maintaining momentum toward legal permanency despite emerging clinical issues and expectable crises after placement

Rating	Skill
<p>_____</p>	<p><i>Social worker understands and demonstrates the ability to assist the state agency in the legal finalization of reunification, adoption or guardianship, including:</i></p> <ul style="list-style-type: none"> • Preparing necessary documentation in collaboration with state agency staff, attorneys, etc. • Advocating appropriately with state partners, attorneys, courts, etc., for timeliness in the legal finalization process • Identifying and addressing clinical issues and expectable crises that emerge during the legal finalization phase of the permanency process • Maintaining momentum in the legal finalization process despite emerging clinical issues and expectable crises • Assisting youth and permanent parents in developing symbolic actions and/or events to reinforce their emotional commitment (especially if there will be no legal permanency, or as an interim step to legal permanency), such as a ceremony, parents’ legal will and testament, legal name change, Permanency Pact, etc. • Planning for agency exit and “saying goodbye” to the youth and family
<p>_____</p>	<p><i>Social worker understands and demonstrates the ability to guide the team in developing a plan for post-permanency support, including:</i></p> <ul style="list-style-type: none"> • Empowering the family (youth, parents and family members) to identify what supports and services, if any, they will need to sustain permanency • Assisting the team in identifying both the formal and informal family and community-based supports that will best meet the family’s needs over time and beyond case closure with Casey • Assisting the team in identifying a facilitator and meeting locations if the family wishes to continue ongoing large team meetings • Connecting the youth and permanent parents to other youth and/or parents that share similar permanency experiences and can continue to offer support beyond agency exit • Transferring all aspects of primary parenting and decision-making responsibility to the legal permanent parent • Understanding the shift in “who the client is” in post-permanency work — the child is no longer the client, but the permanent family as a unit is the client if the permanent parent requests ongoing agency support. The social worker has no decision-making power or role, just a consultative and supportive function.