



THE LIFELONG FAMILIES TRAINING CURRICULUM

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agenda

10:00 - 11:15 a.m. Module #1: Let's Get Started

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11:15 - 11:30 a.m. Break

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11:30 a.m. - noon Module #2: Definition of Permanence

noon - 12:15 p.m. Module #3: Overview of Permanency Teaming

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12:15 - 1:00 p.m. Lunch

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1:00 - 1:30 p.m. Module #4: Permanency Teaming: Key Activities

1:30 - 1:45 p.m. Module #5: Introducing Rudy

1:45 - 2:45 p.m. Module #6: Safety Parameters Discussions

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2:45 - 3:00 p.m. Break

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3:00 - 4:00 p.m. Module #7: Individual Meetings with Youth

4:00 - 5:00 p.m. Module #8: Individual Meetings with Adults "On the Scene"

5:00 - 5:15 p.m. Module #9: Closing Day One

agenda

9:00 – 9:15 a.m.	Welcome and Review of Day
9:15– 10:45 a.m.	Module #10: Permanent Family Identification and Engagement
.....	
10:45 – 11:00 a.m.	Break
.....	
11:00 a.m. - noon	Module #11: Joint Meetings
.....	
noon - 12:45 p.m.	Lunch
.....	
12:45 – 2:15 p.m.	Module #12: Large Team Meetings
.....	
2:15 – 2:30 p.m.	Break
.....	
2:30 – 3:00 p.m.	Module #13: Permanency Focused Case Management
3:00 – 3:15 p.m.	Module #14: Permanency Support Planning, Closing and Moving Forward

the lifelong families training curriculum: day I

pre-training reading assignments

Pre-Training Reading Assignments:

- Reading Assignment #1: Darla Henry. (2005). The 3-5-7 Model: Preparing children for permanency. *Children & Youth Services Review*, 27, 197-212.

QUIZ

1. The 3-5-7 model:

- Assists children in resolving grief, loss and separation trauma
- Helps youth explore family memories and messages about who they are
- Uses tools like timelines, lifebooks and life maps to prepare youth and parents for permanent family relationships
- Addresses misperceptions and gaps in information about the youth's history
- All of the above

2. Which item below is not part of "clarification" work?

- Making sure the youth understands your specific role in his or her life
- Helping the youth understand the meaning of events and experiences in the past
- Assisting the youth in developing and processing the chronology of placements and moves
- Clearly explaining the meaning of the youth's acting-out behaviors
- Identifying people who have meaning in the youth's life

3. Which of the statements below is not used to describe "integration"?

- Children better understand who has meaning to them and for whom they have meaning
- The youth's birth, foster and/or adoptive parents become friends
- Issues of conflicting family loyalties are addressed
- Youth recognize their belonging and membership in numerous families
- Children realize they don't have to lose one family in order belong to another

4. In the 3-5-7 model, the task of “actualization” is best described as:

- a. Older youth agreeing to adoption
- b. Ability of youth to feel belonging and visualize their membership in a permanent family
- c. Assisting parents to be fully evolved in their approach to raising children
- d. Making sure the youth’s losses and grief are completely resolved
- e. Children and youth having “closure visits” with birth parents

Pre-Training Reading Assignments:

- Reading Assignment #2: Child Focus. *Making Relative Search Happen*. Pages 3-6; 9-10; 17; 19-22; 24-30; 33. Omit 7-8; 11-16.

QUIZ

1. What is the primary reason for identifying and engaging relatives?

- a. Support for family preservation/reunification
- b. Placement resource for child
- c. Decision-making partners about what is in the child’s best interest
- d. All of the above

2. When is the optimal time to search for/locate relatives?

- a. Immediately before or upon removal
- b. When there is a change in the child’s placement
- c. When children have been in foster care for a certain period of time, such as ASFA timelines
- d. When a child is first identified by the child welfare system and continuing throughout the permanency planning process

3. Why is it so important to document your efforts to locate relatives?

- a. Because agency policy dictates documentation
- b. Avoids duplication of efforts
- c. Provides proof of diligent efforts for the court and others
- d. Provide an ongoing record for future use
- e. All of the above

4. What is the best strategy for finding relatives and kin?

- a. Searching public records and databases
- b. Internet search sites
- c. Contacts and conversations with parents, youth and others who know them
- d. Case record review

5. What should you do if parents refuse to provide information or don't want you to contact family members?

- a. Respect parent's wishes and don't pursue further
- b. Be careful not to be drawn into the middle by avoiding family members who are in conflict with parents
- c. Be persistent and stay focused on the needs of the child
- d. Request a court order to pursue relative search

lifelong families – let's get started

Module One Trainer Summary

Trainer's Goal: The trainer's goal in this module is to introduce the Lifelong Families model as an evidence-informed intervention to promote improved permanency outcomes for children. The goal is to create a comfortable learning environment where participants feel safe to ask questions, express opinions and participate in an active learning experience.

Time: 1 hour 15 minutes

CONTENT:

- A. Welcome, Introductions, and Overview
- B. The Philosophy, Principles and Components of Lifelong Families
- C. Tuning into Our Teaming Experiences
- D. Permanency Teaming in Lifelong Families
- E. Concurrency
- F. Tuning in Exercise: The Digital Story of Johnny

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #1: Learning Objectives

Handout #2: Agenda

PowerPoint #1: Lifelong Families: A Permanency Teaming Approach

PowerPoint #2: Training Facilitators

PowerPoint #3: Learning Objectives

PowerPoint #4: Philosophy

PowerPoint #5: Lifelong Families

PowerPoint #6: Lifelong Families Principles

PowerPoint #7: Lifelong Families Components

PowerPoint #8: Risk Taking Activity

PowerPoint #9: Your Experiences with Teaming

PowerPoint #10: Teaming Approaches – Shared Values

PowerPoint #11: Permanency Teaming in Lifelong Families

PowerPoint #12: The Permanency Teaming Process

PowerPoint #13: Concurrency

PowerPoint #14: Johnny DVD

PowerPoint #15: California Permanency for Youth Project

PowerPoint #16: Break

Easel pad and pages

Toys, candy (optional)

A. Welcome, Introductions and Overview

Turn on overhead projector with title slide.



PowerPoint Slide #1

Welcome participants and provide a statement regarding your personal connection and commitment to building lifelong families; as well as a brief overview of your qualifications as a trainer and presenter of this material.

Refer participants to their manual, Lifelong Families, and direct them to the section “Day One”. Note that the manual includes their resources, PowerPoint presentations, and additional supplementary materials.

Provide the participants with the pre-test; allow up to 10 minutes for completion; collect the pre-tests.

Make the following points:

Origin of training: This is a training program that grew out of the evolving practice of Casey Family Services as the agency’s approach moved from long-term foster care to a signature program, Lifelong Families, which promotes best practices in permanence through teaming.

Here is a brief overview of Lifelong Families.

The goal of Lifelong Families is to develop it into a scalable, cost-effective, evidence-based practice so that more high-needs youth in treatment foster care will exit with permanent families and improved well being.

Lifelong Families is a bridge to family; a path to healing.

- It's all about preparing a child or older youth to leave foster care and join a lifetime family.
- It's accomplished by a team of family members and professionals planning and working together.
- It's made possible by at least one loving adult, prepared, able and willing to parent the child or youth permanently.
- It's sanctioned by a system that achieves its permanency goals and concludes its work as soon and safely as possible
- It's sustained by family and community relationships and resources that support the bonds that have been created.

Learning Objectives

Participants will be able to demonstrate and/or describe:

- The philosophy, principles and components of the Lifelong Families model
- The role of teaming in ensuring a child's/youth's needs for safety, permanency and well-being
- The role of the permanency social worker/facilitator in the Lifelong Families process
- The importance of partnerships among significant adults
- The strategic use of permanency conversations

PowerPoint Slide #3

The Learning Objectives for the Training

Participants will be able to demonstrate and/or describe:

- The role of teaming in ensuring a child's/youth's needs for safety, permanency and well-being
- The role of the permanency social worker/facilitator in Lifelong Families process
- The importance of partnerships among significant adults
- The strategic use of permanency conversations

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NOTE TO TRAINER: Refer participants to Handout #1. Learning Objectives and review

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How Lifelong Families Works

- The Lifelong Families model was developed specifically to facilitate permanency for a treatment foster care population (older youth with high-end mental health and behavioral needs). We believe that the model is relevant and adaptable to the general population of all youth in foster care.
- Lifelong Families' core component of *Permanency Teaming* includes a blend of meetings to engage children and youth and their families in comprehensive planning and collaborative decision making.
 - *Permanency teaming* is a collaborative approach to achieving permanence for youth in foster care that involves sharing responsibility among members for planning and decision making. *It is permanency teaming that provides the coordination and accountability for all other Lifelong Families components.*
- In Lifelong Families, a social worker builds a team of individuals who: 1) will be most affected by decisions that are made and 2) may have the power to “make or break” decisions. Generally, team members include the parents, youth, extended family members, foster parents and/or caregivers, other adults significant to the youth, the legal custodian/state agency and key professionals such as the youth's therapist, attorney, GAL, and residential treatment provider.
- The team is then engaged in a process aimed at exiting the youth from foster care by identifying, developing, and sustaining legal family relationships. Facilitated by the child's social worker, the Permanency Teaming component uses a blend of individual, joint, and large team meetings to address the youth's need for safety, well being, and permanence through reunification, adoption, or legal guardianship.
- Using the youth's permanency team to coordinate and oversee the other critical model components, Lifelong Families:
 - Prepares youth for permanence by clarifying life events, resolving conflicts, integrating important relationships;
 - Prepares parents for unconditional commitment through full disclosure of the youth's needs; and
 - Carefully transitions youth to permanent families with a plan for post-permanency supports.
- Lifelong Families also employs family finding, concurrent planning, specialized recruitment and other promising practices to create lasting family relationships that are safe and provide for a child's long-term well-being.
- This model is currently being implemented and evaluated primarily with a treatment foster care population and is being tested for applicability to the full range of child welfare case situations.

Note that this philosophy guides the overall focus of the work with children and youth and families touched by the child welfare system. We are only in their lives because of concern about children/youth's safety and well-being.

B. The Philosophy, Principles and Components of Lifelong Families



PowerPoint Slide #4

The philosophy of Lifelong Families is that every child needs:

- A primary parenting relationship
- Continuity in their past relationships
- Clarification of life events
- Integration of family memberships
- Full membership in a specific permanent family

The Lifelong Families model is represented by the following graphic that shows the five key assumptions/principles of Lifelong Families and the five components – with Permanency Teaming being the core component and the vehicle for all of the work that takes place in Lifelong Families. We will talk about each principle and each component in this training.



PowerPoint Slide #5



PowerPoint Slide #6

First, let's look at the five principles that are the foundation of all of our work in Lifelong Families:

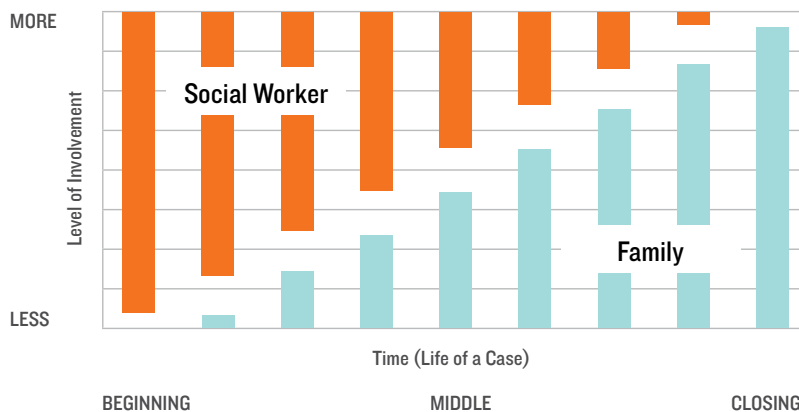
Urgency. Creating momentum to ensure a youth's timely exit to reunification, adoption or legal guardianship. From case opening, the social worker diligently focuses the team on achieving the primary or concurrent permanency goals and removing all agency-, family- and child-related barriers to legal permanence.

Advocacy. Advocating for youth to leave foster care with safe, legally permanent parents – either by reunifying with birth parents, legal guardianship with relatives or adoption. Advocating for appropriate and accessible services to achieve, support and/or sustain permanency with birth parents, relative guardians, and adoptive parents. Advocating with professionals, caregivers, birth or extended family members and other signification adults in youth's life to advance progress toward permanence.

Concurrency. Assuring that every youth's permanent plan includes a primary parent (Plan A) as well as a back-up parent able and willing to provide safe parenting and a legal family relationship (Plan B). Facilitating parallel casework activities at all times to maintain momentum and ensure timely exit for youth to reunification, adoption, or legal guardianship.

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

NOTE TO TRAINER: Sketch the following on a flip chart page as you discuss responsibility:



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 past trauma and sustaining an unconditional and lifelong commitment.

Now, let's briefly review the five components of Lifelong Families.



PowerPoint Slide #7

Permanency Teaming

Permanency teaming forms the core of the Lifelong Families model. As a collaborative approach to permanency planning for youth in foster care or at risk of entering foster care, permanency teaming is designed to identify a legal parent and achieve legal permanence for each youth. Permanency teaming informs and enhances assessment, service planning, service delivery and case closing.

This central component of the Lifelong Families model incorporates:

- Convening a youth-centered, family-focused team that includes birth parents, relatives and extended family, foster, adoptive and guardian parents, caregivers, significant adults and professionals.
- Involving a youth's birth parents or family members in team planning and decision making.
- Building consensus with the legal custodian regarding the primary and concurrent permanency goal for the youth.
- Developing and implementing a plan for the youth's safety, well-being and legal permanency.

Permanency-Focused Case Management

This component consists of:

- Providing and coordinating time-limited foster placement plus therapeutic and concrete services to youth and parents to achieve and sustain 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.

Permanency Preparation

This component involves the social worker's work in:

- Helping a youth and/or family clarify life events, integrate family relationships and achieve 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.

Permanent Family Identification and Engagement

In this component, the social worker and team members are:

- 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 the youth (e.g., teachers, coaches, former foster families)
- Facilitating general, targeted and youth-specific recruitment to identify adoptive or guardian families for youth who cannot be reunified with birth family.

Permanency Support Planning

In this final component of the Lifelong Families Model, the family and team are:

- Developing a plan for voluntary agency services and community supports to sustain permanence with birth, relative guardian, or adoptive families.

Describe what the training will provide: This training provides the baseline knowledge and skills needed to implement Lifelong Families with an emphasis on facilitating the permanency teaming process with youth who have been in foster care over a period of time and for whom no permanent family resources has been identified. We believe you will learn through this training that the permanency teaming process is also beneficial for younger children and families who are first coming in contact with the child welfare system as well.

In this training:

- "Parents" refers to birth, adoptive and legal guardianship parents.
- "Youth" refers to both children and youth.
- "Foster parents" is used and means the same as "resource parents."

Review housekeeping details including the start and end time of training, location of water and restrooms, plan for lunch, information regarding parking, and any other information that will assist participants to focus more fully on the training.



PowerPoint Slide #8

Conduct the Risk-Taking Introductory Activity:

- **Introduce the concept of risk-taking:** Some of us are risk takers and some of us are not. Learning new skills, practices and ways of doing things presents each of us with a level of risk.
- **Ask participants how they see themselves as a risk taker:** On a scale of 1-10, where do you see yourself as a risk-taker? You can think of a TEN as someone who wants to go Bungee Jumping, and a ONE as someone who needs to read the directions on a shampoo bottle every day.
- **Ask participants to introduce themselves:** Please introduce yourself by giving us your name, your division or agency and role, and how you rated yourself as a risk-taker.
- **Debrief the Activity:** If you are a high risk taker, you may be a great role model for those of us who are not. If you are not a risk taker, you may gain valuable experience through this learning process that will help you to take the needed risks in your practice.

Risk taking is particularly relevant to Lifelong Families:

- Using a family engagement lens in an authentic manner requires us to take some risks – it is not business as usual. It may also lead to question some of our own values and beliefs about family involvement.
- Case advocacy always involves risk.
- In Lifelong Families, we practice in ways that we may not have practiced in the past. There may be a newness to the practice that feels a bit risky.
- For those of us for whom Lifelong Families is a shift in practice approach, we will be in a place of developing and implementing new skills. How do we challenge ourselves to practice in a different way to support legal family permanence for youth?
- There is a parallel process for families. We reach out to them and ask them to join with professionals and to be involved in planning and decision making. This can be scary and risky for families.

- We may also encounter colleagues who do not “believe” in this practice and may find ourselves having difficult conversations about the values, principles and practices of this model. It can feel risky to challenge colleagues about their resistance.

Risk taking is also relevant to this training which is highly interactive. We will be asking you to participate in a range of discussion, share your own practice experience and play parts in role plays. It can feel risky to do these things – but we encourage you to step up and take the risk. The training will be richer and more relevant for all of us if you take those risks.

Ask questions throughout the training: Is this new for you? Does this feel like a risk?

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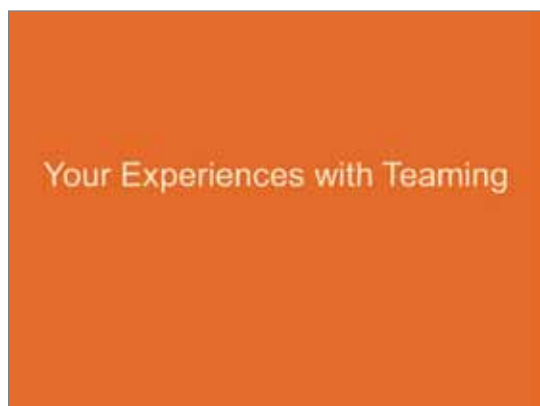
NOTE TO TRAINER: Refer participants to Handout #2: Day One Agenda in their notebooks. Note that this is the agenda for the first day, and the second day will continue with a focus on the permanency planning meetings.

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Conclude the introductory segment of the training:

- **Explain that a range of activities will be used in the training:** We know that you all learn in different ways. In this training we will be providing a range of learning opportunities to meet different styles. We will have presentations, written materials, digital stories, case examples and discussions, video demonstrations and a variety of practice exercises. Get ready for an exciting and very active learning experience.
- **Promote a positive learning environment:** We want you to feel free to ask questions, make comments and talk about your experiences doing this work. We want to promote a positive learning environment. Are there other guidelines you can think of that will make our two days together more conducive for learning. I will write your ideas on the easel pad. *(Note: Participants may identify such issues as “one person speaks at a time”; “appreciate different opinions”; “recognize cultural diversity”).*

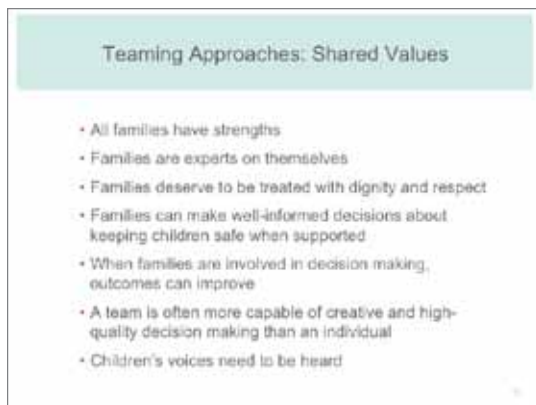
C. Tuning into Our Teaming Experiences



PowerPoint Slide #9

Ask participants to identify the types of teaming experiences in which they have been involved in their work lives. Record responses on an easel pad page, and recognize that the group has a lot of experience with different teams. *(Responses are likely to include: Clinical Team Meeting, Administrative Case Reviews, Education Team Meetings, Team Decision-Making Meetings, Family Team Meetings, Family Group Decision-Making Meetings)*

In child welfare, we have increasingly begun to use different team decision-making processes. We have long recognized that for our children and youth no one person can meet all of the needs. We look to the knowledge, expertise and commitment of many different people whether looking to develop an education plan, a treatment plan, or to review a case. The Permanency Teaming component of Lifelong Families borrows aspects from other types of teaming processes.

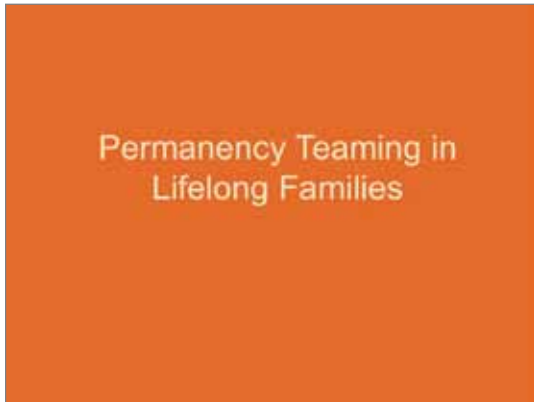


PowerPoint Slide #10

Explain that each approach to teaming includes a set of shared values and show the list of values on a PowerPoint slide.

- All families have strengths
- Families are experts on themselves
- Families deserve to be treated with dignity and respect
- Families can make well-informed decisions about keeping children safe when supported
- When Families are involved in decision making, outcomes can improve
- A team is often more capable of creative and high quality decision making than an individual
- Children's voices need to be heard

D. Permanency Teaming in Lifelong Families



PowerPoint Slide #11

The Lifelong Families model, however, has some important unique aspects:

- The focus is on a treatment foster care population: older youth with high-end mental health and behavioral needs but as mentioned earlier, we believe that the components of the model are also relevant and readily adaptable to the general population of all youth in care.
- There is a blend of individual, joint and large team meetings to engage youth and families in permanency planning and decision making.
- Youth involvement and youth's needs are at the center. Note that this model strongly focuses on youth participation and family involvement regardless of the youth's age. We want to give children and youth a strong voice. Even young children can participate in planning. Not only do we want them present, but we want them to influence the planning process, decide who needs to attend, and identify potential sources of support. The Permanency Teaming approach is specifically designed to get to timely and meaningful permanency outcomes. Youth must be full participants in their case planning and decision making, finding creative ways to bring youth to the planning table – again regardless of their age.
- Through Lifelong Families, all adults work together to assure that youth have three fundamental things – primary parents, physical and psychological safety, and community supports to assist them in being successful.
- The case planning and decision-making process is continuous and does not end until legal permanency is achieved (that is, it does not end at a point in time and is not used only in times of crisis).
- Permanency teaming is the primary vehicle for all case planning and decision making. It is not about holding meetings – it is about using teaming to achieve permanence.
- Case advocacy takes place throughout the life of the case. Through case advocacy, for example, we challenge a youth's state agency/court permanency goal of APPLA and promote a legal permanent family for that youth, with exit from care to a permanent family.
- The youth's caseworker facilitates the permanency planning

- The caseworker has a clear permanency focus in meeting with youth and families. The goal is not just to visit; the caseworker is clear on what her/his role is in the youth's life: to ensure that the youth has a permanent family.
- Teaming is integrated throughout the four other components – teaming is overlaid with best practices in permanency-focused case management, permanency preparation, permanent family identification and engagement, and permanency support planning
- The model itself is constantly being evaluated

In Lifelong Families, we are not asking for additional meetings as the work can be incorporated into existing meetings. It is not about adding; it is about how you as a caseworker present your role to the youth and family – the purposeful role of ensuring that the youth has a permanent family.

Ask participants which values they think might be most challenging to incorporate into the process, which might be most difficult to obtain agreement of all team members, and which they might personally struggle to incorporate into practice. From the discussion of these questions please ensure that the following points are covered:

- *Some professionals, agencies and programs have adopted these values into practice; while others may still be in process:* Some of these values may feel new to you, some you may have heard about, and others you may have been practicing for years.
- *All of the values are important:* We need to work toward believing and incorporating all of these values into our practice. If we don't believe that families have strengths or are experts, then how can we engage them in planning for their lives? If we don't believe that children can and should be heard, then how will we value and utilize their input? We need to find creative ways to involve children, youth and families in the teaming process; and to respect and honor their opinions, experiences and decisions.

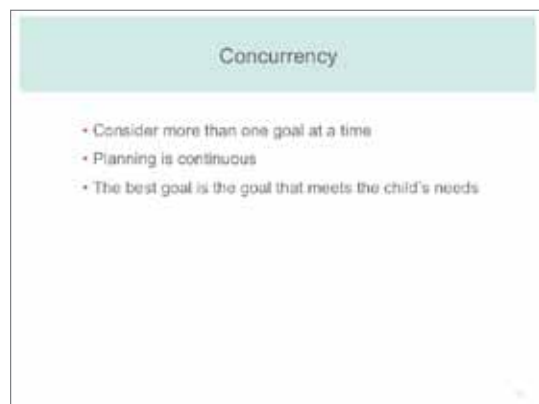
Provide additional information about the Permanency Teaming process:



PowerPoint Slide #12

- *Permanency teaming is a process:* The Permanency Teaming Process is not a single event-driven happening. Instead, it is a series of relationship building conversations and meetings that build upon one another, and continue until a permanency outcome is achieved. The real work is in the planning and preparation for permanence and for each meeting. The large team meeting will only be as good as the planning and preparation that went into it.
- *Permanency teaming takes planning:* In the beginning a lot of energy and focus may be required. It may take work to determine who the child's connections are, the informal supports that exist, or family members who may have gotten "lost" to the child.
- *Permanency teaming takes preparation:* Permanency teaming requires preparation meetings in order to get ready to talk about permanency and what the options may be. We need for youth to return home or to transition to caregivers in a safe way. We want them to be able to move forward, deal with their history, better understand their losses, and be able to identify people who were meaningful. We want them to go back in a safe way and address the grief that may be getting in the way of having meaningful relationships in the present. All of this is part of the preparation.

E. Concurrency



PowerPoint Slide #13

As we work to achieve permanent families for youth through permanency teaming, we always work on concurrent goals.

1. CONSIDER MORE THAN ONE GOAL AT A TIME: When we seek or pursue only one permanent goal for a youth we are restricting our options. Concurrent planning encourages us to pursue more than one goal at a time. This enables us to proceed toward a permanent plan in a more timely fashion. It also enables us to more thoroughly assess different options instead of assuming that one direction is going to be the best for the child.

2. PLANNING IS CONTINUOUS: We are moving toward looking at permanency planning as a continuous process that begins at the agency's first contact with the child. It should not be event driven by court dates or reviews; or crisis driven by events such as disrupted placements. All casework activities are occurring simultaneously – constantly doing the parallel and casework activities. Involving people in different way.

It is important to consider all goals: We are also encouraged to consider all goals – even goals that were perhaps considered impossible in the past and have never again been revisited. For instance, adoption may have been ruled out at one point in time, but upon re-examining the situation, perhaps adoption is possible. Or perhaps a youth who was separated from their family many years ago now has a plan to return to their family. Sometimes we make assumptions that a goal cannot work out. A common assumption is that older youth cannot be adopted, yet numbers tell us that this is not true. These are not uncommon occurrences, and yet at times we may still find ourselves or other team members locked into old ways of thinking.

The best goal is the goal that best meets the child's needs: In line with the need to consider all goals, it is also important to point out that no one goal is, per se, better than another goal. The best goal in fact is the goal that best meets the child's needs. If we decide that reunification is always the best goal – this could lead us to return a child home to an unsafe situation. Because we have a positive experience with a relative taking guardianship does not mean that in another situation the relative might not be willing to adopt. While one goal is not per se “better” than another, we do consider them in order of most legally secure (such as adoption) to less legally secure.

F. Tuning in Exercise: The Digital Story of Johnny



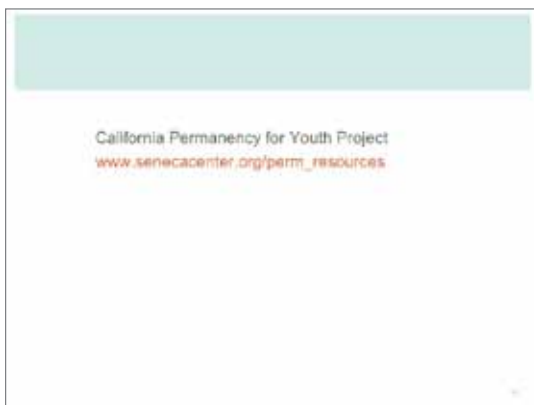
PowerPoint Slide #14

Introduce and show the video of Johnny (www.senecacenter.org/perm_digitalstories&select=Johnny):

- **Introduce the Story of Johnny:** In training about permanence we think it is very important for you to hear the voice of youth. We've chosen this time to use a digital story of a young man who has a lot to say about his life and about his family. (*Play the video*)
- **Note that Johnny still does not have a family:** This digital story is very poignant because on some levels we see that this young man is very successful. But in spite of these successes Johnny still does not have a family. Here is a very verbal young adult, who could speak fluently at conferences across the United States, but at the end would say, “What no one knows is that now I have to find a place to sleep.”
- **Ask participants what came to mind for them as they listened to Johnny's story:** (Responses will likely include: loneliness, despair, concern that even with all of his strengths he still does not have a family.)

- **Alternatively:** Ask participants to discuss in small groups what came to mind and then ask them to share with the larger group.
- **Ask participants if there were people in Johnny's life who did make a positive contribution.** (*Responses should indicate that there were positive adults in Johnny's life.*)
- **Ask participants if they felt there any "missed opportunities."** (*Ensure that participants indicate that there were important and positive adults in Johnny's life, even though no one person made a permanent commitment to him.*)
- **Emphasize the role of the permanency worker in helping young people identify their potential resources:**
It is likely that there are caring adults in the lives of many young people that are not explored or considered in regards to becoming a permanent resource. These indeed are missed opportunities. Our role moving forward is to identify these resources and explore their potential.
- **Ask participants if they believe they could do permanency work with Johnny at this point:** (*Encourage participants to indicate that they could have permanency conversations with Johnny and his mentor, and emphasize that it is not too late for permanency discussions.*) Having a mentor is not the same as having a family and/or parent. Mentoring programs emphasize, encourage boundaries around the relationship. In the video, Johnny states "I wonder if this is what it feels like to have real parents?" Here is an opportunity to have a deeper permanency conversation with the mentor and move them beyond the boundaries of their mentoring relationship.

Summarize the discussion by reminding participants of Johnny's statement, "I feel that I have a hole in my heart" and emphasize again that as young people move into adulthood they still yearn for a sense of family and belonging.



PowerPoint Slide #15

Refer participants to the California Permanency for Youth Project Website for free DVD as a useful resource with youth and foster families.

Note that in the next module we will begin to look at the different definitions of permanence.



PowerPoint Slide #16

definitions of permanence

Module Two Trainer Summary

Trainer's Goal: The trainer's goal in this module is to help participants understand permanence from the perspectives of young people, understand best practices definitions of permanence, and understand the range of permanency options and priorities.

Time: 30 minutes

CONTENT:

- A. Introduction to Defining Permanence
- B. Perspectives of Youth on Permanence
- C. Best Practices Definition of Permanence
- D. Range of Permanency Outcome Options and Priorities

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout # 3: Casey Family Services – Permanency Statement

Handout # 4: Fostering Connections to Success and Increasing Adoptions Act (PL 110-361)

PowerPoint # 17: Permanency Definition: Group Exercise

PowerPoint #18: Youth Permanency Statement

PowerPoint #19: Youth Permanence

PowerPoint #20 - #22: Quotes from Casey Youth

PowerPoint #23: Casey Family Services Definition of Permanence

PowerPoint #24: Youth Permanency Options

PowerPoint #25: Quote from Lizbeth Harrington

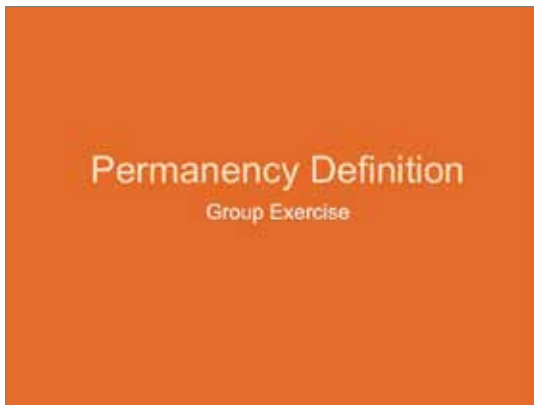
PowerPoint #26 - #31: Research from Chapin Hall

PowerPoint #32: The Fostering Connections to Success and Increasing Adoptions Act of 2008

Easel pad and pages

A. Introduction to Defining Permanence

Note the importance of having a definition of permanence: We have found that as we move toward trying to achieve greater permanence with and for youth in family foster care, that we are best guided by having a strong, articulated definition of permanence. As members of the youth's team it is important to have a shared understanding of what we are trying to achieve.



PowerPoint Slide #17

Ask participants at each table, as a team, to identify some of the defining elements of permanence and record these on an easel pad: *(Expect the following types of responses: stability, forever, acceptance, wanted, belonging, legal tie, connections, caring person, a place to go home to, someone who cares)*

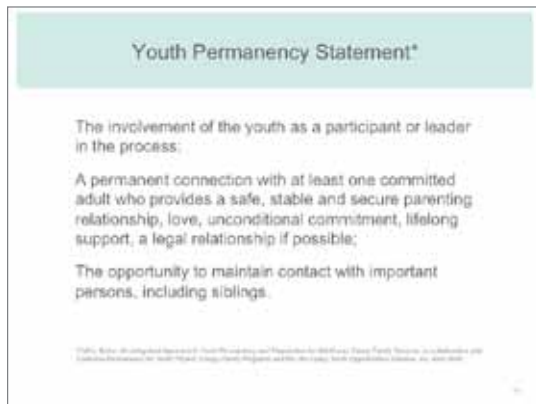
** Trainer's to give unexpected treat to the table produces the most answers.*

- *Summarize their responses:* This is an excellent list and certainly includes many of the different elements of what we think of as permanence. As you read the list it certainly reflects the sense of the importance of belonging and feelings of being connected to and or a part of something. Let's compare our thinking with what youth have told us about their view of permanence.

B. Perspectives of Youth on Permanence

Ask if there was anything that surprised you? Come up with two issues to highlight.

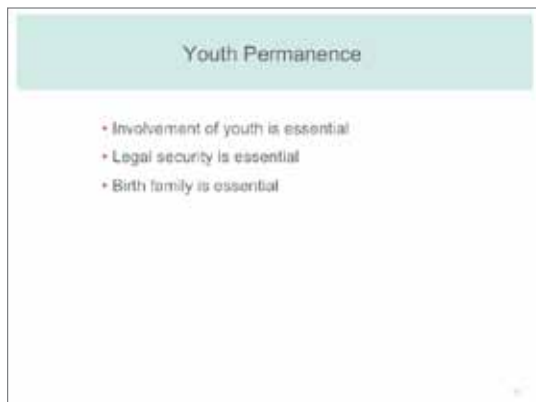
Display the PowerPoint Slide: Youth Permanency Statement and introduce the definition from youth: Over the past years there have been a series of national convening on youth permanence. The first convening occurred in 2002 sponsored by the California Permanency for Youth Project (CPYP). At that time, youth and adults were brought together to offer their ideas and opinions in developing a definition of older youth permanency. They identified the following elements that were most meaningful to them.



PowerPoint Slide #18

- The involvement of the youth as a participant or leader in the process
- A permanent connection with at least one committed adult who provides a safe, stable and secure parenting relationship, love, unconditional commitment, lifelong support
- A legal relationship when possible
- The opportunity to maintain contacts with important persons, especially siblings

Make the following points about the youth definition of permanence:



PowerPoint Slide #19

Involvement of youth is important: As you can see, the youth themselves put at the top of the list that they need to be a participant and leader in their own planning process. This is a theme you will hear throughout this training. Youth who have experienced trauma, losses and instability want to gain some sense of control over their lives. This is a positive and healthy way to engage the youth in taking more control. What advantage do you think there is from involving the youth process? (Encourage participants to respond that when youth are involved it is more likely that they will be more invested in the plan and will be committed to making the plan work.)

Legal security is important: Youth did emphasize legal security whenever possible. It is possible that as adults we have made assumptions that legal ties are not that important to teens and young adults. Our teens and

young adults are realistic, they realize that there may not always be a legal commitment. But they are clear that we need to work toward legal security whenever possible.

Birth families are important: Even when kids can't be raised in their birth families, those connections are continuous and powerful. We often assume the primary loss is that of the parent, but for some, it's siblings. Sibling connections are identified as the ones youth credit as being most meaningful, or when broken, are the relationships most mourned.

Ask participants if there is anything they disagree with from the previous statements. If they do, use the discussion to reinforce the learning points.

Let's look at some quotes from youth themselves – quotes from youth in or formerly in Casey foster care:

Quotes from Casey Youth

What Permanence Is Not

"I have been living with my foster parents for four years and I thought we had permanency but they just told me last week at the dinner table that they're moving to another state and I have 7 weeks to find a new place to live . . . just like that."

PowerPoint Slide #20

Quotes from Casey Youth:
What Youth Say about Having a Family

"The focus is definitely on services and supports . . . that's their job once we're like 14, right . . . to make sure we can be independent. I think it should be the opposite . . . the closer you get to aging out, the more your social workers should talk about family options so that you don't end up all alone like I did."

"I think you pretty much hear that V-9 (voluntary involvement with the agency when a youth signs himself back into care after age 18) is good and that there's lots of money and services available if you age out. I just realized that I don't have anybody and I'm 19 and it's too late to go back to all the families I sabotaged out of fear . . . I regret aging out."

PowerPoint Slide #21

WHAT PERMANENCE IS NOT

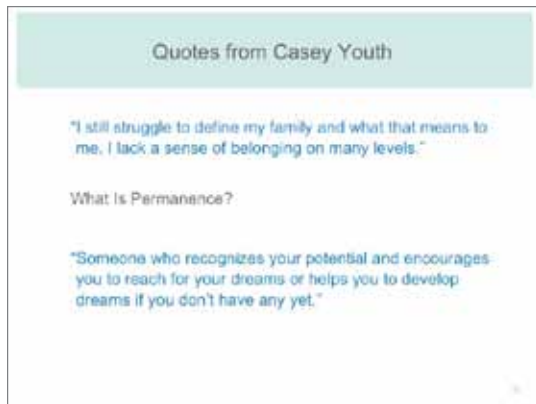
"I have been living with my foster parents for four years and I thought we had permanency but they just told me last week at the dinner table that they're moving to another state and I have 7 weeks to find a new place to live . . . just like that."

WHAT YOUTH SAY ABOUT HAVING A FAMILY

"The focus is definitely on services and supports . . . that's their job once we're like 14, right . . . to make sure we can be independent, I think it should be the opposite . . . the closer you get to aging out, the more your social workers should talk about family options so that you don't end up all alone like I did."

"I think you pretty much hear that V-9 (voluntary involvement with the agency when a youth signs himself back into care after age 18) is good and that there's lots of money and services available if you age out, I just realized that I don't have anybody and I'm 19 and it's too late to go back to all the families I sabotaged out of fear . . . I regret aging out."

"I still struggle to define my family and what that means to me. I lack a sense of belonging on many levels."



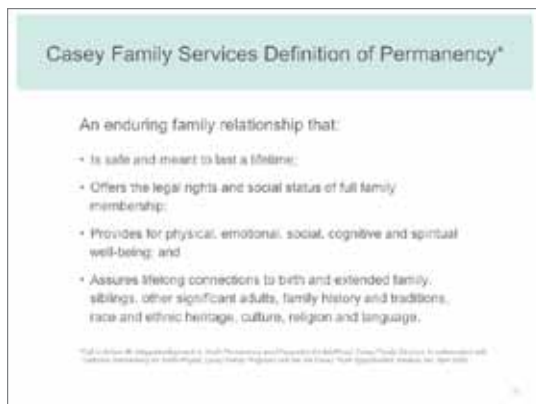
PowerPoint Slide #22

WHAT IS PERMANENCE?

“Someone who recognizes your potential and encourages you to reach for your dreams or helps you to develop dreams if you don’t have any yet.”

C. Best Practices Definition of Permanence

Introduce the definition of permanence that has evolved from best practices in child welfare: A broader definition has guided the practice changes at Casey Family Services and was developed after the first Convening in collaboration with Casey Family Services, Casey Family Programs and the Jim Casey Youth Opportunities Initiative in a jointly created document “A Call to Action: An Integrated Approach to Youth Permanence and Preparation for Adulthood.” (2005)



PowerPoint Slide #23

Ask participants how they feel this definition compares to the youth definition and/or from their own definition (on the easel pad page). *(Responses will likely note that this definition is more inclusive about factors such as culture, religion and family history; both definitions mention the legal tie, belonging continues to be a strong element across all the definitions, this definition mentions well-being.)*

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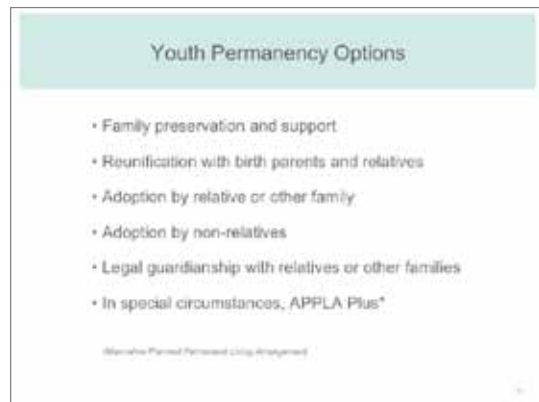
NOTE TO TRAINER: Refer participants to Handout # 3: Casey Family Services – Permanency Statement and make the following points:

.....

- *Historically child welfare has looked at permanence as a connection to a family that is meant to last a long time.* We now know that our children and youth need more than that. They need parenting relationships that last a lifetime. This definition focuses also on the child's over-all sense of well-being, as well as the connection to the child's family, history, tradition and culture.
- *Connections are critical:* Assuring family connections is key to assuring that children, youth, and families do not experience the cut-offs that so often come from placement. No matter why children go into placement, they still have a developmental need to know and be connected to who they are and where they came from. This is key to developing a strong sense of security, identity and place in the world.

D. Range of Permanency Outcome Options and Priorities

Note the original intention of permanency planning: Permanency planning was intended to limit entry into and the amount of time children and youth spent in foster care. Permanency outcomes were first address in the 1978 Indian Child Welfare Act, and nationally in the 1980 Adoption Assistance And Child Welfare Act (PL: 96-272)



PowerPoint Slide #24

Make the following points about the permanency options. Ask the group for examples, to share their experiences, or to share their reactions as you proceed to discuss the different points.

Ask: What do you notice about the order of permanency options on this slide? *Options go from most to least legally secure.*

Ask: Why are family preservation and reunification the top permanency options?

We seek to keep children and youth with their families whenever possible: Permanency planning begins with ensuring that whenever possible the child or youth remain in the home. If out-of-home placement is

necessary, it is meant to be temporary and the child is reunited with the family as soon as it is safe to do so. Laws mandate that reasonable and active efforts are made to reunify children with their families.

Ask: Next are adoption and legal guardianship. Why do they come next in the hierarchy of permanency options?

When reunification is not viable within legally mandated timeframes we proceed to other permanency options:

There are situations where children are not able to return home. We then seek to provide another legally secure family relationship through adoption or legal guardianship – always looking first to relatives or other family members as potential adoptive or guardian families; and if not, then to other caring adults from a youth's natural network (such as former foster parent, mentor, coach, etc.); and if this is not possible, then we look to recruiting a parent from the broader community through targeted recruitment or child-specific recruitment.

Ask: What about APPLA? Is it a true permanency option? If it is, under what circumstances?

The APPLA goal, or Alternative Planned Permanent Living Arrangement, is the most challenging:

- The goal of permanency planning and teaming should always be for the youth to leave foster care to a permanent, legal parent. If this is not achieved, then the youth will be remaining in foster care with the state as his or her parent and is at risk of “aging out” of the child welfare system with no permanent family. In some cases, outcomes that include a legally permanent parent are not possible or do not work out for the youth. There are older youth who may experience a disrupted adoption or a series of disrupted placements who refuse to agree to adoption. In this case, it is the agency's responsibility to develop a parent committed to adoption or legal guardianship, regardless of whether the youth agrees to it or not. This parent must be prepared to become the legal parent as soon as the youth agrees (even if it becomes an adult adoption after age 18). In addition, there may be a kinship caregiver who has provided long-term stable placement for a youth in an informal situation prior to involvement of the foster care agency and it would be detrimental to the youth to sever the family bond. In this situation, the family should be urged and supported in becoming the child's legal parent, but that effort may not be successful. There are always going to be exceptions, but they should be the exception rather than the rule.
- Using a goal of APPLA is never where we start. Rather, in rare and special circumstances, it may be where we end up in the planning process. When these exceptions occur, we need to ensure that the best planning and supports are provided so as to build the greatest sense of permanence possible. APPLA only speaks to a place, and the intent and goal of permanency planning is to produce a parent. When Reunification, Adoption or Legal Guardianship cannot be achieved, we must work to assure youth has not only a place, but a person to count on – a person committed to a lifelong parent-like relationship.
- When a youth has a state permanency goal of APPLA, the social worker's role is to challenge the team to ensure that the outcome is a legal parenting relationship for the child. Case advocacy should be used at all levels within the state and court to create a permanency goal for a youth that has the optimal

opportunity to achieve this for a youth. If APPLA is the default goal in a particular situation, we are obligated to create the opportunity for a legal parenting relationship until 1) the court reinstates their legal rights as the birth parent; 2) the court terminates parental rights to allow the adoption of the youth; or 3) an older youth agrees to a legal family relationship with the parent.

- In the meantime, it is our responsibility to do the relational work between the youth and family that will secure and support the parent's unconditional commitment and the youth's stability within this family relationship. We must encourage and assist them in reinforcing their emotional relationship through a legal name change, putting the youth in the parent's legal will, a commitment ceremony, family photos, or other symbolic ritual.



PowerPoint Slide #25

"It is not that we have not done enough if a young person hasn't gotten a permanent family. It's that we are not done."

- Lizbeth Harrington, Casey Family Services

Ask participants if this discussion differs from what they have previously learned or observed regarding permanency planning options. *(Expect that some participants may see this as new or different information. Be prepared to acknowledge that ideally we are seeking to provide both legal permanence and a sense of permanent connections. Note again that APPLA places a large responsibility on the team to provide the extra supports and services that are needed to ensure that there is a positive outcome.)*

We know from research that youth who age out of foster care with only an APPLA goal have very poor outcomes. Chapin Hall has studied the outcomes of youth who aged out of foster care over a period of nine years, beginning at age 17 with the latest research on these young people at age 26. Here are some of the very troubling findings for these 26-year-olds:

Research from Chapin Hall

- Of the Midwest Study participants who had been homeless, almost half had been homeless more than once.
- Nearly one-quarter had been homeless four or more times.
- Even more common were repeated episodes of couch surfing. Over 60 percent of those who had couch surfed had done so more than once, including 35 percent who reported at least four episodes.

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PowerPoint Slide #26

Research from Chapin Hall

- One-third of the young adults who had been homeless reported an episode of homelessness that lasted at least one month and nearly 40 percent of those who had couch surfed reported an episode of couch surfing that lasted a month or more.
- Fewer than half were employed and most who were working were not making a living wage.

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PowerPoint Slide #27

- Almost half of the Midwest Study participants who had been homeless since their most recent interview had been homeless more than once, including nearly one-quarter who had been homeless four or more times. Even more common were repeated episodes of couch surfing. Over 60 percent of the young adults who had couch surfed since their most recent interview had done so more than once, including 35 percent who reported at least four episodes.
- One-third of the young adults who had been homeless reported an episode of homelessness that lasted at least one month and nearly 40 percent of those who had couch surfed reported an episode of couch surfing that lasted a month or more.
- Fewer than half were employed and most who were working were not making a living wage.

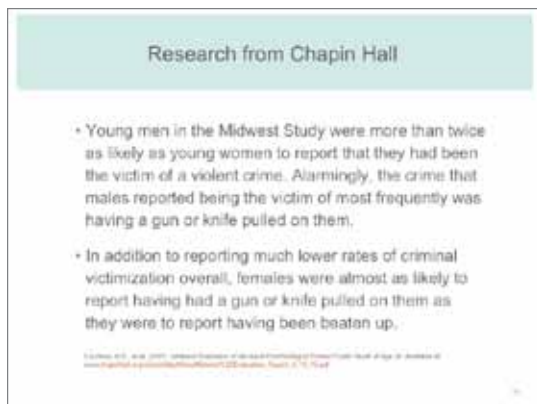
Research from Chapin Hall

- Nearly all experienced a financial hardship in the previous year.
- One-third of the young men and 18 percent of the young women reported engaging in at least one of 17 illegal behaviors during the past year. The most commonly reported illegal behaviors were deliberately damaging property and participating in group fights.

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PowerPoint Slide #28

- Nearly all have had experienced a financial hardship in the previous year.
- One-third of the young men and 18 percent of the young women reported engaging in at least one of 17 illegal behaviors during the past year. The most commonly reported illegal behaviors were deliberately damaging property and participating in group fights

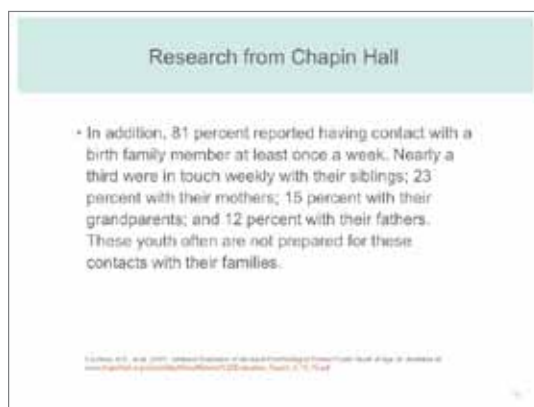


PowerPoint Slide #29

- Young men in the Midwest Study were more than twice as likely as young women to report that they had been the victim of a violent crime during the past 12 months. Alarming, the crime that males reported being the victim of most frequently was having a gun or knife pulled on them. In addition to reporting much lower rates of criminal victimization overall, females were almost as likely to report having had a gun or knife pulled on them as they were to report having been beaten up.



PowerPoint Slide #30



PowerPoint Slide #31

- Very few reported currently living with a birth parent (only 3.9 percent) but about one-fifth of the young adults said that they had lived with a birth parent at some point since leaving foster care. Only 4 percent reported living with a former foster parent at any point in time.
- In addition, 81 percent reported having contact with a birth family member at least once a week. Nearly a third were weekly in touch with their siblings; 23 percent with their mothers; 15 percent with their grandparents; and 12 percent with their fathers. These youth often are not prepared for these contacts with their families.

These research findings highlight the principle of **Urgency**: generating and maintaining the momentum needed to ensure that no youth lives foster care without a permanent family.

.....

NOTE TO TRAINER: Make reference to Handout #4: federal legislation Fostering Connections to Success and Increasing Adoptions Act (PL110-361).

.....

Note that the new Fostering Connections Act is intended to assist in facilitating permanence – through reunification, adoption, or legal guardianship – by encouraging relative placements, providing guardianship subsidies, and extending care for older youth in foster care past the age of 18 – thus extending the time available to plan for permanence and assist in transitioning youth to adulthood.



PowerPoint Slide #32

- The Fostering Connections Act can be found at: http://www.fosteringconnections.org/tools/assets/files/Public_Law_110-351.pdf

Ask if there are any additional questions or comments.

overview of permanency teaming

Module Three Trainer Summary

Trainer's Goal: The trainer's goal in this module is to help participants better understand the role of the team in helping ensure positive permanency outcomes.

Time: 15 minutes

CONTENT:

- A. Goal of Lifelong Families
- B. Overview of the Permanency Teaming Process

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

- PowerPoint #33: Goal of Permanency Planning
- PowerPoint #34: Permanency Teaming
- PowerPoint #35: Understanding Permanency Teaming
- PowerPoint #36: Key Points about Permanency Teaming
- PowerPoint #37: Lunch
- Easel pad and pages

A. Goals of Lifelong Families

Review the goal of Lifelong Families: To use a collaborative, customized and timely process to achieve the optimal degree of physical safety, emotional security and legal permanency within the context of a family relationship



PowerPoint Slide #33

Ask participants what they feel is meant by a “customized and timely process.” *(Ensure that the following is covered: Customized refers to the need to look at each individual youth’s situation as unique. When one looks at seeking to achieve the optimal degree of physical safety, emotional security, and legal permanence, it is going to be different for each and every child. Whenever possible we want to ensure that each of these is present within one relationship to the optimal degree. A timely process implies that there needs to be a sense of urgency. A child or youth’s sense of time is very different from that of an adult. “Soon” means this week, not next month, and certainly not next year. As youth wait for a permanency decision, it may interfere with other developmental tasks.)*

Ask participants for examples of how they might need to balance different needs related to physical safety, emotional security, and legal permanence for any given youth. *(For example, consider the situation where a youth whose mental health needs require intermittent psychiatric hospitalization to ensure safety. However, this doesn’t negate the youth’s need for family connections and legal family relationships. In other circumstances, a youth may be physically safe and legally secure in a family relationship through adoption, yet feels emotionally disconnected as a family member. That is why it is so critical to involve the youth in their own planning. The important thing is to get to know the youth and engage the youth in exploring all possibilities for family permanence.)*

Ask if there are further questions or comments.

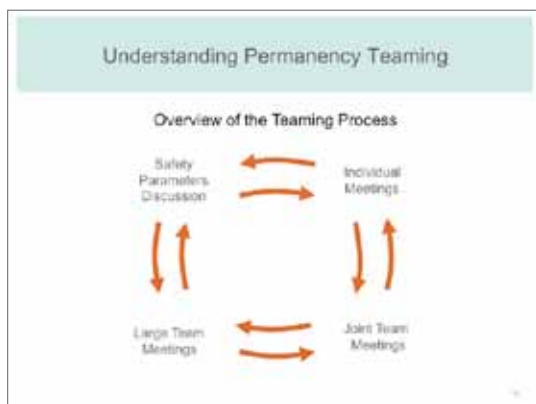
B. Overview of Permanency Teaming



PowerPoint Slide #34

PERMANENCY TEAMING

Display the PowerPoint Slide: Understanding Permanency Teaming and make the following points.



PowerPoint Slide #35

As we discussed earlier, permanency teaming is:

Continuous: When we talk about permanency teaming people may automatically focus on the large team meeting. It is important to remember that the large team meeting is only one component of the overall teaming process. The steps in the process are progressive and not linear – that is, we know that we may have to revisit issues many times in the process as social workers may change, life situations change, and issues have to be revisited. This diagram demonstrates that the process is circular and continuous, rather than being event or crisis driven.

Encompasses a comprehensive body of work with a variety of meetings: The process of teaming encompasses a comprehensive body of work that we do with children, youth, and families in the pursuit of permanence. Various types of meetings occur to prepare for the large team planning decision-making meetings.

Describe the four types of meetings that occur in Lifelong Families. *Note that three of these meeting are held in preparation for the large team meeting: safety parameter discussions, individual meetings, and joint meetings.*

Safety Parameter Discussions: These discussions are conducted with the public child welfare agency to explore their safety concerns and the “safety parameters” within which they will be comfortable having the team make shared plans and decisions.

Individual Meetings: Individual meetings open the permanency conversation. The individual meetings may identify different ideas and possibilities, barriers, and possible resources and strengths. More than one individual meeting may be needed. In the first individual meeting, feelings and issues may surface that require more work and the social worker may arrange for another – or perhaps multiple – individual meetings with that individual.

Joint Meetings: Joint meetings allow the facilitator to meet with parties together to explore specific issues, solve problems, or develop strategies that can help open possibilities. Joint meetings foster continued relationship building and provide a forum for team members to discuss strong feelings prior to the large team meeting. As with individual meetings, the social worker may hold more than one joint meeting with two or more people to complete the needed work.

Large Team Meetings: 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.



PowerPoint Slide #36

Summarize by emphasizing the following points about permanency teaming:

- The large team meeting will only be as productive as the preparation work that went into it.
- The process is continuous and proceeds whether there is something perceived as significant occurring or not.

- Crisis does not interrupt the process or draw it off course; although it could serve to provide momentum for the process or an opportunity to go deeper.
- The facilitator is choreographer of the mix of conversations that will all play a role in reaching a permanency outcome that assures safety and well-being.
- The process itself can be used to help build relationships; and it is these critical relationships that will in the end, have the most significant impact on a positive permanency outcome.

Make the following points:

- Permanency teaming does not occur on top of the casework that staff already are engaging in. Rather it is a reframing, redirection, repackaging of their time within the casework process they already practice. It keeps conversations purposeful.
- Permanency teaming is consistent with “best practice” in permanency planning, youth engagement and family-centered practice. It reflects well-established child welfare priorities.
- With permanency teaming, case-related contacts typically can fall into one of the four meeting types: safety parameters discussions, individual meetings, joint meetings and large team meeting.
- These are not necessarily new meetings but can be integrated into what caseworkers already do with their time. The focus on permanence becomes as critical as safety.
- At the intake meeting with the state worker, we can discuss some of the safety parameters for the youth.
- When you have a home visit that is required by the contract with the state, you can work with the youth to prepare him for the next large team meeting. You can review the timeline for permanency. You also can work with the foster parents about the next large team meeting.
- You can use icebreaker meeting with parents and foster parents to begin the joint meeting work with them.
- You can fold educational meetings into the large team meeting.



PowerPoint Slide #37

permanency teaming: the key activities

Module Four Trainer Summary

Trainer's Goal: The trainer's goal in this module is to get the participants motivated to begin the permanency teaming process; to convey a sense of excitement about the process; and to instill a belief in the process.

Time: 30 minutes

CONTENT:

- A. Permanency Teaming Activities
- B. Child/Youth Centered, Family Focused Approach
- C. Fully Embracing the Role of Facilitator
- D. Fully Engaging People with the Power to Make or Break the Decision

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

PowerPoint #38 - #39: Permanency Teaming: Key Activities

PowerPoint #40: The Foundation

PowerPoint #41: Being Child/Youth Centered/Family Focused

PowerPoint #42: Fully Embracing the Role of Facilitator

PowerPoint #43: Fully Engaging People with the Power to Make or Break the Decision

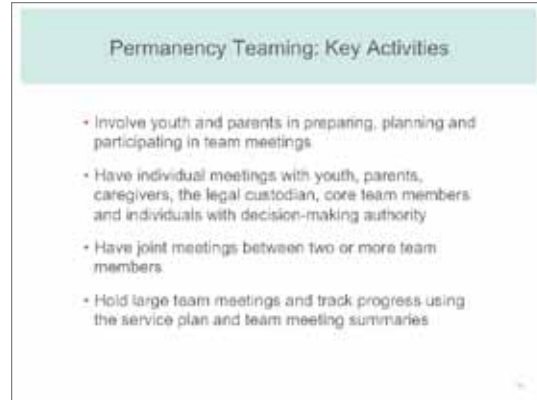
Easel pad and pages

A. Permanency Teaming Activities

PERMANENCY TEAMING INVOLVES 7 KEY ACTIVITIES:



PowerPoint Slide #38



PowerPoint Slide #39

1. Review the entire state agency file
2. Hold safety parameters discussions with the legal custodian
3. Identify and engage potential team members
4. Involve youth and parents in preparing, planning and participating in team meetings
5. Have individual meetings with youth, parents, caregivers, the legal custodian, core team members, and individuals with decision-making authority
6. Have joint meetings between two or more team members
7. Hold large team meetings and track progress using the service plan and team meeting summaries

Throughout these activities, we want to focus on:

- Being youth centered/family focused
- Fully embracing the role of facilitator
- Fully engaging people with the power to make or break the decision

Refer participants to the slide with these concepts. Place slips containing the three concepts into a basket or bag. Ask each table draw one slip of paper from the basket/bag. Ask each table of participants to discuss the following questions about the concept that they have drawn:

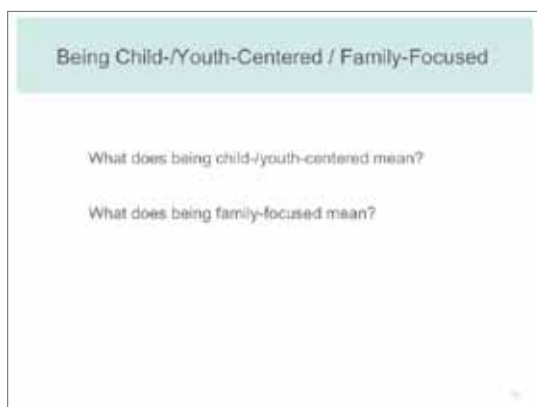


PowerPoint Slide #40

- What does this concept mean?
- How do we know that this concept is actually being implemented? In other words, what is taking place: what do you see? What do you hear? What helps you know that our practice is true to this concept?

Ask each table to designate a reporter. Allow 5 minutes for discussion and then ask the tables to report out. After each report out, bring up the relevant PowerPoint slide and highlight any points that the table has not made.

B. Being Child/Youth Centered-Family Focused



PowerPoint Slide #41

Ask: What does being child/youth centered mean?

Make the following points as needed:

- Youth-centered means that the youth and the youth's needs are at the center of process.

- The purpose of the planning is to ensure that the youth's needs for safety, well being and permanency are met. Although there may be many others engaged in the discussion, and impacted by the decisions that are made, the process is done on behalf of the youth as well with the input of youth. Teams are often called on to make challenging decisions. There are times when caring adults may not agree or even be sad or upset by some permanency planning decisions. Other times a youth may not agree with a team decision. Youth participation and input is not the same thing as the youth making the decision. The adults in a minor youth's life who know him or her best and are charged with making parental decisions on his or her behalf sometimes need to use their parental authority judiciously. In those cases, youth are always listened to and asked about their feelings and perspectives. Just as any parent needs to do at some times, the team together with the youth's legal custodian (often the state agency) may need to make a decision regardless of whether the youth agrees.

Ask: Do you have examples from your personal or professional life of a situation where you as the parent, caring adult or professional made a decision with which your youth did not agree?

Examples for trainers to use if needed:

A teen says that he does not want a permanency team. The social worker tells him that it is her job to find him a permanent family and that she will move forward in putting a team for him together. She says, "We can't make you come but we want you to be there. Would you like to look at the agenda and see if there are things that you would want to talk about at the meeting?"

Nine-year-old, Shandra, is living with her pre-adoptive parents. She recently met her birth mother after many years of separation from her. She tells the team that she wants to go this weekend to a birthday party for her younger sister. She has not yet met most of the family members who will be at the party. The team provides the following alternative: Why don't you and your parents get your sister a birthday card and gift? Then you can plan a time to bring the card and gift to your sister and meet a few more family members. Shandra responds positively to this alternative. The social worker then turns to the parents and says, "you are the parents and it is really your final decision."

- If we keep the youth's needs front and center, it may be easier for all team members to participate in or accept challenging team decisions. Permanency Teaming assures that children and youth are full participants in their own case planning, and we develop creative and customized ways to bring children and youth to the table – regardless of age.
- The primary focus of teaming is to secure the parents and caring adults who can then support the youth in identifying and accessing services. The teaming process addresses service needs, but those alone are not enough. Youth need parents and supportive adults who will be there to assist the youth in benefiting from services.

Involving the youth in planning ensures greater buy-in to the plan. We want to do permanency planning "with" not "to" children and youth. Older youth consistently tell us that they want to guide their own planning processes.

Ask: What does being family focused mean?

Make the following points as needed:

- Family focused means that we are including parents and family members as core participants in the teaming process and directing the teaming process toward making sure the youth's needs are met within the context of the family over time.
- The work of the team early on is to help the youth's family address the risk and safety issues that interfere with the parent's ability to care for the youth. As mentioned before, when this can't be done, we look first to the extended family to fulfill the caregiving role. When that is not possible, we look next to developing other significant adults within the youth's natural network of relationships as potential parents before recruiting new family relationships for the youth. We are always striving to meet the youth's need for permanence by restoring past parenting relationships before securing new ones. We are seeking to provide the child with a sense of continuity, belonging and permanence within a family and that is the essence of youth-centered, family-focused work.
- The youth and the families connected to the youth are the most important people to involve in planning discussions. Youth are asked to identify who they identify as important, who they consider to be family and who is important to participate in the team process. Youth are central participants and involved every step of the way.
- If there is time, ask participants to identify specific strategies or ways to demonstrate a "child/youth centered, family focused approach." (*Ensure that the following types of examples are provided: Meet with the youth first and have the youth identify the steps that need to be taken. Check in regularly with the youth to update the youth on progress. Ask the youth to identify potential resources to help achieve the permanency goal.*)

C. Fully Embracing the Role of Facilitator



PowerPoint Slide #42

Ask: What does it mean to fully embrace the role of facilitator?

Discuss the following:

The facilitator has the opportunity to creatively use his/her relationships with team members to forward the planning process: The facilitator can use his or her range of skills to bring people together, explore ideas, and unite them in planning. The facilitator is, in essence, a bridge for bringing people together on behalf of the child. The facilitator selectively uses skills that are needed for each situation and assists in building the strongest relationships possible with team members, but even more importantly, among team members. Remember, you as a facilitator will at some point no longer have a role with the youth – you are constantly “working yourself out of a job” in this youth’s life! But other members of the team may be working together on behalf of the youth for years to come. The development of the plan is one goal, but the overarching goal is the development of the relationships that will sustain the plan over time.

The facilitator is in charge of the process but not the outcome: The facilitator uses his or herself to work with the team as a whole to come to the best permanency decision possible. The facilitator needs to be open to the process and to the range of possibilities. All participants need to be viewed as valuable in their own right and everyone’s input and perspective is to be honored. The facilitator encourages the sharing of information and opinions, without being tied to a particular outcome. The facilitator must remain open to help the team consider and explore ALL potential permanency options.

The facilitator builds the momentum and instills a sense of urgency about the permanency process: The facilitator has the unique opportunity to be able to work with all the team members and generate a sense of urgency and momentum in the planning process.

D. Fully Engaging People with the Power to Make or Break the Decision



PowerPoint Slide #43

There are a number of people who have a vested interest or role in the youth's permanent plan. These people have the power to influence the permanency planning process. People with the power to make or break the decision exist within professional systems as well as the family system. You may need to work with the youth to understand the importance of their involvement in the process.

Ask: Who might be people with the power to make or break the decision?

People with the power to make or break the decision may include:

- *In the professional systems:* state agency staff, attorneys, guardians ad litem, therapists, child advocates or other child welfare specialists
- *In the family system:* Parents, grandparents, godparents, other relatives – any adult which is given power in the family by other family members

As the social worker, you have the power to make or break decisions as well. It is important to skillfully use your authority – to engage the youth and team members respectfully and use your influence/persuasive powers in a transparent way. There are parental decisions to be made when a youth is in foster care. As social workers, our job is to make parenting decisions in the best interest of the youth we are working with. This is sometimes described as using authority “in a judicious way.” This strategic and judicious use of authority is consistent with solution-focused work.

A common misinterpretation of “youth-centered” is that the youth makes the decisions. More accurately, the youth's input is essential and it is important to ask, listen to and consider a youth's thoughts and feelings. Youth in foster care are reliant on the state as a substitute parent until another parent assumes legal responsibility, and just as in any parenting situation, responsible parents sometimes have to make decisions that their children do not agree with. Similar to decisions about whether a minor youth must attend school or seek medical attention, decisions as foundational and life-altering as the decision to be raised by a parent rather than the state, or which parent to be raised by, require “judicious use of parental authority.”

Module Five Trainer Summary

Trainer's Goal: The trainer takes this opportunity to introduce Rudy to the group and the concept of working with Rudy throughout the remainder of the training in order to learn and demonstrate the skills related to permanency teaming.

Time: 15 minutes

CONTENT:

A. Identifying Team members

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #5: The Rudy Case

PowerPoint #44: Identifying Team Members

PowerPoint #45: Introducing Rudy

Easel pad and pages

A. Identifying Team Members



PowerPoint Slide #44

Display the PowerPoint Slide: Identifying Team Members and note the following:

.....

NOTE TO TRAINER: Reference Handout #5, The Rudy Case

.....

Introduce Rudy: Throughout the remainder of our training we will be getting to know a young man named Rudy. We will meet the different adults in Rudy's world, and we'll be involving them in our learning. We will go through the process of conducting the safety parameter meeting, the individual sessions, joint meetings and the large team meeting to ensure the best permanency outcome possible for Rudy.

Importance of involving all who can contribute to team: Most importantly we want to ensure that Rudy is involved in his own planning. We also want to remember the importance of involving past caregivers in the process. The birth family is critical, even if reunification is not the plan. There may be past foster or adoptive families, as well as other adults who have had supportive and important relationships with Rudy. Finally, we involve the people who have a role in the legal process related to Rudy's overall health and well-being – this includes the people we refer to as having the power to make or break decisions – the public child welfare agency, attorneys, GALS, and social workers.

Ask participants to think about the potential team members as they watch the video clip: As you watch the video clip think about the potential team members you might identify.

Display the PowerPoint Slide: Training Video Introducing Rudy and play Video Segment I Introducing Rudy.



PowerPoint Slide #45

At the close of the video segment ask participants to identify the potential people that you would consider to participate on the permanency team. (*Ensure that the following are identified Rudy, foster parents, aunt, mentor, attorney, Rudy's father, Rudy's siblings, DCYF worker, cousin*)

HERE IS THE BACKGROUND INFORMATION ON RUDY'S FATHER, ERNIE. Ernie was estranged from the family at the time of Rudy's placement, but he contacted the state at a later date to ask about his children. At that point, he was not able to provide consistent care and was ruled out as a resource for his children. He did not attend any of the state/family meetings.

HERE IS SOME BACKGROUND INFORMATION ON RUDY'S TWO BROTHERS WHO ENTERED FOSTER CARE WITH HIM. Several months after the children's entry to care, Lois contacted the child welfare agency. The agency provided reunification services designed to address her difficulties parenting her sons and her history of substance abuse, prostitution, and recent incarceration. Ultimately, Mark and Anthony returned home. Although Lois expressed a continued interest in Rudy, she was unable to meet Rudy's many needs on a full-time basis, and he remained in foster care.

safety parameters discussion

Module Six Trainer Summary

Please Note: If you are training private child welfare agency staff you will utilize the curriculum directed to that population; if training public child welfare staff please utilize the curriculum directed to that population.

Trainer's Goal: The trainer wants to emphasize the importance of developing a working partnership with the public child welfare agency regarding how to ensure that the youth is both physically and psychologically safe; and ensure that previously conceived notions of safety do not become barriers to permanence if they do not need to be.

Time: 1 hour

CONTENT:

Deliver **Section A**, to both public and private child welfare agency staff.

Select the content that is relevant to your training population:

- **Section B:** Considering Permanence in the Context of Safety Parameters (*For Private Child Welfare Agency staff*)
- **Section C:** Considering Permanence in the Context of Safety Parameters (*For Public Child Welfare Agency staff*)

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #5: How Safety and Relationships Are Interconnected

For All Audiences:

PowerPoint #46: Safety Parameters Discussions

For Section B: Private Child Welfare Agency Staff

PowerPoint #48: Understanding Permanency Teaming

PowerPoint #49: Goals of Safety Parameters Discussions

PowerPoint #50 - #51: What We Do in Safety Parameters Discussions

PowerPoint #52: What We Do in Safety Parameters Discussions

PowerPoint #53: Safety Parameters Discussion for Rudy

PowerPoint #54: Safety Parameters Discussions

PowerPoint #55: Psychological Safety

PowerPoint #56: Safety Parameters Discussions: Safety Concerns

PowerPoint #57: Possible Concerns

PowerPoint #58: Role of the Custodial Agency

For Section C: Public Child Welfare Agency Staff

PowerPoint #60: Understanding Permanency Teaming

PowerPoint #61: Goals of Safety Parameters Discussions

PowerPoint #62: Why is it important to have safety parameters meeting?

PowerPoint #63: Safety Parameters Discussions

PowerPoint #64: Psychological Safety

PowerPoint #65: Safety Parameters Discussions: Safety Concerns

PowerPoint #66: Role Play: Safety Parameters Discussion for Rudy

PowerPoint #67: Possible Concerns

Two Copies of Safety Parameters Role play (*For use only in Public Child Welfare Agency training*): This is located at the conclusion of the Day One Curriculum

Easel pad and pages

A. Description of Safety Parameters Discussions

FOR BOTH PRIVATE AGENCY AND PUBLIC AGENCY STAFF



PowerPoint Slide #46

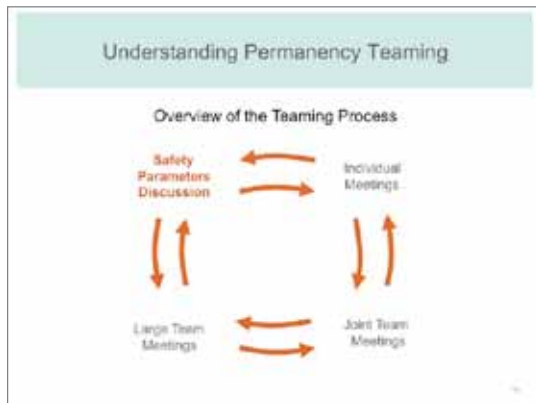
One of the key activities in Permanency Teaming is holding safety parameters discussions with the legal custodian – the state agency if the youth is in foster care or the parents if the youth remains at home.

First, let's look at what a safety parameters discussion is and what is its purpose.

- The initial safety parameters discussion is held with the legal custodian at the beginning of the teaming process. Additional safety parameters discussions are held as needed throughout the teaming process to nurture relationships with the legal custodian and to ensure agreement with concurrent planning and decision making. These meetings are held when there is any change in case circumstances or a new staff person – either a new social worker or new supervisor – is assigned.
- The goals of the initial safety parameters discussion are to build consensus with the youth's legal custodian (the state partner or parents) regarding the youth's primary and concurrent permanency goals and the next steps in the teaming process, and to develop and nurture positive working relationships with the youth's legal custodian.

B. Considering Permanence in the Context of Safety Parameters

FOR PRIVATE CHILD WELFARE AGENCY STAFF



PowerPoint Slide #48

Provide an overview of the importance of viewing permanence within the context of safety parameters.

Ask: Why are safety parameters discussions so important?

Make the following points as needed:

- We need to ensure the youth's safety and be aware of safety issues and concerns that would be relevant to connecting or reconnecting the youth with significant adults from his or her past.
- The child welfare agency – because it has legal custody of the youth – is ultimately responsible for ensuring the youth's safety.
- Planning must take into consideration the primary safety concerns. The facilitator needs to be clear upfront about primary safety concerns and ongoing planning must take these concerns into consideration. When we sit down with the child welfare staff at the initial safety parameters discussion, we can gain an understanding of their safety concerns and what avenues may appear to present significant challenges.

Provide the following in lecture format:

- It is important to conduct the safety parameters discussion even if you do not feel that there is a need and even if an initial discussion already has taken place. For example, in some cases, an intake worker will conduct a initial safety parameter discussion and explain the Lifelong Families model when the referral is called in. Even when this has happened, the social worker needs to conduct his/her own safety parameters discussion with state staff.

- You may feel that there is already agreement with the public child welfare agency about the case or you may feel that you have a good sense of the safety issues. It is required that you conduct and have purposeful safety parameter discussions with the legal custodian. You may learn additional information or discover that your assumptions were not totally accurate once the issues are clearly laid out for discussion. Safety parameters discussions are important because the plan that ultimately is developed needs to have the support and sanction of the entire team. We want the plan to be something that everyone can support and sign on to.

Display the PowerPoint Slide: Safety Parameters Goals and briefly discuss.



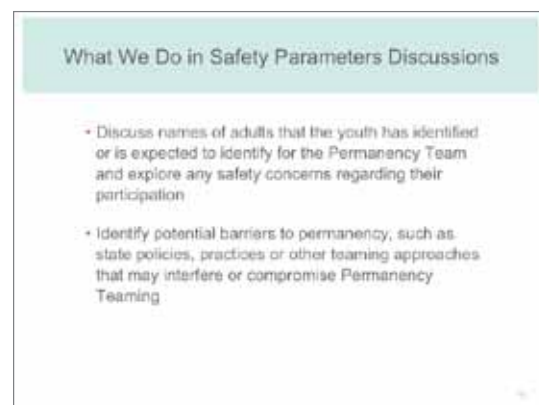
PowerPoint Slide #49

The goal is to establish an agreement regarding how the team will proceed toward permanency: You want the public child welfare agency to have an understanding of the permanency teaming process. Meeting at the beginning helps to establish buy-in to the process and encourages participation. The meeting should identify the safety concerns, and the steps the team needs to take to address both the psychological safety and physical safety needs. It should be made clear that asking someone to participate in the permanency planning process is totally different from making a decision to place the youth with that person. A parent who is unable to provide care for the youth due to substance abuse, might still be able to participate in the planning meetings and contribute in a meaningful way to the permanency discussions.

Let's look at what we do in a safety parameters discussion. In these discussions, we:



PowerPoint Slide #50



PowerPoint Slide #51

- Develop positive working relationships with the legal custodian to collaborate in achieving legal family permanence for the youth
- Introduce Casey Family Services' Lifelong Families model, explain the nature of team planning and decision making and communicate enthusiasm about collaborating on behalf of this youth and introduce the agency brochure
- Gather relevant assessment information regarding:
 - The youth's primary and concurrent permanency goal, current circumstances related to those goals and the state's perspective regarding the goals
 - Youth's primary needs for safety, permanency and well-being
- Encourage the legal custodian to commit to the continuity of youth's relationships with important family members, significant adults, and other individuals in the teaming process, even if they cannot be placement resources.
- Confirm plans for facilitation of the large team meetings
 - The social worker facilitates large team meetings unless state mandates require that the state social worker co-facilitate these meetings.
 - *Note:* Define parameters of co-facilitation: We do not "co-facilitate" with the youth or a parent. A youth may take a more active role in the meeting or a foster parent may act as if "running the team" but it is the social worker or a social worker from the state who facilitates. At the last stages of permanency teaming, we do want natural leadership (a family member, a therapist, or a GAL) to step forward but this is after permanency has been achieved.
- Discuss names of adults that the youth has identified or is expected to identify for the permanency team and explore any safety concerns regarding their participation. If a state agency staff person raises safety concerns regarding these adults, the social worker discusses how to maintain safety while respecting the youth's need for continuing these important relationships. The social worker explores with the state agency what structures or supports would be necessary to safely
 - Meet and gather information from this adult;
 - Involve this adult in the planning team;
 - Facilitate contact between this adult and the youth;
 - Consider this adult as a permanent family resource for this youth.
- Identify potential barriers to permanency, such as state policies, practices or other teaming approaches that may interfere or compromise permanency teaming. Examples of barriers might include a residential treatment program that prohibits family contact when the youth is on a particular "level"; a state agency protocol that prohibits contact with birth parents whose parental rights have been terminated; or a licensing issue related to a potential permanent family resource.



PowerPoint Slide #52

- Review, or set a subsequent appointment to review, the youth's complete state agency case record if not previously done.
- Set a time to follow-up with the legal custodian to demonstrate ongoing communication and partnership in permanency planning on behalf of this youth.



PowerPoint Slide #53

Show Video Clip: Safety Parameter Discussion for Rudy and after the clip is shown, ask participants for reactions to the video clip.

After discussion or reactions to the video clip, cover the following points:

You will notice that Rudy has been in Casey foster care for 2 years and now a safety parameters discussion is taking place. Rudy's situation reflects earlier practice; under current practice, the safety parameters discussion would take place upon Rudy's referral to Casey. It is important to note, however, that many youth referred to Casey have been in foster care for years before the referral is made.

The risk in relationships change with age and development: The level of risk for a 5-6 year old at the time the youth is separated from their family may be different now that the young person is 14 or 15 years old.

Youth's needs change, and parents' ability to provide for those needs may change. It is important to view the case looking at the youth's current developmental needs for safety and well-being.

Differentiate between identifying resources for planning and resource for placement: A common error that can occur is that a potential planning resource is not considered because of criminal record, past history, or licensing concerns. This person could still be valuable to the planning process. Be sure that you differentiate between the planning process and the placement process. As noted before there are different roles that resource persons can play, and the safety parameters would differ depending on that role.

Display PowerPoint Slide: Safety Parameters Discussion (I) and acknowledge that there may be differences in how the public child welfare agency views safety and how you or other team members view safety.



PowerPoint Slide #54

Public child welfare agencies primarily consider physical safety: The public child welfare's agency first and foremost goal is to ensure the basic safety and well-being of children and youth. The agency's protective role is paramount. The agency generally established contact with the youth due to allegations of abuse or neglect, and may have a long history of working to ensure safety through. We value and acknowledge the important and very challenging role that the public child welfare agency has in ensuring safety.



PowerPoint Slide #55

Psychological safety should also be a consideration: Beyond physical safety it is also important to look at psychological safety. When we consider psychological safety we are looking at the child/youth's attachment history and ability to form future attachments. While keeping youth physically safe is a priority, we also have to consider that it sometimes can place youth at risk for psychological safety. This is especially true when there are placement disruptions, emotional cut-offs, and multiple losses in the youth's life. The more disruptions, losses, and instability a child/youth experiences, the greater the risk to the child/youth's ability to form positive attachments in the future. For this reason, we want to work together to help integrate past and present attachments for the child/youth.

Advocate for psychological safety: A role that we may need to assume is that as an advocate for psychological safety. We want to support the public child welfare agency's role in protecting the youth's physical safety, while also promoting a better understanding of the youth's need for psychological safety. If you are the permanency worker for the child/youth, you may be very aware of the youth's need for psychological safety. We can all work together to promote a better understanding of the importance of attachment and relationships in the child/youth's life, while also working to ensure physical safety.

.....
NOTE TO TRAINER: Refer participants to Handout #6: How Safety and Relationships are Interconnected
.....

Make the following points to more clearly address the importance of psychological safety:

When youth are asked, "What Makes You Feel Safe?" they tend to describe relationships that provide them with a sense of security: It is clear that youth view safety within the context of a relationship – they feel safe when the people they care about are meeting their needs. It is not about where the youth is, but more about, who is with the youth. These poignant statements directly from youth clearly demonstrate the importance of the relationship.

When we take away the youth's relationships, we take away that sense of safety: No doubt we know that there are times that youth must be separated from their parents or caregivers and placed in a safe environment. But remember, to the youth "place" does not equate with safety. Regardless of the youth's location, if the youth does not have close, caring relationships, the youth does not have what we refer to as "psychological safety."

Likewise, when we build positive connections we are promoting psychological safety: We have an obligation to promote psychological safety, as well as physical safety. The best way we can do this is by building and supporting permanent family relationships for youth.

Display the PowerPoint Slide: Safety Parameters Discussion and briefly note the specific safety issues that you will discuss with the public child welfare agency.



PowerPoint Slide #56

Safety issues will vary according to the role the person will play: Safety concerns should differ according to the role the resource can potentially play. Certainly, gathering information from someone has different safety expectations than considering placement with that resource.

A plan should be devised regarding how to handle any differences of opinion and the permanency planning process should not be delayed: If there are differing opinions on how to proceed, there need to be clear steps identified to resolve the differing opinions – whether that be evaluations, obtaining additional information, or looking for expert opinions. The plan should be time-limited. A difference in opinion should not hold up the permanency planning process.

There may be situations when the state agency social worker forbids the CFS worker from contacting a particular person. Do not stop there. Ask for more information or propose solutions. For example, you might say, “I am happy to make that contact with you,” “Maybe together we can develop that relationship to learn more about that person,” or “I will start by contacting people for whom I have your have permission. I want to demonstrate the work that I am doing can be trusted.”



PowerPoint Slide #57

Conduct a discussion regarding possible concerns that are likely to emerge from the Safety Parameters Discussion. These concerns may surface as participants discuss their reactions to the video or in the

general discussion about the safety parameters meeting. The following notes can guide your facilitation of the discussion. Briefly address any of these common concerns that the group does not identify.

BACKGROUND POINTS FOR TRAINER IF THESE ISSUES ARE RAISED

Possible Concern: The adult is inconsistent/sets the child/youth up for further disappointment

- *Response:* We can educate the parent/adult about how his or her behavior impacts the child/youth. Help the person identify what role he or she can play and encourage them to make a commitment on behalf of the child/youth.
- *Response:* Educate the child/youth. It is important for the team to confront the reality of an adult's ability or inability to follow through. Doing so also helps the youth to avoid living in a fantasy.

Possible Concern: Substance abuse by an adult

- *Response:* Requiring an adult to be clean and sober for a particular period before becoming a team member is not always necessary. While the adult would need to be substance-free if there was to be any contact between him or her and the child/youth, the adult can still participate in planning, even if he or she is not clean and sober.

You are responsible for reframing the safety need. For instance, for reunification to occur, the adult must demonstrate an ability to maintain himself or herself in recovery. He or she must be substance free for all contacts with the child/youth and for Team Meetings, rather than needing to be clean and sober for any artificial time period.

Dianna didn't use for two days, so she was able to attend the meeting and do what she could for her daughter. Knowing that she is part of the Permanency Team provides her with the opportunity to get organized for the meeting. She prepares for planning, rather than for fighting about what she could do on behalf of her child. Dianna becomes instrumental in giving her child permission to be raised by another family. She wouldn't have been able to do this in the same way without being involved.

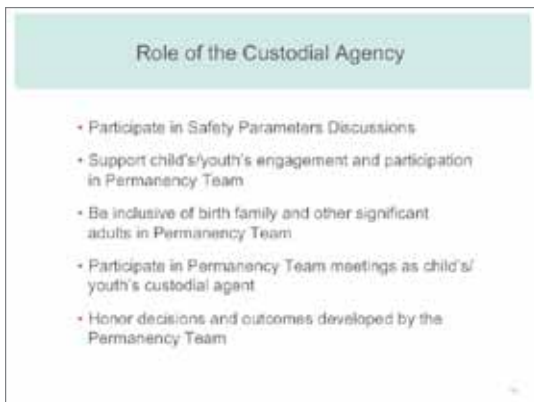
Possible Concern: Specific safety regarding the adults in youth's life

- *Response:* Continue to ask the question: "What will it take"? even if this person can't be part of team, any reason I can't meet with them to clarify or gather info or gain their perspective? Remember, for youth transitioning out of care, these are often the people they are going to seek out. We want to bring them into the process now, while we may still have some influence with youth – for there will be a better chance at ensuring a safer contact when the youth does reconnect. Remember, too, that if youth want to be in touch with these folks, they will be. Our refusal to include them doesn't mean the youth won't include them, they will just hide it from us. You may have read about many of the examples of youth making contact with lost family members through "My Space" and "Facebook."

When youth really want something and we continue to deny it, it sometimes only serves to intensify their desire for it. However, if we allow it and give them the opportunity, the need often lessens. But regardless, you will be aware of what is happening and you will be available to the youth to provide input into the process.

- *Response:* Your challenge is to get a good sense of who this youth is connected to, and who is most likely to contribute to this youth's future in a positive way. It is also important to consider whose opinion is important to the youth. There are sometimes people we need to involve because the price of not involving them is very great – in fact, they can sabotage the entire process if they are not given the opportunity to participate.

Refer participants to Resource: Role of the Custodial Agency and show the PowerPoint Slide: Role of the Custodial Agency; briefly review.



PowerPoint Slide #58

Summarize the discussion of safety concerns by emphasizing the importance of not allowing pre-conceived safety concerns to be barriers to permanence if they don't need to be. *Note also that safety concern discussions can be revisited as there are changing circumstances and staffing changes. Safety discussions are not a one time happening, but rather need to be ongoing.*

C. Considering Permanence in the Context of Safety Parameters

FOR USE WITH PUBLIC CHILD WELFARE AGENCY STAFF



PowerPoint Slide #60

- Safety parameters discussions are held internally often between public agency workers and their supervisors or with and among other casework colleagues who may “share” in case planning responsibilities.
- These discussions focus on defining the parameters within which collaborative planning and shared decision making can occur. Safety issues are considered, both physical and psychological on behalf of the child/youth and significant adult (parent, relative, previous caregiver, etc.).
- It is important that the custodial agency caseworkers are on the same page from the beginning of permanency teaming relative to the safety issues on the case. It is unfair to engage youth and family members in a good faith collaborative process only to have it unilaterally derailed because of safety concerns that were not considered and worked through by agency staff.
- For example, in situations where there may have been a TPR, caseworkers may have strong feelings and be reluctant to re-involve birth parents in planning. There are often times when these concerns can be resolved. But this is an example where you can clearly see the importance of having these discussions at the beginning of the process.

Display the PowerPoint Slide: Safety Parameters Goals and briefly discuss.



PowerPoint Slide #61

The goal is to establish an agreement regarding how the team will proceed toward permanency: You want agency colleagues who are involved in case planning to have an understanding of the permanency teaming process. Meeting at the beginning helps to establish buy-in to the process and encourages participation. The meeting should identify the safety concerns, and the steps the team needs to take or to address both the psychological safety and physical safety needs. It should be made clear that asking someone to participate in the permanency planning process is totally different from making a decision to place the youth with that person. A parent who is unable to provide care for the youth due to substance abuse, may still be able to participate in the planning meetings and contribute in a meaningful way to the permanency discussions.

Display PowerPoint Slide: Safety Parameters Discussions and provide an overview of the importance of viewing permanence within the context of safety parameters.



PowerPoint Slide #62

Ask: Why is it important to have safety parameters meetings?

Cover the following points as needed:

We need to ensure safety: The permanency teaming process needs to address the child/youth's need for fundamental safety. When youth have had experiences of abuse and neglect, exposure to substance abuse, and exposure to family violence, we already know that safety issues have been compromised in the youth's past. We therefore need to be aware of safety issues and concerns that would be relevant to connecting or reconnecting the child/youth with significant adults from his or her past.

The child welfare agency has the authority to ensure child/youth safety: While it is the role of all the team members to ensure safety, the public child welfare agency, who maintains legal custody of the child/youth, is ultimately responsible for the child/youth's safety and wellbeing. The agency generally has the most information about the child/youth's past, as well as knowledge of the child/youth's past caregivers (family, foster family, and/or relative caregivers). It is also important to understand that in most cases it is the public child welfare agency that must make any legal decisions or actions related to the case.

Planning must ensure safety concerns from the beginning: It only makes sense that planning needs to consider safety parameters from the beginning. That is, it could be very damaging to proceed with reunification, if anyone in the agency continue to have serious concerns about the family's ability to meet the child/youth's needs. It is imperative sit down with child welfare colleagues in the beginning so we can gain an understanding of any safety concerns, as well as what avenues may present significant challenges.

Cover the following in lecture format:

- We need to conduct the safety parameters meeting even if we do not feel that there is a need.
- There may be new information to share or you may discover that certain assumptions were not totally accurate once the issues are clearly laid out for discussion.
- This is important because the plan that the team ultimately develops needs to have the support of the entire team. We want the plan to be something that everyone can support and sign on to.
- In safety parameters meetings, we discuss the names of adults that the youth or others have identified or are expected to identify for the permanency team and explore any safety concerns regarding their participation. If there are safety concerns regarding these adults, we discuss how to maintain safety while respecting the youth's need for continuing these important relationships.
- We want to reach internal agreement about the structures or supports that would be necessary to safely:
 - Meet and gather information from this adult;
 - Involve this adult in the planning team;
 - Facilitate contact between this adult and the youth; and
 - Consider this adult as a permanent family resource for this youth.

- In safety parameters discussions, we identify potential barriers to permanency, such as state policies, practices or other teaming approaches that may interfere or compromise permanency teaming. Examples of barriers might include a residential treatment program that prohibits family contact when the youth is on a particular “level”; a state agency protocol that prohibits contact with birth parents whose parental rights have been terminated; or a licensing issue related to a potential permanent family resource.

Display PowerPoint Slide: Safety Parameters Discussion (I) and acknowledge that there may be differences in how team members view safety.



PowerPoint Slide #63

As you well know, public child welfare agencies primarily consider physical safety: The public child welfare’s agency first and foremost goal is to ensure the basic safety and well-being of children and youth. The agency’s protective role is paramount. The agency generally established contact with the youth due to allegations of abuse or neglect, and may have a long history of working to ensure safety.



PowerPoint Slide #64

Psychological safety should also be a consideration: Beyond physical safety it is also important to look at psychological safety. When we consider psychological safety we are looking at the child/youth’s attachment history and ability to form future attachments. While keeping youth physically safe is a priority, we also have to consider that it sometimes can place youth at risk for psychological safety. This is especially true

when there are placement disruptions, emotional cut-offs, and multiple losses in the youth's life. The more disruption, loss, and instability a youth experiences, the greater the risk to the youth's ability to form positive attachments in the future. For this reason, we want to work together to help integrate past and present attachments for the child/youth.

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NOTE TO TRAINER: Refer participants to Handout #6: How Safety and Relationships are Interconnected

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Make the following points to more clearly address the importance of psychological safety:

When youth are asked, "What Makes You Feel Safe?" they tend to describe relationships that provide them with a sense of security: It is clear that youth view safety within the context of a relationship – they feel safe when the people they care about are meeting their needs. It is not about where the youth is physically located, but rather, is about who is with the youth. These poignant statements directly from youth clearly demonstrate the importance of the relationship.

When we take away the youth's relationships, we take away that sense of safety: No doubt we know that there are times that youth must be separated from their parents or caregivers and placed in a safe environment. But remember, to the youth "place" does not equate with safety. Regardless of the youth's location, if the youth does not have close, caring relationships, the youth does not have what we refer to as "psychological safety."

Likewise, when we build positive connections we are promoting psychological safety: We have an obligation to promote psychological safety, as well as physical safety. The best way we can do this is by building and supporting permanent family relationships for youth.

Display the PowerPoint Slide: Safety Parameters Discussion and briefly note the specific safety issues that you may need to discuss with agency colleagues.



PowerPoint Slide #65

Display the next PowerPoint Slide: Safety Parameters Discussion and note that a safety discussion needs to take place regarding how a potential resource can be safely involved depending on their role in the Permanency Team process.



PowerPoint Slide #66

Safety issues will vary according to the role the person will play: Safety concerns should differ according to the role the resource can potentially play. Certainly, gathering information from someone has different safety expectations than considering placement with that resource.

A plan should be devised regarding how to handle any differences of opinion and the permanency planning process should not be delayed: If there are differing opinions on how to proceed, there need to be clear steps identified to resolve the differing opinions – whether that be evaluations, obtaining additional information, or looking for expert opinions. The plan should be time-limited. A difference in opinion should not hold up the permanency planning process.

Conduct Trainers Role Play: Safety Parameter Meeting for Rudy and after the role play is demonstrated, ask participants for reactions.

Safety Parameters Role Play

Facilitators assume the roles of social worker and supervisor for this demonstrated role play

SUPERVISOR: Mary, I was hoping that we might be able to meet today to talk about Rudy's case and what I think we need to do to help Rudy prepare for his future.

SOCIAL WORKER: Sure I had some questions given Rudy's age and his needs before he exits care.

SUPERVISOR: I think we really need to clarify Bob and Betty's commitment to Rudy long-term. Also, we may need to go back and take another look at his Aunt Harriett.

SOCIAL WORKER: Oh, you can't mean Aunt Harriet! Have you read that record! She just gave up on Rudy, and previous workers had concerns. I can't remember exactly what the concerns were but I know there were allegations. I'll have to go back and read that record.

SUPERVISOR: I know we have had some concerns about his aunt in the past but at this point we need to be concerned about his age and leaving the system in a couple years without any family. I think he was also close to a cousin in that home as well,.. Who was like a big brother to Rudy?

SOCIAL WORKER: Those people can't help Rudy; they will only disappoint him again. I don't want him to feel rejected again – he's pretty stable now.

SUPERVISOR: I know.... I would just like you to have a conversation with Aunt Harriet and his Cousin to ask them some questions such as: what are their hopes for Rudy and maybe they have pictures they would like to share with Rudy? I know you are wanting to do a lifebook with him.

SOCIAL WORKER: Heavy sighs... I don't know??

SUPERVISOR: Right now I would just like you to have a beginning conversation with them about Rudy's planning. I am not thinking about placement at this time. And remember...I know that time flies for us social workers as we try to keep up with everything in front of us, but not for a youth like Rudy. He was removed from his family years ago.

SOCIAL WORKER: (arms across chest) Rudy was about 9 years old when Aunt Harriet placed him back in foster care. Today he is a teenager. He hasn't had any contact with his family for at least a year.

SUPERVISOR: I hear your concerns about Aunt Harriet disappointing Rudy. So, if you had to put that in a danger statement, what might that be?

SOCIAL WORKER: I'm worried that he will get his hopes up, but Aunt Harriet won't follow-through and he will be disappointed yet againthen his behaviors might escalate and his placement will be at risk.

SUPERVISOR: On a scale of 0-10 where would you place yourself in terms of readiness to reach out to the family? What would it take to move you to a 4 or 5? What about meeting with her, assessing the situation and then talk with me about our next steps. Where would that put you on the scale now?

SOCIAL WORKER: I guess if it doesn't involve Rudy, that might make it easier and maybe put me at a 4?

SUPERVISOR: For right now can we agree on having a beginning conversation with Aunt Harriet? Years have gone by and we have a youth who is still in need of family. We need to be exploring all permanency options for Rudy including where Bob and Betty stand as well.

SUPERVISOR: You have identified your concerns and I do agree that both Rudy's permanency and safety are paramount in our planning. Let's touch base again as soon as you have any information. Thanks for being open to exploring this a little deeper.

Discuss general reaction to the role play and reinforce the following learning points:

Safety issues change with age and development: The level of risk for a 5-6 year old at the time the youth is separated from their family may be different now that the young person is 14 or 15 years old. Youth's needs change, and parents' ability to provide for those needs may change. It is important to view the case looking at the youth's current developmental needs for safety and well-being.

Differentiate between identifying resources for planning and resources for placement: A common error that can occur is that a potential planning resource is not considered because of criminal record, past history, or licensing concerns. This person could still be valuable to the planning process. Be sure that you differentiate between the planning process and the placement process. As noted before there are different roles that resource persons can play, and the safety parameters would differ depending on that role.

Summarize the discussion of safety concerns by emphasizing the importance of not allowing pre-conceived safety concerns to be barriers to permanence if they don't need to be. Note also that safety concern discussions can be revisited as there are changing circumstances and staffing changes. Emphasize that safety discussions are not a one-time happening, but rather need to be ongoing.



PowerPoint Slide #67

Conduct a discussion regarding possible concerns that are likely to emerge from the Safety Parameters Discussion. These concerns may surface as participants discuss their reactions to the video or in the general discussion about the safety parameters meeting.

BACKGROUND POINTS FOR TRAINER IF THESE ISSUES ARE RAISED

Possible Concern: The adult is inconsistent/sets the child/youth up for further disappointment

- *Response:* We can educate the parent/adult about how his or her behavior impacts the child/youth. Help the person identify what role he or she can play and encourage them to make a commitment on behalf of the child/youth.
- *Response:* Educate the child/youth. It is important for the team to confront the reality of an adult's ability or inability to follow through. Doing so also helps the youth to avoid living in a fantasy.

Possible Concern: Substance abuse by an adult

- *Response:* Requiring an adult to be clean and sober for a particular period before becoming a team member is not always necessary. While the adult would need to be substance-free if there is to be any contact between him or her and the child/youth, the adult can still participate in planning, even if he or she is not clean and sober.

You are responsible for reframing the safety need. For instance, for reunification to occur, the adult must demonstrate an ability to maintain himself or herself in recovery. He or she must be substance free for all contacts with the child/youth and for Team Meetings, rather than needing to be clean and sober for any artificial time period.

For example, Dianna didn't use for two days, so she was able to attend the meeting and do what she could for her daughter. Knowing that she is part of the Permanency Team provides her with the opportunity to get organized for the meeting. She prepares for planning, rather than for fighting about what she could do on behalf of her child. Dianna becomes instrumental in giving her child permission to be raised by another family. She wouldn't have been able to do this in the same way without being involved.

Possible Concern: Specific safety regarding the adults in youth's life

- *Response:* Continue to ask the question: "What will it take"? even if this person can't be part of team, any reason I can't meet with them to clarify or gather info or gain their perspective? Remember, for youth transitioning out of care, these are often the people they are going to seek out. We want to bring them into the process now, while we may still have some influence with youth – for there will be a better chance at ensuring a safer contact when the youth does reconnect. Remember, too, that if youth want to be in touch with these folks, they will be. Our refusal to include them doesn't mean the youth won't include them, they will just hide it from us. You may have read about many of the examples of youth making contact with lost family members through "My Space" and "Facebook".

When youth really want something and we continue to deny it, it sometimes only serves to intensify their desire for it. However, if we allow it and give them the opportunity, the need often lessens. But regardless, you will be aware of what is happening and you will be available to the youth to provide input into the process.

- *Response:* Your challenge is to get a good sense of who this child is connected to, and who is most likely to contribute to this youth's future in a positive way. It is also important to consider whose opinion is important to the youth. There are sometimes people we need to involve because the price of not involving them is very great – in fact, they can sabotage the entire process if they are not given the opportunity to participate.

ADD:

- It may be challenging for public agency staff to not get stuck in their long history with the family and to take a fresh look at the family in the present, unbiased by family circumstances at the time of removal.
- This is a shift in practice which might raise anxiety in social work staff. Supervisors need to help worker's explore what's behind their angst and if necessary, be willing to support the worker by joining them in some of the initial outreach meetings with family.
- Summarize the discussion of safety concerns by emphasizing the importance of not allowing pre-conceived safety concerns to be barriers to permanence if they don't need to be. Note also that safety concern discussions can be revisited as there are changing circumstances and staffing changes. Emphasize that safety discussions are not a one time happening, but rather need to be ongoing.

individual meetings with youth

Module Seven Trainer Summary

Trainer's Goal: The trainer wants to emphasize that young people may need help in considering and planning for their future permanence. The individual preparatory meeting gives the permanency worker the opportunity to reframe permanence and adoption in a positive light.

Time: 1.5 hours

CONTENT:

- A. Introduction: What Is the Purpose of Individual Meetings?
- B. Individual Meetings to Prepare the Youth for Permanency Teaming:
Bringing the Youth's Voice to the Table
- C. Individual Meetings to Prepare Youth for Permanency

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #7: Older Youth at the Table/Voice of the Child

Handout #8: Tools for Eliciting the Voice of the Child

Handout #9: Observer Sheet: Clarification Work with Rudy

Handout #10: Guiding Questions: Youth

Handout #11: Permanency Conversations with Youth

PowerPoint #68: Individual Meetings

PowerPoint #69: Understanding Permanency Teaming

PowerPoint #70: Purposes of Individual Meetings

PowerPoint #71: Individual Meetings with Youth

PowerPoint #72: Individual Meetings with Youth to Prepare Youth for Teaming

PowerPoint #73: The Social Worker's Tasks

PowerPoint #74: For Discussion

PowerPoint #75: Involving Youth in Planning

PowerPoint #76: Encourage as Much Involvement as Possible

PowerPoint #77: For Discussion

PowerPoint #78: Some Considerations

PowerPoint #79: Preparing Children and Youth to Participate in Planning

PowerPoint #80: Tips for Including Children

PowerPoint #81: Tools for Eliciting the Child's Voice

PowerPoint #82: Report Out

PowerPoint #83: Turning Up the Volume

PowerPoint #84: Voice of the Child

PowerPoint #85: Creative Ways of Representing the Child

PowerPoint #86: Individual Meetings to Prepare the Youth for Permanence

PowerPoint #87: Permanency Preparation

PowerPoint #88: Outcomes of Permanency Preparation (1)

PowerPoint #89: Outcomes of Permanency Preparation (2)

PowerPoint #90: An Individual Meeting with Rudy

PowerPoint #91: Your Thoughts?

PowerPoint #92: Key Activities: Permanency Preparation

PowerPoint #93: Clarification

PowerPoint #94: Clarification Work with Rudy

PowerPoint #95: Report Out

PowerPoint #96: Return to Small Groups

PowerPoint #97: Report Out

PowerPoint #98: For Discussion

PowerPoint #99: Assessing and Assisting the Youth in Integrating the Nature and
Meaning of Family Relationships

PowerPoint #100: Integrating Family Relationships for Rudy

PowerPoint #101: Assisting in Achieving a Sense of Belonging and Being Claimed
by the Permanent Family

PowerPoint #102: Clarification Work Video

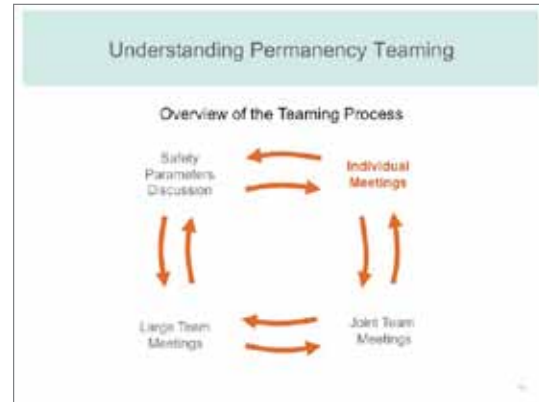
PowerPoint #103: For Discussion

Easel pad and pages

A. Introduction: What Is the Purpose of Individual Meetings?



PowerPoint Slide #68



PowerPoint Slide #69

Display PowerPoint Slide: Individual Preparatory Meetings and note that we will now be moving to discuss the various individual meetings that are conducted to prepare for the Permanency Teaming process. Reminder to use the flip chart to scribe responses.

A key activity in Permanency Teaming is to have individual meetings with youth, parents, caregivers, the legal custodian, core team members, and individuals with decision-making authority. It is through individual meetings that we involve youth in preparing, planning and participating in large team meetings, bringing their voice to the table and in preparing for permanence. We also use individual meetings with parents to engage them in preparing, planning and participating in large team meetings and planning for the youth's permanence. Individual meetings also are used with extended family member and other significant adults in the youth's life.

In this session, we will focus on individual meetings with youth. We will later focus on individual meetings with parents, extended family members and other significant individuals in a youth's life.

First, let's look at what individual meetings are and the purposes of individual meetings.



PowerPoint Slide #70

Individual meetings are held with one team member to:

- Prepare youth for coming together with adults they may not have seen in some time.
- Prepare for a large team meeting
- Share information
- Clarify misinformation
- Develop and strengthen relationships
- Resolve conflict
- Reach consensus
- Advance the permanency planning process

Individual meetings are purposeful with one or more of these goals in mind. Individual meetings are not general conversations with service providers or discussions with resource parents about administrative matters.

- Individual meetings begin immediately after the safety parameters discussion in recognition of the urgency of achieving legal permanence for the youth. Individual meetings are held with potential team members during the first four to eight weeks after referral of a case. Team members who are less central to team planning may be prepared to join the team at a later date.
- Individual meetings take place as needed throughout the life of the case as team membership grows or changes. Individual meetings continue until a legal permanency outcome is achieved.
- The social worker may have multiple meetings with a single individual.
- Individual meetings can take place during regularly scheduled contacts. For example, during home visit that must take place in any event, the social worker can have an individual meeting with the youth. There might also be an individual meeting with the foster parents.

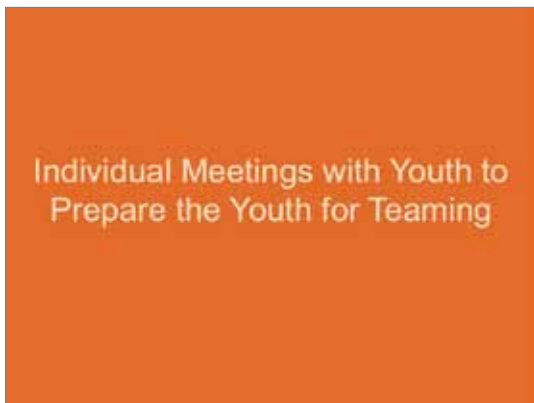
B. Individual Meetings to Prepare the Youth for Permanency Teaming: Bringing the Youth's Voice to the Table



PowerPoint Slide #71

Individual meetings with youth are held to:

- Prepare the youth for teaming
- Prepare the youth for permanency

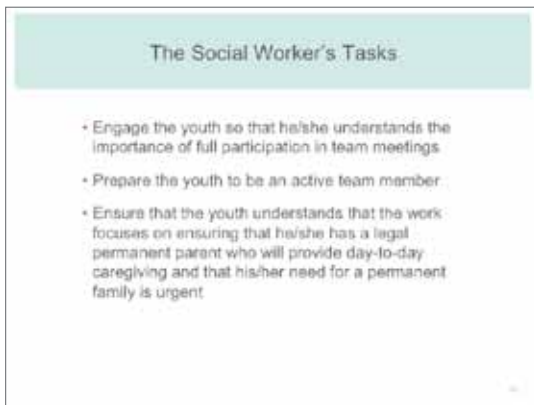


PowerPoint Slide #72

First, let's look at using individual meetings to prepare the youth for teaming.

The social worker takes the lead in describing the teaming process to the youth and preparing him or her for large team meetings. For younger children who may not attend the large team meetings, preparation time is used to understand what the youth wants to communicate to his/her team, and to help the youth understand in a developmentally appropriate way what the team will be discussing and deciding. The social worker, in collaboration with team members, assesses the youth's level of comfort and his or her relationships with various team members. Other team members who know the youth best assist the social worker in preparing the youth.

The goal is to ensure that the youth is fully prepared for team participation and ready to actively participate in team planning.

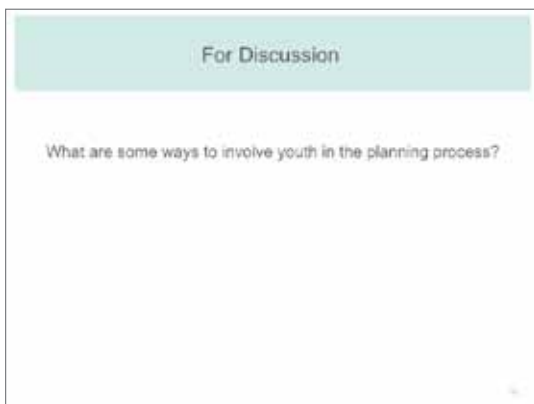


PowerPoint Slide #73

The social worker's principal tasks in individual meeting with the youth are to:

- Engage the youth so that he/she understands the importance of full participation in team meetings
- Prepare the youth to be an active team member, including engaging the youth in identifying topics for the team meeting agendas and providing supports to increase his/her team participation
- Ensure that the youth understands that the work focuses on ensuring that he/she has a legal permanent parent who will provide day-to-day caregiving and that his/her need for a permanent family is urgent

There are many ways in which youth can be involved in the planning process.



PowerPoint Slide #74

Ask: What are some ways to involve youth in the planning process?

After discussion, cover the following points:



PowerPoint Slide #75

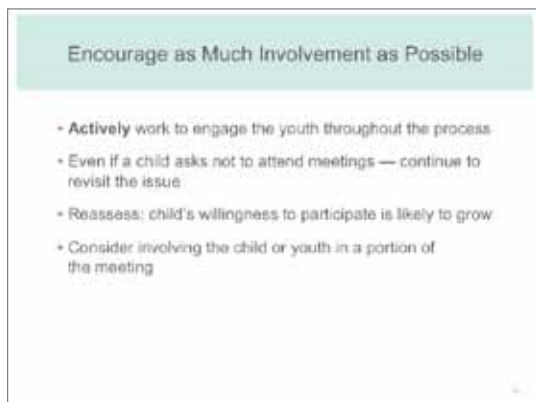
Children and youth will always be involved in some way: The issue is not whether or not we will involve children and youth in planning – the issue is how they will be involved.

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NOTE TO TRAINER: Refer participants to Handout #7: Older Youth at the Table/Voice of the Child

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There is a range of involvement that goes from very involved to limited direct involvement: This is not an “either/or” type of decision. Some youth, especially older youth, may be involved every step of the way. Ideally they are directing the process, as well as attending many of the meetings. Other youth may choose to direct, but from behind the scenes. Still others may wish to be informed of the process, have an opportunity to respond, but may not wish to participate in meetings. We will look in a minute at some of the things we consider when working with the youth to decide what type of involvement they will have.



PowerPoint Slide #76

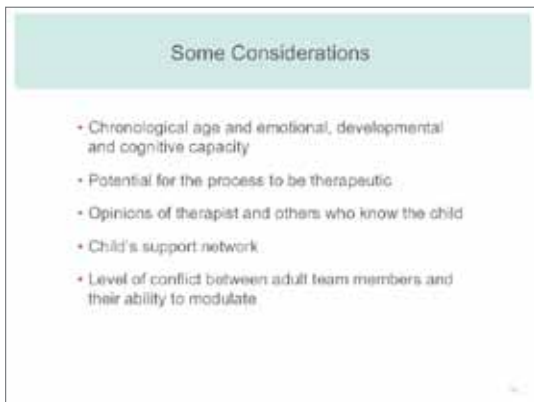
Encourage as much involvement as possible: We want to encourage the youth to participate as much as possible and **ACTIVELY** work to engage the youth throughout the process. Even if a child asks not to attend meetings, it is still a good idea to continue to revisit the issue. As the child or youth gets more

engaged in the process, and builds a relationship with you, his or her willingness to participate is likely to grow. There is also the option to involve the child or youth in a portion of the meeting – such as the introductions at the beginning; or invite the youth to come in at the conclusion to hear the plan.



PowerPoint Slide #77

Ask: What are considerations that should be taken into account in deciding whether to include a child in a large team meeting?



PowerPoint Slide #78

Add the following as needed:

- Chronological age, emotional, developmental and cognitive capacity
- Potential for the process to be therapeutic
- Opinions of therapist and others who know the child
- Child's support network
- Level of conflict between adult team members and their ability to modulate

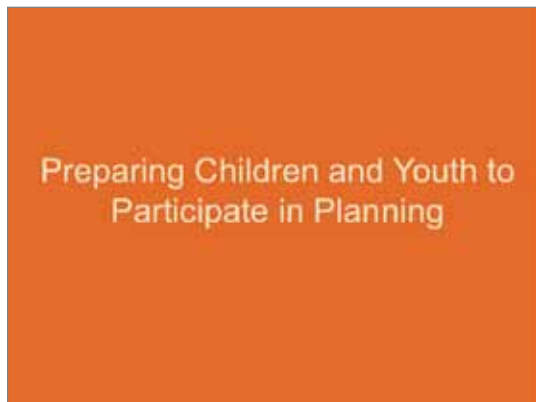
Add the following points:

Customize the process: We want to customize the process for each youth considering such factors as age, and their maturity and capacity to handle the process. In general we seek to actively involve youth over age 12 as this is the age of consent to adoption and guardianship in most states. But all children can be involved in some way. Age is only one factor.

Work actively with youth and his/her resources and supports: Work not only with the child, but also with the child's resources such as therapists or counselors. If the process is planned, the youth can be prepared for their involvement, and the process may be very healing and therapeutic for the child. You are not alone in this process – use your team members and other supports.

Consider the degree of conflict: While we can sometimes be overprotective of the youth, on the other hand, it will not be productive for the youth to be exposed to conflicts and chaos. Consider the potential for conflict, including the youth's ability to manage the situation and the adults' ability to modulate.

When youth are not directly involved we still give them a voice: There may be situations where a youth cannot or will not participate in any meetings. This does not mean that we do not involve the youth. It simply means that we may need to work harder to ensure that the child's voice is heard. We will look at some of the ways we can do this in a few minutes.



PowerPoint Slide #79

PREPARING CHILDREN AND YOUTH TO PARTICIPATE IN PLANNING

- Note that you will need to work with the youth to prepare and support them for their role in the planning process and the large team meeting.
- Emphasize again that the youth's willingness to participate may evolve over time, and that discussions regarding participation need to be revisited over time.

Ask: How might you plan ahead to support children and youth who will be at the large team meeting? How can you support the youth at the meeting?

Display the PowerPoint Slide: Tips for Including Children



PowerPoint Slide #80

After the discussion, review the following:

- Establish and review ground rules
- Designate a support person for the child
- Monitor child's nonverbal behaviors
- Keep conversation at child's level of understanding
- Make the room child friendly:
- Use chairs of an appropriate size
- Have toys available like Squishy balls (good source: Oriental Trading)

You have a role in preparing the team and ensuring a positive process: Be sure that you are prepared. Have an agenda that includes time to establish and review ground rules.

TOOLS FOR ELICITING THE CHILD'S VOICE

Display the PowerPoint Slide: Tools for Eliciting the Child's Voice



PowerPoint Slide #81

There are a number of tools can help us gain a greater sense of the child's subjective experience of the situation. They can provide us with important information as we work through permanency teaming to make a recommendation about a child or youth's unique needs. All of our risk and safety discussions must consider the child's/youth's specific vulnerability and his/her capacity for resilience and self-protection. Similar safety and risk concerns do not necessarily affect every child or youth in the same way. Every child or youth deserves individual consideration and a personalized decision about the best safety plan. No one formula works for every child; the key is to remain flexible and view every child or youth as an individual.

Each table will now be assigned a tool for eliciting a child's voice: 3 Houses from Signs of Safety, the Bull's Eye from Signs of Safety, and the American Humane Association's tool, "I Want to Say Something."

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NOTE TO TRAINER: Refer participants to Handout #8: Tools for Eliciting the Child's Voice

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Direct them to refer to the part of the handout that discusses their assigned tool and the assignment associated with their assigned tool.



PowerPoint Slide #82

Have each group report on the role play. First ask observers what they saw. Then ask the social worker and child in each role play to comment on the experience.

TURNING UP THE VOLUME



PowerPoint Slide #83

Note that it is still our job to ensure that the youth's voice is heard even when the youth is unable to participate or refuses to participate. We think of it in terms of "turning up the volume"—and we have to think of creative means to ensure the youth voice is heard.

Ask participants to identify ways that they can ensure that the youth voice is heard when a youth is not able to attend the large team meeting. *(Expect that the following types of responses will be identified: Ask the youth to write a letter; have an advocate or support person speak for the youth; play a recording that the youth makes ahead of time; have the youth sit in another room but have a person designated to go and ask the youth for input; have the youth available by phone.)*

Display the PowerPoint Slide: Voice of Child



PowerPoint Slide #84

Display the PowerPoint Slide: Creative Way of Representing Child and emphasize that when children cannot be present at the meeting it is helpful to symbolize the youth's presence so as to remind the team that this is a youth centered process. If youth is not present at the meeting, then the facilitator is making a point of asking who and how the youth will be informed of important planning information and next steps.



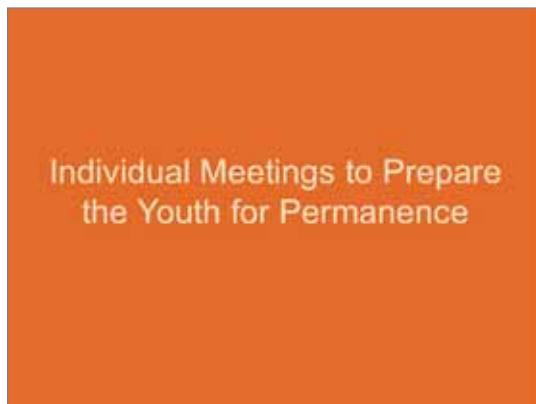
PowerPoint Slide #85

Some of the ways we can do this include:

- Photos of the child displayed
- Video/audiotape messages from child
- Child can write a letter
- Tell a Story about the child
- Agenda developed with child
- Agenda with child's picture or graphics that represent child's hobbies/interests;
- Bring one of child's toys or favorite artifacts
- Use empty chair technique
- Cardboard cut-out of themselves with characteristics that describe them;
- Complete worksheet "I Want to Say Something"

Summarize by noting that regardless of the type of participation in the team meeting, the Permanency Social Worker is involved in ongoing discussions with the youth to keep the youth involved in the process and to ensure that the youth gets a consistent message that the team is working toward his or her permanence.

C. Individual Meetings to Prepare the Youth for Permanence



PowerPoint Slide #86



PowerPoint Slide #87

A key component of the Lifelong Families model is Permanency Preparation. Permanency preparation is the process of helping a youth clarify past life events, integrate current relationships, and become ready for legal membership in a family. Preparing permanent parents includes providing full disclosure and ensuring their understanding of the comprehensive needs of the youth, offering strategies for therapeutic parenting, and assisting parents in making an unconditional, lifetime commitment to legal family membership for the youth. When youth and parents are adequately prepared for permanency, there is an increased chance of achieving and sustaining safe, secure, and legal family permanence.

Outcomes of Permanency Preparation

- Youth has a coherent life narrative, and can answer: Who am I? What happened to me? Where am I going? How will I get there? When will I know I belong?
- Youth understands his/her chronology of placements, removals and permanency efforts
- Youth has information about his/her experiences of abuse, neglect and other trauma

PowerPoint Slide #88

Outcomes of Permanency Preparation

- Youth feels supported in becoming a member of the permanent family while maintaining connections to other family members and significant adults
- Primary parent/caregiver has been fully informed regarding the youth's history and experiences of abuse, neglect and other trauma

PowerPoint Slide #89

The key short-term outcomes achieved through permanency preparation are:

- The youth has a coherent life narrative and can answer: Who am I? What happened to me? Where am I going? How will I get there? When will I know I belong?
- The youth understands the chronology of his/her placement history, the reasons for removal and permanency planning efforts.
- The youth has information about his/her experiences of abuse, neglect and other trauma.
- The youth feels supported in becoming a member of the permanent family while maintaining connections to other family members and significant adults.
- The primary parent/caregiver has been fully informed regarding the youth's history and experiences of abuse, neglect, and other trauma.

We use individual meetings to prepare the youth for permanence. Permanency preparation focuses on:

A primary parenting relationship: parents who can make a lifelong commitment to ensure that the child has a legally secure parenting relationship

Continuity in their past relationships: this requires us to recognize and honor the relationships that children and youth have lost; pay attention to their grief and loss, bearing witness to their pain. If we are not doing this work with them, they are doing it alone in their room at night in the dark – and that's not fair. This requires openness in our practice, meaning honoring past relationships while building permanent family commitments.

Show Video Clip: Individual Meeting with Rudy and after the clip is shown ask participants for reactions to the video clip. Discuss general reaction to the video clip.



PowerPoint Slide #90



PowerPoint Slide #91

Here are the key activities in preparing the youth for permanency:



PowerPoint Slide #92

REVIEW THE CASE RECORD

The social worker returns as needed to the case record to strengthen the work in preparing the youth for permanence. The social worker continues to seek information that can clarify the youth's former relationships with parents and other caregivers and the youth's trauma history. The social worker also continues her search for information about parents, family members and/or significant adults in the youth's life that have newly re-entered the youth's life and have a history with the youth.

ASSESS AND ASSIST THE YOUTH IN CLARIFYING LIFE EVENTS

Clarification of life events – this is considered the core permanency preparation work. Children and youth going back to the past so they can move forward into the future. Clarification refers to helping children and youth understand what has happened in his/her life, including the circumstances that led to their removal and the reasons that they may/may not be able to return home. When this information is missing, unavailable or fragmented, kids will fill in the missing pieces with their own, often distorted versions (distortions may be overly negative and filled with self-blame, or overly optimistic and remade in fantasy “magical thinking” about their family situation). The goal is to provide a factual base to understanding what

is real and what is not. Understanding the events of the past can help youth to answer the questions Who Am I? and What Happened to Me? As they begin to understand what has happened to them, they can begin to make sense of their experience and make meaning of it, to answer their “why did this happen to me?”

As you read in Darla Henry’s article before this training, clarification work involves 5 core questions.



PowerPoint Slide #93

Display the PowerPoint Slide: 5 Core Questions and explain that the permanency teaming process helps to resolve barriers to permanence and to do the work with the youth that will promote the most positive permanency outcome. Emphasize that these core questions are fundamental to the youth’s identify and sense of self; and that it is the role of the team to help the youth successfully explore these questions. It is our job to assure each youth has the answers to these questions.



PowerPoint Slide #94

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NOTE TO TRAINER: Refer participants to Handout #9: Observer Sheet

.....

Ask participants to break into small groups at their tables. Ask them to discuss the issues for clarification for Rudy. Then, after identifying these issues, select one or two issues for a role play with one participant playing Rudy and one playing the social worker. Other participants are observers who complete the observer sheet on Handout #9.

Ask groups to report back.



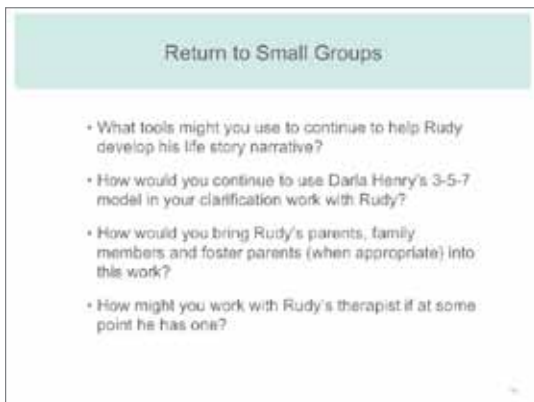
PowerPoint Slide #95

REPORT BACK: PART I

Ask groups to report on the issues that they identified. After discussion, mention the following issues for clarification with Rudy if not reported on:

- What happened with his mom and brothers
- Why they are with his mom and he is not
- What happened with his father
- His ethnicity
- The reasons that he left Aunt Harriet's home
- Why Aunt Harriet had not been in contact with him
- Clarification that he can remain with Bob and Betty after he turns 18
- Why we are doing permanency work with him

REPORT BACK: PART 2

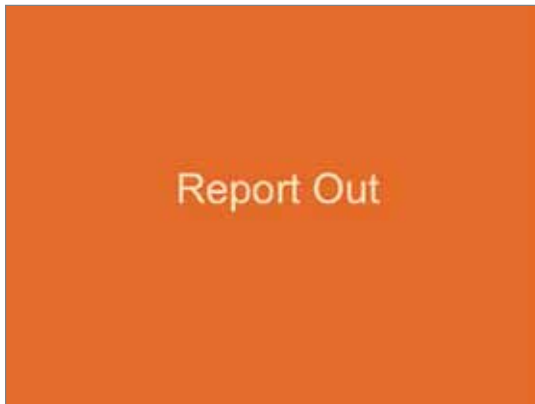


PowerPoint Slide #96

Ask observers to report on the clarification work that they saw at their tables. Ask the participants who played the roles of Rudy and social worker to share their experiences in their respective roles.

In this role play, you were only able to begin your clarification work with Rudy. Return to your groups and discuss:

- What tools might you use to continue to help Rudy develop his life story narrative?
- How would you continue to use Darla Henry's 3-5-7 model in your clarification work with Rudy?
- How would you bring Rudy's parents, family members, and foster parents (when appropriate) into this work?
- How might you work with Rudy's therapist if at some point he has one?



PowerPoint Slide #97

REPORT BACK

Ask groups to report on their discussions. Cover the following points if needed:

The social worker can:

- Assist Rudy in developing his life story narrative by using a lifebook, timeline, genogram, ecomap, and supplementary tools such as "Recipes for Success" exercises, bead exercises, the puzzle exercise, and family network diagram
- Facilitate joint meetings with Rudy and Bob and Betty, his mother, Aunt Harriet, and other family members, or the entire family together.
- Expand individual sessions with Rudy to joint permanency preparation work that includes him and his or her mother, Aunt Harriet, and Bob and Betty. We will talk about joint meetings shortly.

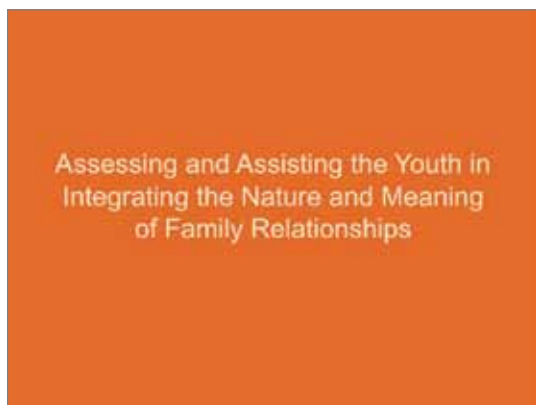


PowerPoint Slide #98

Ask: Why is it important to bring birth parents and family members into this work?

After the discussion, add the following if not mentioned:

- Bringing birth parents and family members into this work increases access to information and sharing common experiences with the youth.
- Involving caregivers provides additional support for the youth as he or she processes emerging thoughts and feelings.
- Including permanent parents (birth, adoptive or guardianship parents) in this work is essential in order for them to join with the youth in understanding the past and to replace the social worker or agency as the “holders” of this youth’s history.



PowerPoint Slide #99

Assess and assist the youth in integrating the nature and meaning of family relationships

Integration of family memberships – Our youth have lived with a variety of individuals, families and, in some case, institutions. Their membership in all of these “family systems” needs to be explored with the goal of helping the youth understand who had meaning to them and for whom they had meaning. Helping to integrate all of the various families that they have been a part of – “weaving the thread of continuity” in the relationships. Helping them accept that they don’t have to choose between them. During integration,

youth can begin to deal with loyalty issues and conflicts with birth parents and birth family members, particularly if they aren't going to return home. The clinical casework can assist even further as it includes relationship-building between birth parents, care givers and permanent parents.

Assessing and assisting youth in understanding and integrating family relationships is an ongoing process as the youth is prepared for permanency.

The goal is to support the youth in fully integrating all families in his/her life. When a youth is helped to understand and integrate family relationships, the youth:

- Understands his/her roles in multiple families and the differences in role in one family compared to another
- Understands the meaning and benefits of a legal family relationship
- Experiences a reduction in loyalty conflicts and an increase in his/her affiliation with the families in his or her life
- Has an opportunity to acknowledge disconnections, reconcile with family and grieve the losses of family members



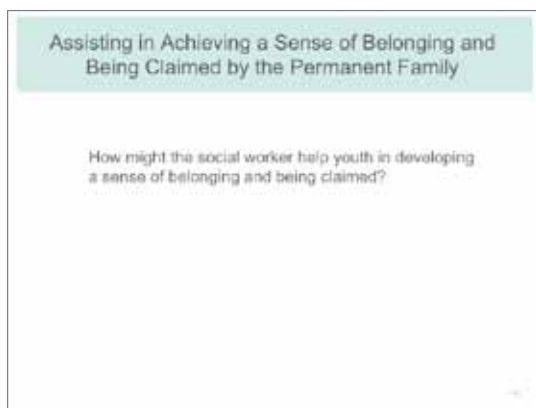
PowerPoint Slide #100

Ask: Let's think about Rudy. What family relationships does he need to integrate? (*Responses may be: his birth mother and brothers; his Aunt Harriet and her family; Bob and Betty*). How would you assess and assist Rudy in understanding and integrating all of these family relationships in his life?

Make the following points if not mentioned:

- Uses permanency tools such as a lifebooks
- Develop a timeline with Rudy
- Use a, genograms, eco maps, or family network diagrams
- Use the Sands of Time exercise
- Help Rudy identify as many people in his/her life as he can who mean something and care about him

- Help Rudy loyalty conflicts and understand that having a relationship with one person, such as his foster parents, does not exclude having a relationship with someone else, such as his mother
- Helps Rudy to balance the positives and negatives in his many and varied family relationships
- Through individual, joint and large team meetings, help Rudy experience how his birth and , resource families can plan together and share decision making
- Arrange opportunities for Rudy, his mom, his aunt and his foster parents to share information, memories, photos, traditions and create events and ceremonies that build a shared sense of family connectedness now and in the future
- Ensures that Rudy's team members are aware of the family integration work and support Rudy and family members in this process



PowerPoint Slide #101

Assist in achieving a sense of belonging and being claimed by the permanent family.

The goal is ensure that the youth feels that he or she belongs and is claimed by his or her permanent family.

Ask: How might the social worker help youth in developing a sense of belonging and being claimed?

Add the following points if not mentioned:

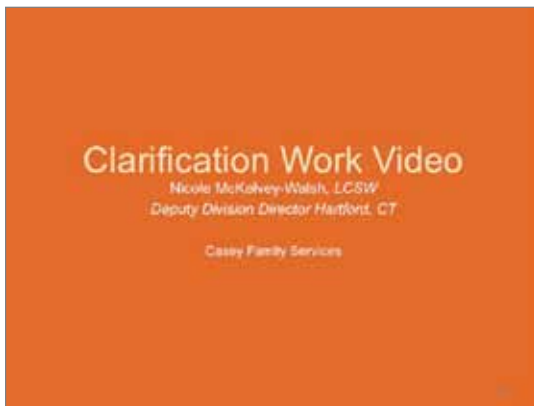
The social worker can assist the youth in:

- Strengthening his/her desires to belong to a family, allowing him/herself to be claimed by a permanent parent and to have legal family membership
- Visualizing him/herself as a member of more than one family and preserving relationships with other important family members concurrently with achieving a legal parenting relationship

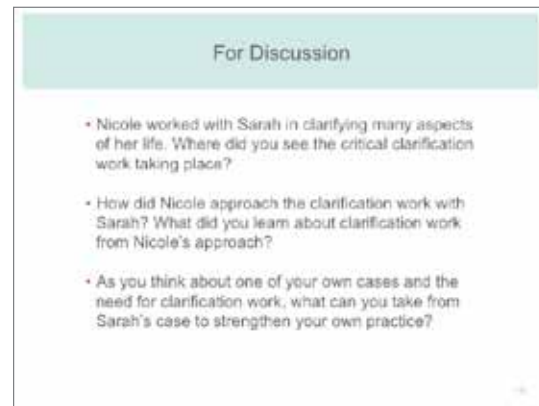
In addition, through the process, team members support the youth in becoming a member of the family and maintaining connections to birth, extended, and resource families and significant others.

A CASE EXAMPLE

A 15-year-old demanded to leave her foster home and was, indeed, placed elsewhere. Then, the foster father had a heart attack. When the new foster family let the 15-year-old know, she immediately went to the hospital. The foster father survived, and the teen moved back in and is going to be adopted by the family. This case illustrates the kind of push back we can get from teens and how important it is to examine what is really going on. This is why the permanency social worker, in balancing youth development and supporting the youth's growing autonomy, must make it clear from the start that it is "my job to get you a permanent family."



PowerPoint Slide #102



PowerPoint Slide #103

NOTE TO TRAINER: If there is time the trainer may wish to conduct this as a small group or pairs activity, instead of a large group discussion. Write the questions on an easel pad page. Then proceed in either of the following ways: a) Divide the large group into four smaller groups and assign each small group one of the components. Give five (5) minutes and then ask each group to report back; or, b) Ask participants to work in pairs and identify one to two ideas for each of the components. Then conduct a large group discussion asking the groups to shout out their ideas.

Alternatively - Prepare newsprint for each item. Have participants stand next to the item that speaks to them the most. Then go through the points drawing on the feedback from participants adding the training points as necessary.

What can we do to promote continuity in past relationships? *(Ensure that the following types of examples are provided: Youth are encouraged to maintain relationships with their family members, past foster families, and other important people in their lives. We may do a Lifebook with a youth to help them understand the relationships that they have had over time. We may even seek to connect a youth to a person who was important to him or her in the past. We talk to the youth about family relationships, previous foster families, previous teachers etc.)*

What can we do to facilitate clarification of live events? *(Ensure that the following types of responses are provided: We may do a Lifebook with the youth. We may encourage the youth to ask questions. We may sit down with the youth, with his or her case record, and talk about his or her journey through foster care. We may*

encourage the youth to connect to a therapist or counselor. We may encourage the youth to write a journal and record his or her questions/memories as a way to help the youth think through his or her life events.)

What can we do to promote integration of family memberships? *(Ensure that the following types of responses are provided: Again, the Lifebook would be helpful in assisting the youth to better understand and integrate his or her family memberships. We can encourage and help the involved families to “give permission” for the youth to build and maintain relationships with the other families. When possible, we can facilitate meetings and communication between past foster families, birth family, and the youth’s permanent family.)*

What can we do to promote full membership in a specific family? *(Ensure that the following types of responses are provided: We want to facilitate the permanency process in a way that ensures that both the youth and the family are connected and prepared for a permanent commitment. While timely decisions are important, it is also important not to rush through the process. If there are concerns, family therapy may be helpful in assisting toward more fully integrating the youth into the family. In situations where there is less legal permanence, we may assist the family in identifying rituals and processes that will symbolize the youth’s full membership in the family. Simple ideas such as encouraging a “family portrait,” organizing a family celebration, or selecting a symbolic gift for the youth can denote family membership.)*

Summarize by noting that our commitment to permanence for youth goes far beyond simply identifying the permanent family – we have a commitment to work with the youth and the family to integrate past history, relationships, and full membership of the youth into the family.

OPTIONAL CONTENT

“Permanence” is a concept that youth may not embrace as what they want for themselves. Ask participants to identify the reasons a youth would tend to respond with a “no” to permanence. Conduct a brainstorm and record the responses on an easel pad page. Encourage participants to speak in the youth’s voice. Ensure the following types of responses are covered:

- “I don’t do families well.” (Some youth have been told they are too destructive for a family)
- “I’ve already done the family thing and it didn’t work out.”
- “I’m ready to live on my own.”
- “No one really wants me.”

Acknowledge all the responses and note that there are a lot of different feelings that appear to reside “behind the no.”

Feelings of loss: Youth who have had multiple experiences of loss may only be able to see more losses if they agree to be in a permanent family.

Feelings of fear: Youth are often terrified of failure. We have all seen this – the child who runs away before

he can be asked to leave. When children have had experiences of rejection it is hard for them to believe that this time it will be different.

Feelings of loyalty to birth family: This fear often arises when reunification is not the permanency goal and the plan is for adoption or legal guardianship with a relative or non-relative. Even youth who have not lived with their birth parents for many years may maintain a strong loyalty to their parent. The youth may feel that to commit to permanency with another adult, especially through adoption, is to betray their birth families.

This is an opportunity for the permanency worker to engage in “Conscious use of self” to reframe permanency in a more positive light for the youth, and help the youth reconcile some of these painful feelings. Highlight the following activities for the permanency worker:

Engage the young person in discussion regarding adults in his or her life that can be “counted on.” Talking about a positive relationship with an important person helps to get behind the “no” regarding permanence. It may be easy to say “no” to a concept, but not to a living breathing person. As you explore relationships you may help the youth to think in a different way about permanence.

Help the young person to think about what it might feel like to belong somewhere. Instill a future orientation. Many youth live right in the moment and are only concerned with immediate survival. Encourage the youth to think about who they want to have with them through their life – to see them get married, to attend graduation etc. Emphasize that planning for the future will help ensure that they have someone with them in an ongoing supportive role.

Consider that it may be your own anxieties that are making permanency conversations challenging: Whether the young person talks about it or not, it is likely that he or she is thinking about the future and what is going to happen. Youth are constantly trying to figure out “my place in the world.” We may hesitate to have these conversations because they do bring up losses and fears that the young person may have experienced, which in turn may make us feel anxious and hesitant to talk.

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NOTE TO TRAINER: Refer participants to Handout #10: Guiding Questions – Youth and Handout # 11: Initiating the Permanency Conversation with Youth.
.....

Review the resources and make the following summary points:

Content builds or evolves: You will notice that the content builds or evolves through the conversation. We do not start out charging toward “permanence.” Our conversations begin with more neutral language such as “having someone to count on,” and moves to the concept of “belonging,” and then toward a concept of having a permanent family.

Youth move from past, to present, to future: The questions are designed to help youth review and reflect on their past, present, and future options for family among the multiple adults that they know or have known over time. These questions lead to conversations that help youth begin to clarify and plan for the future – ‘What are my dreams, hopes, and goals and who will help me to meet them?’

individual meetings with adults “on the scene”

Module Eight Trainer Summary

Trainer’s Goal: The goal is for the trainer to provide participants with an understanding of the importance of engaging first with adults “on the scene” and developing beginning skills in engaging with these adults in planning for the youth’s permanence.

Time: 1 hour

CONTENT:

- A. Introduction: What Is the Purpose of Individual Meetings?
- B. Who Are the Adults “On the Scene”?
- C. Our Work with Adults “On the Scene”
- D. Individual Meetings with Adults “On the Scene”

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #12: Guiding Questions for Adults

Handout #13: Observation Sheet: Permanency Conversation with Adults

PowerPoint Slide #104: Individual Meetings with Adults on the Scene

PowerPoint Slide #105: Understanding Permanency Teaming

PowerPoint Slide #106 - 107: Who are the adults who may be “on the scene”?

PowerPoint Slide #108 - 109: Our Work with Adults on the Scene (decide to meet with first)

PowerPoint Slide #110: Our Work with Adults on the Scene (become child/youth centered)

PowerPoint Slide #111: Our Work with Adults on the Scene (psychoeducation)

PowerPoint Slide #112: Concerns?

PowerPoint Slide #113: Small Group Work

PowerPoint Slide #114: Debrief

PowerPoint Slide #115: Video

PowerPoint Slide #116: Debrief

Video: Bob, Betty and Claudia

2 easels and markers

A. Introduction: What Is the Purpose of Individual Meetings?



PowerPoint Slide #104



PowerPoint Slide #105

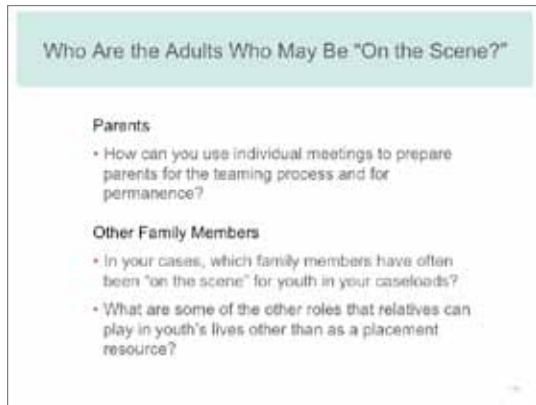
Building the team begins in the assessment phase and continues throughout service delivery. Team membership may evolve and change over time. The team's responsibility is to work collaboratively to plan for the youth's safety, permanency and well-being. Each team is customized but a youth's permanency team usually consists of:

- The youth
- Birth parents, birth family members, and older siblings
- Resource parent or caregiver
- Other significant adults identified by the youth, such as former foster parents, mentors, coaches, teachers, godparents, and family friends
- Other adults not previously identified by the youth that may be resources to permanency planning, such as the foster/adoptive parents of the youth's sibling(s), church members, respite families, and neighbors of the foster family
- Professionals such as the youth's attorney, Guardian ad litem (GAL), Court Appointed Special Advocate (CASA), therapist, clinician, and school personnel
- Legal custodian/public agency social worker and/or supervisor
- Casey Family Services social worker(s), team leader and/or family support specialist

Some of these adults will already be in the youth's life – they will be “on the scene.” First, we will look at how we engage adults “on the scene” through individual meetings. Next, we will look at family search and engagement processes to locate and actively engage adults not already “on the scene” – through individual meetings.

B. Who Are the Adults Who May Be “On the Scene”?

Ask the group to generate a list of adults likely to be on the scene.



PowerPoint Slide #106

Discuss the following:

Parents. In many cases, parents are on the scene and need to be actively engaged in the teaming process. The social worker takes the lead in engaging the youth’s parents in the teaming process and preparing them prior to team meetings. The social worker also debriefs them after meetings. This work is done through individual meetings. The time required will depend on the parent’s comfort level with the process.

The goal is to ensure that the parents are fully prepared for team participation and ready to actively participate in team planning. As with the youth, the social worker’s principal tasks are to:

- Engage the parents so that they understand the importance of their full participation in team meetings
- Prepare parents to be active team members, including them in identifying topics for the team meeting agendas and providing supports to increase their team participation
- Ensure that parents understand that the work focuses on ensuring that the youth has a legal permanent parent that will provide day-to-day caregiving and that the youth’s need for a permanent family is urgent

Ask: How can you use individual meetings to prepare parents for the teaming process and for permanence?

Discuss the following as needed:

The social worker can:

- Ensure that parent(s) understand that they have a voice in the process and that their involvement is vital.
- Discuss with the parent(s) what happens in the teaming process. Explains that although they have a critical voice, there are team decisions (and occasionally, external decisions by the agency or state) that they may not like.

- Work with the parents to create agendas for the meetings. In preparing for large team meetings, the social worker has face-to-face contact with the parent to prepare a meeting agenda and to discuss how the parent will participate and what support they may need.
- Plan meeting logistics (time, place, invitations and food) to increase investment in the process.
- Help the parent(s) manage their expectations and apprehension regarding meetings and asks what it will take to support their active participation.
- Determine with the parent(s) the meeting structure such as duration of their participation, where they wish to sit, how many breaks may be needed. Role plays or practices team meetings, as needed with parents.
- Prepares the parent(s) to meet any team members whom they have not previously met.
- Conduct individual and/or joint meetings in advance of or between team meetings to discuss any concerns the parent may have.
- Should the parent state an unwillingness to participate in the large team meeting, advise the individual that the teaming process will proceed without him/her and that he/she is welcome to participate at a later time.

The work in preparing parents and supporting their participation in permanency teaming is based on the Lifelong Families principle of responsibility. As Jorge Colapinto, a New York City practitioner whose practice has focused on work with parents, states: “Birth parents need to participate as co-responsible parents, not just as dysfunctional clients of rehabilitation services.” The exercise of parental responsibility while a youth is in foster care serves many purposes:

- It protects the youth’s sense of continuity.
- It gives the parent the opportunity to maintain and increase his/her competence.
- It provides a yardstick against which to measure the parent’s competence and motivates

As Mr. Colapinto states, “All of this increases the chances that the decision to either reunite the child with the parents or terminate parental rights will be reached sooner rather than later.” ¹

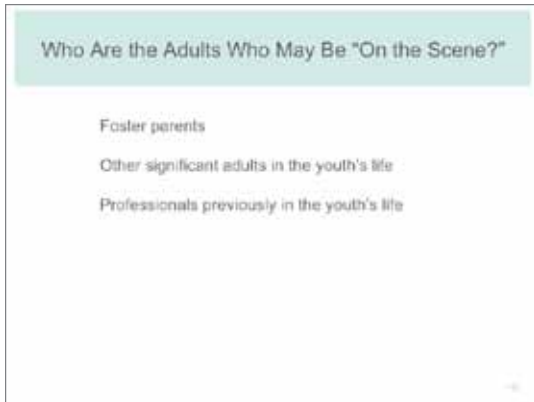
Other Family Members. Other adults “on the scene” may include members of the extended birth family.

Ask: In your cases, which family members have often been “on the scene” for youth in your caseloads?

It is important to recognize the many roles that relatives can play in a youth’s life. We do not look to relatives only for placement.

Ask: What are some of the other roles that relatives can play in youth’s lives other than as a placement resource?

¹ Jorge Colapinto. (2000). Four Principles of Proactive Foster Care.



PowerPoint Slide #107

Foster Parents. The youth's caregivers are also "on the scene." We will talk more about individual meetings with foster parents later when we see a video of an individual session with Rudy's foster parents, Bob and Betty.

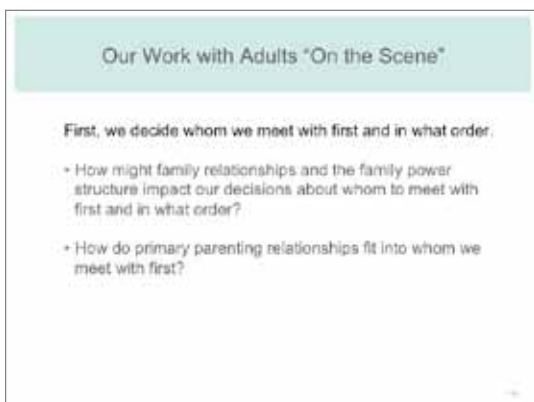
Other Significant Adults in the Youth's Life. Through talking with the youth, case mining and other means, we may learn of other significant adults in his/her life right now. They may include teachers, coaches, mentors, ministers or other religious leaders, neighbors, and family friends.

Professionals Previously in the Youth's Life. These professionals may include social workers, residential staff and therapists.

C. Our Work with Adults on the Scene

In reaching out to family, we begin with adults on the scene. Much of what we cover here will also apply to adults not on the scene whom we later identify and engage – we will talk about this work later. However, we need to think about these issues first with adults on the scene.

Let's look at three key techniques.



PowerPoint Slide #108

I. FIRST, WE DECIDE WHO WE MEET WITH FIRST AND IN WHAT ORDER.

Ask: How might family relationships and the family power structure impact our decisions about who to meet with first and in what order?

After the discussion, make the following points:

Be aware of the existing family relationships and power structure: We need to be conscious of primary parenting relationships – starting with the youth’s birth parents, the family hierarchy, existing family systems, and existing power bases; and we very thoughtfully engage individuals with the power to make decisions in order to allow the planning process the best chance of success. Leaving someone out, or choosing to bring someone into the process late, could prevent the plan from succeeding.

Ask: How do primary parenting relationships fit into who we meet with first?

Make the following points as needed:

We always start with primary parenting relationships – with an emphasis on the youth’s birth parents. We carefully consider the youth’s relationships with his or her birth mother and father as well as with extended family members. For example, a grandmother or aunt or uncle may have played key roles in parenting the youth in the past. We also want to empower those who are currently parenting or caring for the child. For example, the foster parents for a child who has been in long-term foster care; or the treatment staff who are engaged with a young teen in residential care and the people who are providing the day-to-day care and who may have the most current information about the youth’s needs.



PowerPoint Slide #109

Ask: What feelings might we expect to find when we initially engage parents, extended family members, and others who have parented or provided care to the child?

Make the following points as needed:

Remember that the way we treat parents and extended family members will have an impact on how they see themselves and view their role with the youth. It is important to remember that parents and extended family members often feel disempowered and devalued by professionals. Many adults may have had negative experiences with child welfare agencies. Initial sessions may need to allow time for parents and other family members to vent. Parents and others who have parented or provided care to the youth may have had the experience of the youth leaving their home under less than ideal circumstances. Parents, extended family members and other caregivers also may have experienced grief and loss related to the child. We want to respect the parenting role that they have had or are currently playing in the lives of these youth. Remembering, the way that we treat parents, extended family members and other caregivers has an impact on how they see themselves and view their role with the youth. We want to assess, encourage and reinforce their parental commitment.

Ask: How do we provide opportunities for corrective relationships through individual meetings?

Make the following points as needed:

We can provide an opportunity for a corrective relationship through individual preparatory meetings: Despite the experiences in the past, we can seek to engage parents, extended family and other caregivers to move forward and work on behalf of the youth. We can do this through providing education – really helping the adult understand the permanency teaming process and the possibilities that may exist in their relationship with the youth. While allowing venting, we can help the parent or family member to move from past to present. Their relationship with YOU is the best predictor of how they may be treated as a member of the team from this point forward.

2. THE SECOND IMPORTANT TECHNIQUE IS WORKING WITH THE ADULT TO BECOME MORE CHILD/YOUTH CENTERED.

A PowerPoint slide with a light blue header bar containing the title "Our Work with Adults 'On the Scene'". Below the header, the text reads: "The second important technique is working with the adult to become more child-youth-centered." This is followed by a bulleted list with two items: "• Share the importance of permanence" and "• Re-channel the anger or frustration into the present task".

Our Work with Adults "On the Scene"

The second important technique is working with the adult to become more child-youth-centered.

- Share the importance of permanence
- Re-channel the anger or frustration into the present task

PowerPoint Slide #110

Make that following points:

Share the importance of permanence: You have the unique opportunity to share the importance of understanding the youth's fundamental need for consistent parenting and continuity in their family relationships. You can talk about the youth's developmental needs, and the supports that parents (birth, kinship, guardians, adoption) will need to raise them through adulthood. These discussions move the focus to the child and the responsibility of the team to come together on behalf of the child.

Re-channel the anger or frustration into the present task: Allow time to defuse emotion. People may have very good reason to feel angry. Help them to channel that anger into changing the situation and taking a positive step on behalf of the youth. We need to allow venting, as it provides time for individuals to feel heard; but we need to move the focus from past to present and what they can do now to make life better for this youth. You can say, "There is nothing we can do to change what has happened, but you can play a role in shaping what happens from here on in for this young person." You can also carefully join in the anger, saying "It makes me angry too, because _____ is such a great kid and he deserved better. That's why I am really hoping that you will work with us to make things better now."

3. THE THIRD IMPORTANT TECHNIQUE IS TO PROVIDE PSYCHOEDUCATION TO THE ADULT.



The slide has a light blue header with the title "Our Work with Adults 'On the Scene'". Below the header, the text reads: "The third important technique is to provide psychoeducation to the adult:". This is followed by a bulleted list of three points: "• Psychoeducation helps to deepen understanding when people have areas of concern or misunderstanding about the teaming process", "• Use your skills to build a bridge between the past and the present", and "• Use your engagement and active listening skills to identify the most significant concerns the adult holds and make a plan for how to educate the adult about the topic." The slide is numbered "10" in the bottom right corner.

PowerPoint Slide #III

Psychoeducation helps to deepen understanding when people have areas of concern or misunderstanding about the teaming process: Providing information can be both educational, as well as therapeutic. Most people do not understand the child welfare system, much less the very complicated needs of youth who have experienced multiple losses and traumas. In fact, past experiences these adults have had with the child welfare system have likely had the narrow focus of physical safety. Adults may be unaware that older youth are adopted, or that guardianship even exists. The notion that a team comes together to help plan for the child may indeed be a totally foreign concept.

Use your skills to build a bridge between the past and the present: As a permanency planning social worker, you become a BRIDGE between past and present, between youth and significant adults

Adults who have not seen the youth for a period of time may need help in both understanding the youth's current needs, as well as the impact of the youth's past trauma. The child that they last knew at age 5 or 6, looks very different at 15 or 16, likely including significant increases in emotional and behavioral issues.

The youth may have lived with a variety of families, and possibly institutions, and has developed relationships along the way. The adults need to understand and respect the meaning of these relationships for the youth.

The child or youth may be angry with family or past caregivers for "letting them go." Adults may need help to understand the youth's reactions. Through your conversations you can deepen the understanding of the youth's needs.

It's the trusting relationships that you are building with those significant adults that allows you to ask the questions about commitment and relationship, and deepen the conversation about permanency.

.....

NOTE TO TRAINER: You may refer participants to Handout #I2 Guiding Questions for Adults and pick one or two sample questions to demonstrate how they can jump start a conversation.

.....

Use your engagement and active listening skills to identify the most significant concerns the adult holds and make a plan for how to educate the adult about the topic: As you deepen your conversations and your relationship with the adult it is likely that you will begin to pick up the themes or areas of greatest concern. It is important to listen for these concerns – you cannot educate someone on every aspect of child welfare work. Some people will be very clear and upfront about their areas of concern. But others may not yet have fully realized where their fears lie, and/or may be concerned about sharing them with you. Listen for re-occurring themes, watch body language and emotional responses, and ask clarifying questions if you are sensing a concern. You may need to help people verbalize their concerns. If you do this, continue to check in with the person to make sure you are on the right track. For example, you might say, "Lots of times people in your situation are concerned about coming to the table with the birth parent. I noticed you get a little nervous when I mention the team meeting that will take place. I'm wondering if that might be a concern for you?" In this example I first normalized the concern ("people in your situation are concerned"), making it more likely that if this is an issue the adult will respond.

The image shows a PowerPoint slide with a light blue header bar containing the text "Concerns?". Below the header, the slide has a white background with the text "What concerns do you feel are likely to emerge in your permanency conversations with adults?". The slide is framed by a thin black border.

PowerPoint Slide #I12

Ask participants to identify concerns that they feel are likely to emerge in their permanency conversations with adults; and note that after a list is generated you will look at ways to help educate the adult about their concern.

The list will most likely include some of the following possible concerns:

- Adult who is concerned about contact with, or coming to the table to plan with birth parents
- Adult who says that the youth doesn't want or need a permanent family
- Adult who feels that "bringing all of this up" is only going to lead to disappointment for the youth
- Adult who states that there are not enough supports available to promote a successful permanent family situation



PowerPoint Slide #113

Ask participants to come together in small groups at their tables. Assign one situation to each table. Ask each group to select someone to play the social worker and one to play the adult.

.....
NOTE TO TRAINER: The other participants will be observers and make notes on the role play on the observer sheet on Handout #13.
.....

Case situations to assign:

- An adult who is concerned about contact with, or coming to the table to plan with birth parents
- An adult who says that the youth doesn't want or need a permanent family
- An adult who feels that "bringing all of this up" is only going to lead to disappointment for the youth
- An adult who states that there are not enough supports available to promote a successful permanent family situation

DEBRIEF: TRAINER TALKING POINTS AS NEEDED:



PowerPoint Slide #114

An adult who is concerned about contact with, or coming to the table to plan with birth parents.

Educate the adult about the importance of the birth family to the child: Birth parents and extended family remain important to youth long after they have been separated. Children's lives don't begin the day they come into the child welfare system. Children have a history, and birth family connection are powerful and continuous. We have a saying, "Even though the youth may not be talking about the birth family, it doesn't mean they are not thinking about them."

Explain that birth parents often have a positive contribution to make to the planning process. Birth families hold information that no other person holds – especially regarding the child's early history and even medical information.

Reassure the adult about the permanency teaming process: Explain that the permanency teaming meeting will be conducted in a safe way. Ground rules are established and the meeting has a clear focus on the child's well-being. Clarify that in your experience conducting facilitating the team meetings, overt or serious conflict involving birth parents has rarely occurred, and when it does, you are able to help people resolve differences of opinions.

An adult who is concerned that the youth doesn't want or need a permanent family.

Educate the adult on the information discussed yesterday in "What's Behind the No?" Emphasize that youth may be afraid of failure, may be afraid that no one will want them, or may not even have had the opportunity to really explore the possibility of a permanent family.

Provide statistics: We now have some information about youth who exist the child welfare system at age 18 without adult supports in place. 18 months after youth are discharged from care without a permanent family, 40 percent of them said that they wish they had been adopted. Note that youth who leave care without a permanent family are more likely to enter the juvenile justice system and more likely to become homeless. It is obvious that youth with permanent families fare better than those who do not.

Provide stories of positive outcomes: Tell the adult about some of the successes that you have seen working with youth who perhaps initially stated they did not wish to have a permanent family. Personal stories provide a sense of hope and present a different picture for the adult to consider.

An adult who feels that “bringing all of this up” is only going to lead to disappointment for the youth.

Educate the adult regarding your work with the youth throughout the permanency planning process: Explain to the adult that you will be working with the youth throughout the permanency planning process to help ensure that the youth has realistic expectations. Note the supports that will be provided to the youth, acknowledge their concern for the youth, and reiterate your commitment to the permanency process so that the youth does not get disappointed.

Educate the adult regarding the fact that youth deal day by day with the overwhelming losses that they have experienced: Adults can tend to think that as long as something is not talked about or addressed, then it isn't an issue. We know that youth continually try to work out the issues of loss in their life – unfortunately, they often do this work alone. In this situation the youth will at least have the help and support of the team to get them through the process of dealing with the pain and unresolved grief.

Provide stories of positive outcomes: In this situation too you can tell some of the success stories that you have seen working with youth for whom you had concerns. Again, personal stories provide a sense of hope and present a different picture for the adult to consider.)

An adult who states that there are not enough supports available to promote a successful permanent family situation.

Educate the adult about the role of the permanency team in providing support to the youth and the permanency family: Note that having team involvement may be a different experience from what the adult may have had in the past when working with the youth. Note the role of the different team members in helping ensure that the youth and their permanency family will have support.

Educate the adult about post-adoption, post-guardianship, or kinship support services that are available: Do your own research to ensure that you are aware of all the different supports available for older youth adoptions, guardianships, and kinship care. The new Fostering Connections Act has as its goal to provide additional support services to encourage and promote permanency.

Explain your agency's role in supporting permanent families: Many programs have support groups, emergency funds, medical assistance, and mental health services available to support the permanent placement. Do not overstate your program's supports, but be clear about what you offer, as well as what your role and the team's role will be over time.

D. Individual Meetings with Adults on the Scene



PowerPoint Slide #115

We talked about foster parents as being “on the scene”. Let’s look at this video clip of an individual meeting with Bob and Betty, Rudy’s foster parents, in which Claudia, their social worker prepares them for the teaming process and permanence.



PowerPoint Slide #116

Debrief:

- What is your overall reaction to the video clip?
- What did you think about the interactions?
- What would be the benefits of the social worker talking with the foster parents at this point?

Note that the facilitator maintained the focus on the permanency planning process: It is very easy to get off track as there may be so many different issues that people may bring up. In this case it could have been very easy to have gotten side tracked with the behavioral concerns. The permanency social worker/facilitator “keeps her eye on the prize” and never veers from her purpose of trying to build permanent family relationships.

Note that the facilitator maintained objectivity: It is also easy to start taking sides, lend support to one view over another, or try to talk for the other party. This facilitator did not go down that path. Instead there was a process of encouraging the parties to come to the table to talk with one another to clarify assumptions and misconceptions. Maintaining objectivity allows the process to develop and unfold.

ADDITIONAL NOTES FOR TRAINER:

- What if the foster parents say “no” to include Harriet on the team? A response, “As hard as it is, it is going to happen and we want you to go along with us. I don’t want you to be left in the dust. What do you feel you need to work with Harriet so that I can support you?”
- Foster parents may be mourning the loss/experiencing grief. They are placed in a position of not having been involved with parent/relatives – often they have been told only the negative and now we want them to sit at the table with parents/relatives. Foster parents can make/break this work. We need to find ways through training and other supports to bring them along so that the worker does not have to do individual preparation with each foster parent.
- Be youth-centered – help them understand what this relationship has meant to Rudy
- This is a long standing relationship with Rudy
- What will it take for you to be comfortable? May have legitimate concerns – you will be thinking about to address these concerns.
- Why don’t you meet the person yourself? People begin to humanize others in joint relationships.
- What is the work that we need to do? Not yes or no whether the person will come to the meeting.
- Person may fade out or be less important to Rudy for the person to be a part of the team.

Module Nine Trainer Summary

Trainer's Goal: The trainer wants to express appreciation to the participants for engaging in an active learning session and generate excitement for the learning that will continue in Day two.

Time: 15 minutes

CONTENT:

A: What We Covered Today

B: Take-Aways and Questions

C: Preview of Day Two

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

PowerPoint Slide #117: What We Covered Today

PowerPoint Slide #118: Take Aways and Questions

PowerPoint Slide #119: Preview: Day Two

PowerPoint Slide #120: Sign Out

PowerPoint Slide #121: Good Evening

Easel pad and pages

A. What We Covered Today



PowerPoint Slide #117

Today, we focused on:

- Definitions of permanence
- The overall Lifelong Families model
- The permanency teaming component of Lifelong Families
- The four kinds of team meetings with emphasis today on the safety parameters discussion and individual meetings with youth
- Preparation of youth for permanency teaming
- Preparation of youth for permanency through individual meetings
- Individual meetings with adults “on the scene”

B. Take-Aways and Questions



PowerPoint Slide #118

Ask participants to share three “take-aways” from today. (*Expect participants to identify some of the following learning points: the importance of permanent connections for older youth, the importance of involving the youth*

in his or her own planning, questions and effective ways to talk to youth about permanency, the details of the permanency teaming process)

Ask participants to identify issues/questions that they feel need to be addressed more fully during Day Two. *(Participants may identify that they are struggling with the concept of safety issues; the time involved to schedule all the meetings; the entire concept that adoption is an appropriate goal for older youth; the concern about pulling people into the youth's life who perhaps have disappointed the youth in the past)*

Acknowledge any of the issues and make note of how these will continue to be addresses in Day Two. *(In certain situations you may need to note that the issue will not be addressed but encourage the participant to speak with you after the session to obtain information regarding Handout #s or information that could help the participant address the learning need.)*

Ask participants if there are specific questions or areas of clarification.

C. Preview Day Two



PowerPoint Slide #119

Express excitement regarding how positive the learning process has been during Day One. Note the participation level, the interest, and the willingness to take learning risks.

Note that Day Two provides an opportunity for continued learning.

Tomorrow, we will focus on:

- Family search and engagement
- Joint team meetings
- Large team meetings
- The other components of the Lifelong Families Model: Permanency-Focused Case Management and Permanency Support Planning

Thank participants and remind them of the time you will reconvene for Day Two.



PowerPoint Slide #120



PowerPoint Slide #121

the lifelong families training curriculum: day 2

permanent family identification and engagement

Module Ten Trainer Summary

Trainer's Goal: The trainer's first goal in this module is to create a positive learning environment for Day Two, welcome participants back, motivate participants for further learning, and encourage an active learning process. The second goal is to provide participants with opportunities to build knowledge and skills in identifying adults not on the scene – family members, former caregivers and other significant adults in the youth's life – and actively engaging them in planning for the youth.

Time: 1.5 hours

CONTENT:

- A: Bridging from Day One
- B. What Is Permanent Family Identification and Engagement?
- C. How We Identify and Engage Permanent Families for Youth
- D. Youth-Specific Recruitment
- E. The Longer Range Activities in Family Engagement
- F. Summary Points

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #14: Day Two Agenda

Handout #15: Aunt Harriet

PowerPoint Slides: Day Two

PowerPoint Slide #1: Lifelong Families: A Permanency Teaming Approach

PowerPoint Slide #2: Day Two

PowerPoint Slide #3: Lifelong Families

PowerPoint Slide #4: Understanding Permanency Teaming

PowerPoint Slide #5: Permanent Family Identification and Engagement

PowerPoint Slide #6: For Discussion

PowerPoint Slide #7: Fostering Connections to Success and Relative Outreach

PowerPoint Slide #8: How We Identify and Engage Permanent Families for Youth

PowerPoint Slide #9: Permanent Family Engagement: Activities in Finding and Engaging

PowerPoint Slide #10: Permanent Family Engagement: Activities – Recruitment

PowerPoint Slide #11: Activities Involved in Identifying and Engaging Birth Family and Other Significant Adults

PowerPoint Slide #12: Talking with Youth

PowerPoint Slide #13: Case Mining

PowerPoint Slide #14: Once we identify “adults not on the scene” . . .

PowerPoint Slide #15: Outreach Requires . . .

PowerPoint Slide #16: Trivia Question

PowerPoint Slide #17: Once we identify “adults not on the scene: . . .

PowerPoint Slide #18: For Discussion

PowerPoint Slide #19: For Discussion

PowerPoint Slide #20-23: Roles that Adults Can Play

PowerPoint Slide #24: Role Play: An Adult “Not on the Scene”: Aunt Harriet

PowerPoint Slide #25: Questions: Aunt Harriet

PowerPoint Slide #26: Questions: Permanency Social Worker

PowerPoint Slide #27: Questions: Observers

PowerPoint Slide #28: Video

PowerPoint Slide #29: Initial Meeting with Aunt Harriet

PowerPoint Slide #30: Youth Specific Recruitment

PowerPoint Slide #31: The Longer Range Activities in Family Engagement

PowerPoint Slide #32: Summary Points

A. Bridging from Day One

Display PowerPoint Slide: Day Two and welcome participants back.



PowerPoint Slide #1



PowerPoint Slide #2

Ask if there are any questions or comments regarding Day One.

.....
NOTE TO TRAINER: Refer participants to Handout # 14: Day Two Agenda and briefly review.
.....

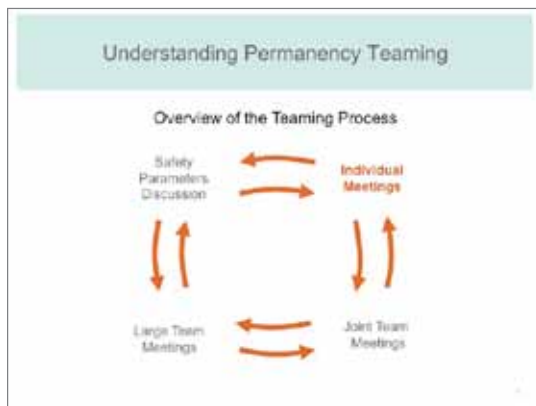
Respond to any questions the group may have about the day and the agenda.



PowerPoint Slide #3

Today we continue our work in the Lifelong Families model. Yesterday we looked at individual meetings with youth to prepare him/her for the teaming process and for permanency. We also looked at individual meetings with adults “on the scene.” Today, we look at permanent family search and engagement and the use of individual meetings with adults not on the scene. These could be relatives or non-relatives, people with whom the youth has lost contact with or whom the youth has never known. Next, we will explore the joint conversations that need to be held with team members and then move to a large team meeting.

Display PowerPoint Slide: Understanding Permanency Teaming and briefly review, noting where you are in the process.



PowerPoint Slide #4

B. What Is Permanent Family Identification and Engagement?



PowerPoint Slide #5

- Permanent family identification and engagement involves identifying and locating birth parents, relatives and extended family members for reunification or reconnection with youth as well as resolution of grief, loss, attachment, and identity issues.
- Social workers, working in partnership with the youth's permanency team, explore the interest, willingness and ability of other adults such as teachers, coaches, and previous foster parents – to play a role in the youth's life.
- At the same time, the social worker facilitates general, targeted, and youth-specific recruitment to identify adoptive or guardian families for youth who cannot be reunified with birth family.

For Discussion

Why is it important to identify and engage adults who are not currently on the scene?

PowerPoint Slide #6

Ask: Why is it important to identify and engage adults who are not currently on the scene?

NOTES FOR TRAINERS:

- Many youth in foster care lose contact with family and significant others and with their communities of origin and struggle with feelings of loneliness and disconnection. They have a right to know what happened to the people in their lives and to have the opportunity to reconnect and remain connected with these relationships.
- Family members and significant adults also deserve to know about the youth and be given the opportunity to participate in the youth's life. Locating family members and important adults helps the youth clarify the past, integrate multiple family relationships and actualize a sense of belonging in a permanent family relationship.
- Searching for and engaging family members increases the number of potential families available as permanent resources for a youth and may circumvent the need to recruit, train and match youth with families not previously known to him or her.

Fostering Connections to Success
and Relative Outreach

States "within 30 days after the removal of a child from the custody of the parent" must "exercise due diligence to identify and provide notice to all adult grandparents and other adult relatives of the child." Moreover, the state must inform relatives of their options "to participate in the care and placement of the child" including the requirements "to become a foster family home and the additional services and supports that are available for children placed in such a home."

PowerPoint Slide #7

Permanent family search and engagement is essential to achieving positive outcomes for youth in foster care. It is also the law. The Fostering Connections to Success and Increasing Adoptions Act of 2008 requires notice to relatives of a youth's placement in foster care. This is the foundation for case advocacy.

Here is what the law says: States “within 30 days after the removal of a child from the custody of the parent” must “exercise due diligence to identify and provide notice to all adult grandparents and other adult relatives of the child.” Moreover, the state must inform relatives of their options “to participate in the care and placement of the child” including the requirements “to become a foster family home and the additional services and supports that are available for children placed in such a home.” The act also allows child welfare agencies to obtain state and federal child support data to help locate children's parents and other relatives.

C. How We Identify and Engage Permanent Families for Youth



PowerPoint Slide #8



PowerPoint Slide #9

So, how do we go about searching for and engaging permanent families for youth in foster care?

In the component of Lifelong Families, Permanent Family Identification and Engagement, there are six key activities. Four of the activities focus on finding and engaging birth family, relatives and other significant adults:

1. Identify and locate family members and other significant adults through discussions with youth and adults on the scene and through case record mining, public record and internet search
2. Employ outreach strategies to contact family members and other significant adults.
3. Assist the youth, family members and significant adults to establish or re-establish safe and healthy relationships.
4. Assess each family member's or significant adult's initial interest, willingness, and capacity to become the youth's permanent family and/or lifelong relationship.



PowerPoint Slide #10

Two additional activities focus on youth specific activities in specialized recruitment when a youth will be not reunited with his or her birth parents and another permanent family has not yet been identified:

1. Prepare and involve youth as partners in their own recruitment
2. Involve the youth's permanency team in developing and implementing a recruitment plan for the youth, including tasks and timelines



PowerPoint Slide #11

First, let's focus on the activities involved in identifying and engaging birth family and other significant adults.



PowerPoint Slide #12

To begin, it is essential that we talk with youth about who are the important adults who have been in their lives – people whom they may want to reconnect with. These could be relatives or non-relatives, people with whom the youth has lost contact with or whom the youth has never known.

Ask: How do you as the social worker engage youth in conversations about who is important in his or her life?

Be certain that the following are identified:

1. Conversations with the youth
2. Structured activities: genograms, ecomaps, mobility/life map as we have already discussed
3. Case mining

Make the following points:

- Some youth are well-defended because adults have disappointed them in the past, or maybe they just can't remember the people and places from their past.
- Some may initially have difficulty coming up with names, but they are usually emotionally connected to someone.

We can help youth remember and get in touch with their past by asking questions.

Ask: What kind of questions might you ask to help youth name important people in their lives?

Questions include:

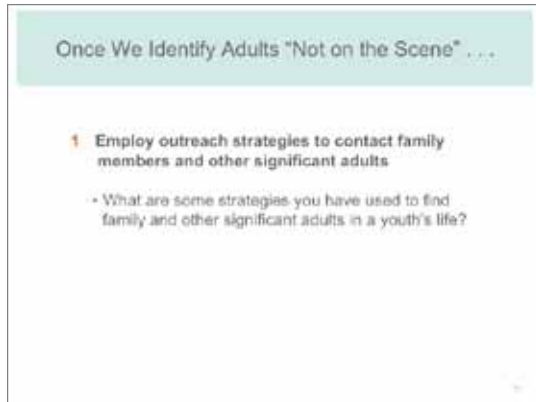
- Who would you call in an emergency?
- Who may they have gone to in the past, when things were rough at home?
- Who cared for you when your parents could not?
- Who would you call to share good news?
- To whom do you always want to stay connected?
- To whom do you want to be reconnected?
- Who do you care about?
- Who cares about you?
- Who did they go to in the past when times were tough at home?
- What was the most memorable place they lived and who was there?
- Do they have siblings – older siblings out of care who might be a possible resource, or younger siblings in permanent homes that might be a resource?
- Who is listed in their cell phone today, who do they call with good news or bad? In case of emergency?



PowerPoint Slide #13

In addition to talking with the youth and using structured tools, we also want to do case mining.

- In addition to reading a child's state agency case record for family and medical history, developmental milestone, jeopardy issues, trauma history and traumatic events, and evaluations (educational, social, psychological, etc.) which are all part of the social worker's general task of child assessment, the social worker must also "mine" a child's state agency case record for additional information essential to facilitate the permanency team, do family search and engagement as well as prepare the youth for permanency.
- This "case mining" includes listing the chronology and location of each of the youth's placements; name and contact information for each caregiver and reasons for each separation or move; circumstances surrounding the youth's entry into foster care; name of parent, location, contact information and details about prior reunification attempts and/or prior adoption or legal guardianship; names and contact information for all relatives, family members as well as other caring adults and the type, quality and extent of their relationship to the youth.
- The goal is to identify and locate as many people as possible who are significant to the youth. Through these activities, the social worker generates a list of all adults with whom the youth has been connected in the past and makes connections with as many of these individuals as possible.
- Through these connections, the social worker begins to assess with each individual the role that he or she can play in the youth's life. The goals for the youth are to put his/her life history together through reconnections and to experience a greater sense of hopefulness for the future.



PowerPoint Slide #14

Once we identify adults “not on the scene,” we:

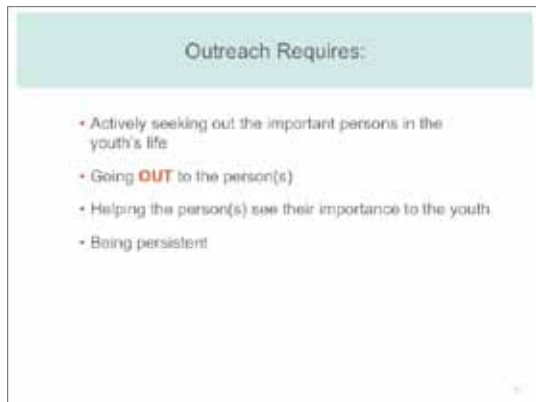
I. EMPLOY OUTREACH STRATEGIES TO CONTACT FAMILY MEMBERS AND OTHER SIGNIFICANT ADULTS.

Ask: What are some strategies you have used to find family and other significant adults in a youth's life?

NOTES FOR TRAINERS:

- Parents resist naming relatives; when attorneys advise their clients that they are required to give relatives' names to the Department, the parent is far more likely to do this.
- Making genograms is a way to identify relatives
- Ask youth about their relatives
- Review school records for emergency contacts
- Use the library to locate obituaries and next of kin; find the obituary and note the survivors
- Make a diligent search for dad: Track down birth certificates to identify legal and birth fathers
- Access child support enforcement agencies/Federal Parent Locator to track down non-custodial parent
- Department of Social Services records for all public benefits/service programs
- Use of Accurant: though Lexis/Nexis and originally developed to assist corporations in finding debtors

Make the following key points about outreach:



PowerPoint Slide #15

Outreach requires actively seeking out the important persons in the youth's life: These adults have usually become disconnected to the youth over time. Sometimes their connection has even been discouraged. It will require a certain level of effort to draw these people in and motivate them to become engaged in the planning process. Be aware that there may be a negative reaction to your contact based on previous negative experience. Don't ask them to come to us as a way of demonstrating their interest and/or motivation. Outreach means we go to them!

Outreach requires going OUT to the person: Go to the person's house, meet them after work, in their community, pick them up to bring them into meetings, or whatever efforts are necessary to make contact with the person.

Outreach requires helping the person see their importance to the youth: In many situations people may have no sense of their importance to the youth. The adult may have been discouraged from participation in the past. New trust needs to be built.

Outreach requires being persistent: Persistent outreach may be necessary to get the person to the table. It is respectful. Don't worry that you are bothering the person – it actually demonstrates to the person how important you feel they are to the youth. You are clearly saying, "I will do what I need to do in order to get you re-involved because I believe that you truly have something important to offer this youth." It begins to develop trust and it provides information because you see the person in their current living situation/environment.

Read the following example as a way to highlight the importance of "leaving no stone unturned."

A permanency social worker was working with 15 year old African American Jamal as Jamal was coming out of residential care. A past foster mother kept coming up in the case record, as well as in conversations with Jamal. "We tried to contact her, but we got no response." The worker went to her home and sat on the steps and simply waited for her to come home. The worker introduced himself over a cup of coffee, and discussed with her face to face, how Jamal had asked for her. She explained that she had not been able to handle Jamal's behaviors, she had gotten little support, and in the end Jamal had to be placed in residential care. She disagreed with some of the rules in the residential facility and they did not encourage her to have contact with Jamal. She stated that she gradually lost contact with him, but had never stopped thinking about him.

The permanency worker re-engaged the foster mother in the planning process, gradually set up visits, and she became a visiting resource for Jamal. Jamal is now transitioning back to her home with supports in place. This permanency worker made aggressive outreach efforts, moved slowly, but got his foot in the door – in doing that he uncovered a permanent connection and a placement Handout # for Jamal.

Ask for reactions to the case vignette and emphasize that for older youth, we look for resources within the youth's existing network, not through traditional recruitment.



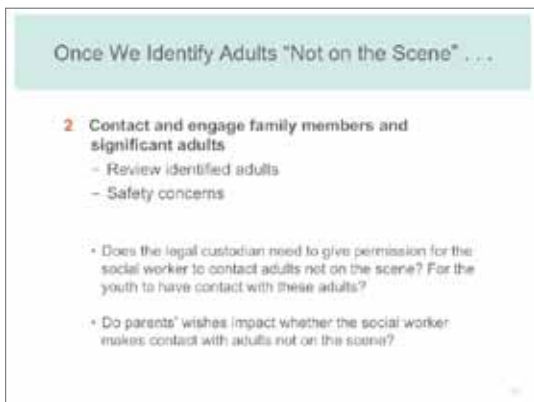
PowerPoint Slide #16

Trivia Question: Ask the group: “Does anyone know where the idea for using internet technology to connect families came from?”

Answer: The use of internet technology to connect families came from experience of International Red Cross in reconnecting families separated by natural disasters.

Note that the Red Cross was not assessing whether reconnection was helpful or harmful, but rather they saw it as a basic human right.

2. CONTACT AND ENGAGE FAMILY MEMBERS AND SIGNIFICANT ADULTS



PowerPoint Slide #16

Here are some important considerations in this work:

- A key part of our work in safety parameters discussions is to review the adults that the youth and others have identified or might identify for the permanency team and explore any safety concerns regarding their participation.
- If a state agency staff person raises safety concerns regarding these adults, the social worker discusses how to maintain safety while respecting the youth's need for continuing these important relationships. The social worker explores with the state agency what structures or supports would be necessary to safely:
 - Meet and gather information from this adult
 - Involve this adult in the planning team
 - Facilitate contact between this adult and the youth
 - Consider this adult as a permanent family resource for this youth

Ask: Does the legal custodian need to give permission for the social worker to contact adults not on the scene? For the youth to have contact with these adults?

NOTES FOR TRAINER:

- There is usually no need for permission from the state agency/legal custodian in order for the social worker to make contact with a family member.
- However, the state agency/legal custodian must give permission for a family member/other significant adult to have contact with the youth.
- If the state agency/legal custodian denies permission to contact a family member, especially one that the youth has identified as important, it is essential to ask them to describe the specific safety risks and use these questions to work collaboratively with the state to better understand and address the safety concerns. We can ask what are the specific safety risks for:
 1. Me as the social worker in contacting this person by phone?
 2. Me as the social worker in meeting this person?
 3. The team, if this person is willing to join large team meeting?
 4. The youth, if contact or reconnection is being considered between this adult and the youth?
- This is important information in helping to further assess and structure safe relationships while providing opportunities to resolve emotional cut-offs and promote healing of important attachment relationships.
- When the state agency and Casey Family Services social worker agree that the adult may reconnect with the youth, the social worker uses individual meetings to prepare the youth and the adult for a joint meeting and helps them determine when they are ready or what they need to get ready for a joint meeting. The social worker must address any potential safety issues related to the contact and if needed, put a safety structure into place.

Ask: Do parents' wishes impact whether the social worker makes contact with adults not on the scene?

NOTES FOR TRAINER:

- It is important to consider the role of parent-figures in the youth's life in relation to reconnecting the youth with an adult from the past. The youth's permanent parent may wish to meet the adult prior to his or her meeting with the youth.
- The social worker should respect the parent's authority and arrange this meeting before, at the same time, or soon after the youth meets the adult, based upon the parent's wishes.



PowerPoint Slide #18

Ask: Have you encountered objections to reaching out to adults not on scene? For example, have you heard, "Where were these people all along?"

NOTES FOR TRAINER:

There may be misperceptions about why family members or former caregivers have not been on the scene or in contact: In our experience with the permanency teaming process, we have found that the actual reasons for the absence of family members or potential caring adults may be very different than we have imagined or judged them to be – people move, phone numbers change, birth parents separate from their families and refuse to provide names, a grandparent's call is not returned, family members or care givers believe that the child or youth was adopted and no longer in care – people sometimes simply get tired of dealing with the system!

Their responses may be based on their personal experience with the child welfare system and they may be reluctant to respond to you.

- Families may back away because of the Department's attitudes toward them.
- They may have experienced institutionalized racism.
- Families may be legitimately very angry. One example: Outreach to a mom whose rights were terminated. She thought that her child had been adopted; only to learn that he had been in residential care for years and was never adopted.

- It is important to honor the parent's anger; acknowledge the validity of the anger when they were treated poorly; and apologize for past actions of the system.
 - Explain that at the time, we were not working this way.
 - Focus of individual meetings: to process the anger/establish a relationship of support for the parent when the large team meeting takes place and help them focus and center on the child and the child's needs.
- Families are often very open if they understand that their voices are needed and will be heard

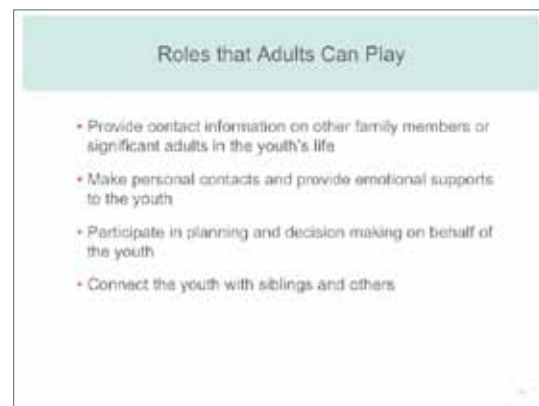


PowerPoint Slide #19

Ask: What might be some of the reasons for contacting these adults? What roles can they play in the youth's life?



PowerPoint Slide #20

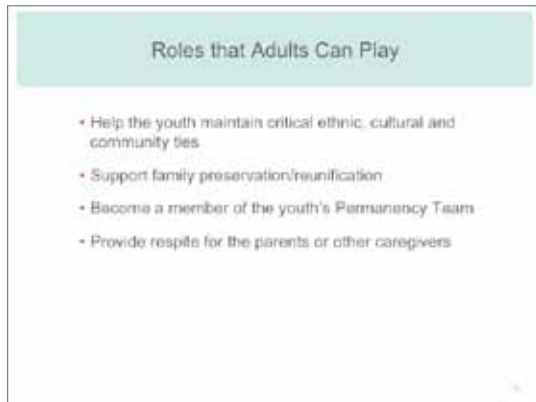


PowerPoint Slide #21

NOTES FOR TRAINER: There are multiple roles that these adults can play:

- Answer specific questions and provide information
- Provide information on family history and genealogy
- Share photos and other mementos from the past with the youth
- Provide contact information on other family members or significant adults in the youth's life
- Make personal contacts and provide emotional supports to the youth

- Participate in planning and decision making on behalf of the youth
- Connect the youth with siblings and other relatives



PowerPoint Slide #22



PowerPoint Slide #23

- Help the youth maintain critical ethnic, cultural and community ties
- Support family preservation/reunification
- Become a member of the youth's permanency team
- Provide respite for the parents or other caregivers
- Be a placement resource
- Provide a lifelong connection to the youth (a lasting relationship)
- Be the permanent family

Notice that we are not solely focusing on permanent placement. We want to capitalize on the range of connections and supports that relatives and other significant adults can provide.



PowerPoint Slide #24

Introduce the role play: Let's now return to Rudy and the significant people in his life. Yesterday, we saw the video of the meeting with Bob and Betty. Now we will have the opportunity to role play the initial meeting with an adult who has not been on the scene and has required some outreach, Aunt Harriet.

.....

NOTE TO TRAINER: Read aloud the Handout # 15: the role play card for Aunt Harriet: The role play cards are located in your resource book. Let's take a minute and read these.

.....

Give directions and divide into two groups: Some of you will have the opportunity to interview Aunt Harriet while others will observe. We will be doing this as a “fishbowl” role play but we will break up into two groups so that more of you are able to participate. Count off in 2s. Now all of the 1s will remain in this room. All of the 2's will relocate to the other room (or part of the room).

Alternatively: Have participants work in dyads to role play an interview with Aunt Harriet.

One trainer goes with each group and facilitates the role play in the following way:

- Ask for 5-7 volunteers to play the role of the permanency social worker and conduct the interview.
- Note that each volunteer will have 2-3 minutes and then will pass on to the next volunteer; the new volunteer will pick up where the previous volunteer left off.
- Note that you (*or a designated person*) will be the timekeeper and notify the volunteers when their time is up.
- Position Aunt Harriet in a chair in the center of the “fishbowl” so that they can be seen. Place an empty chair for the permanency social worker.
- Position the volunteers in a line so that they can easily step into the “fishbowl” to take their seat as the facilitator.
- Identify the first volunteer and ask him/her to take a seat. Begin the role play. After 2-3 minutes indicate that it is time to rotate a new volunteer into the role of the permanency social worker.
- Continue until each volunteer has had an opportunity to play the role of the permanency social worker.
- Reconvene the large group for debriefing of both interviews.
- Debrief the role play activity.

Display the PowerPoint: Questions – Aunt Harriet. Ask of the volunteers who played Aunt Harriet the following questions:



PowerPoint Slide #25

- In your role what was your understanding of the process and how did it make you feel?
- Did you understand what role you might play in planning?
- How did you talk about deepening your relationship/commitment with Rudy?
- Did you feel your relationship with Rudy was/would be honored?
- Did you feel a shift at any point in the role play? Where? What was that about?

Display the PowerPoint: Questions – Permanency Social Worker and ask those who facilitated the conversation with Aunt Harriet the following questions:



PowerPoint Slide #26

- How did you describe the permanency teaming process?
- How did you talk about Rudy's need for lifelong family relationships?
- Did you have to address any conflict, and how did you do it?
- What worked well, or is there anything you wish you had done differently?
- How did you feel in this role?



PowerPoint Slide #27

Ask the observers:

- Did you notice any questions or efforts on the part of the permanency social workers that were particularly effective in helping move the permanency conversations?

NOTES FOR TRAINERS:

- We would like need more time to process Harriet's bitterness.
- We would need multiple individual meetings to move forward.
- It is important to weave in the hurts and feelings from the past and the reality that we are now going to focus on planning for Rudy.
- It is a balance: we don't want to move too quickly to get to the table but there is a sense of urgency in the process.
- It is a process: we do not have to attend to whole big hurt before the first large team meeting. We can continue to work on these issues on an ongoing basis – and we can also build relationships that address some of this hurt. Example: Harriet's anger regarding foster care could be addressed in a joint meeting with Bob and Betty.
- It is important to be very clear about what we are asking of Harriet. We want her to go to a large team meeting but what else?
- We need to help Rudy think about what he wants.
- We need to acknowledge Harriet's valid points: what would have been avoided if the Department had done the work of engaging families from the beginning and then immediately shift the focus to Rudy.
- It is important to ask lots of questions of Aunt Harriet:
 - What role do you see yourself playing in Rudy's life?
 - What was it like when Rudy lived with you?
 - Would any of your children like to come to the meeting?
- What about an individual meeting with Tyrone?

Ask all of the role play volunteers to select a prize from the basket and thank them for their participation in the role play activity.

Time for a Video

PowerPoint Slide #28

If time allows:

Introduce the video clip that demonstrates an initial meeting with Rudy's aunt Harriet. Note that they can watch this clip and compare some of the responses with what occurred in the role play. Ask participants to watch the clip and consider how the permanency social worker seeks to introduce the teaming process and obtain buy-in to the process.

Briefly process the video by asking for reactions.



Initial Meeting with Aunt Harriet

- Compare to the previous role plays
- How did the permanency worker introduce the teaming process?

PowerPoint Slide #29

Note that in the next part of the training participants will begin to discuss Joint Preparatory Meetings.

D. Youth-Specific Recruitment



PowerPoint Slide #30

- There may be situations when family members are able to be lifelong connections but cannot be the youth's permanent parent. In those situations, we remain committed to finding a permanent parent for the youth. This decision is not one reached in individual meetings but much later in the permanency teaming process. Ultimately, our goal is to identify a permanent parent for the youth but decisions about the roles of family members require ongoing exploration.
- The most successful strategies in locating permanent parents who are previously unknown to school-aged youth, teens and youth with emotional/behavioral needs are targeted and youth-specific recruitment.
- Key to sharing recruitment responsibilities and expanding the reach of recruitment efforts for the individual youth is the involvement of the members of a youth's permanency team, other experienced foster and adoptive parents at the agency, and community members and organizations..
- Involving youth in their own recruitment is essential in helping potential parents come to know about them and their needs, empowering the youth in participating meaningfully in decisions about their future and fully engaging them in their own permanency planning process.
- Two activities take place concurrently: preparing and involving youth as partners in their own recruitment and involving the youth's permanency team in developing and implementing a recruitment plan for that youth, including tasks and timeframes.

E. The Longer Range Activities in Family Engagement

As permanency teaming continues over time, with the mix of individual, joint large team meetings, we begin to assist the youth, family members and significant adults to establish or re-establish safe and healthy relationships.



Our goal is to establish or re-establish connections between the youth and as many of the family members and other significant people in his/her life as possible.

We want:

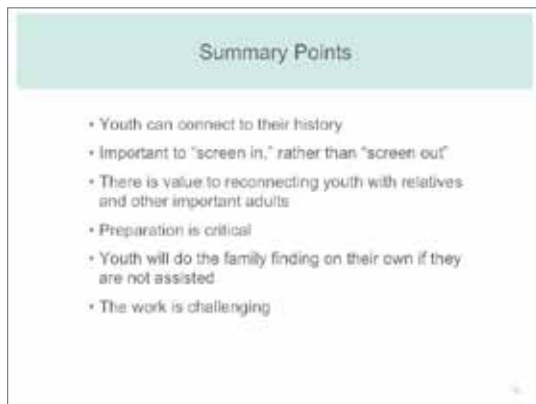
- Those most involved with events to answer youth's questions about the past.
- The youth to develop relationships with family members and other significant adults who have become disengaged from him or her.
- The youth to have an improved sense of well-being.
- Family members to serve as members of the youth's permanency team

Later in the process, we assess each family member's or significant adult's initial interest, willingness, and capacity to become the youth's permanent family or lifelong connections.

Our goal is to fully assess all identified family members and other significant adults in the youth's life as potential permanent parents or lifelong connections for the youth. Through this work:

- Team members begin to explore and define the roles that they can play in the youth's life.
- We identify persons who are open to and capable of providing permanency for the youth
- We identify the resources necessary to move ahead with a primary permanent plan
- We develop a concurrent permanency plan

F. Summary Points



PowerPoint Slide #31

Youth can connect to their history: It is important for youth to have an understanding of their history, the people in their life, and important life events. The importance of “knowing their truth,” and knowing what happened continues throughout the youth’s life. Even if the youth cannot go back home, it remains important for the youth to connect to his or her history.

Important to “screen in,” rather than “screen out”: In child protection, we tend to focus on keeping people out of the child’s life who may not be able to meet the child’s need for safety. Unfortunately, this mentality of screening out often follows years into the case. We can reverse the idea, and think about screening people in. Through individual meetings you can begin a process of “screening in” – and in some situations, this may mean helping identify the work that needs to happen in order to assure safety.

There is value to reconnecting youth with relatives and other important adults: In the best of circumstances we have an opportunity to reconnect the youth with relatives and other important adults who can provide a permanent home for the youth. However, if we are able to reconnect the youth with caring adults who are willing to provide any type of support as the youth moves into adulthood, we have still succeeded. Caring adults can provide a variety of roles – from helping the youth understand their past and history; to helping plan for the future; to providing emotional or tangible supports. Our youth have a universal need to be connected to caring adults and to their history.

Preparation is critical: While connections and reconnections are wonderful opportunities, preparation work is essential. That is why we have spent so much time in this training focusing on the conversations and skills that will help to promote a positive permanency process. Without preparation, the youth can become overwhelmed and unable to participate in the process in a meaningful way. Finding the family is probably the easy part. The real work is in how we prepare the youth and the family to reconnect, and then how we continue to support the relationships over time.

Youth will do the family finding on their own if they are not assisted:

- Many times professionals are hesitant to re-introduce family members in an effort to protect the youth from further disappointment, etc.
- However, it is important for the youth to confront the reality of an adult's ability or inability to follow through. Doing so helps the youth to avoid living in a fantasy. This also underscores the importance of uncovering multiple family members and not putting "all your eggs in one basket".

The work is challenging: We are not saying that this work is easy. The process is emotional, and if not broken down, can be overwhelming. That's why the preparatory work is so important. The "prep" work provides you, the youth, and team members with a process to ensure that the youth is reconnected in a safe and planned manner. The prep sessions ensure that the large team meetings are more focused and intentional.

Module Eleven Trainer Summary

Trainer's Goal: The trainer's goal in this module is to provide participants with information, strategies, and techniques to conduct effective joint preparatory meetings.

Time: 1 hour

CONTENT:

- A. What Are Joint Meetings?
- B. The Role of the Social Worker in Joint Meetings
- C. The Role of Joint Meetings in Contributing to the Permanency Process
- D. Joint Meetings for Rudy
- E. Summary Points

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

- PowerPoint Slide #33: Joint Meetings
- PowerPoint Slide #34: Understanding Permanency Teaming
- PowerPoint Slide #35: Joint Meetings: When They Occur
- PowerPoint Slide #36: Why Joint Meetings?
- PowerPoint Slide #37: The Role of the Social Worker in Joint Meetings
- PowerPoint Slide #38 - 40: The Role of Joint Meetings in Contributing to the Permanency Process
- PowerPoint Slide #41: Questions to Ask
- PowerPoint Slide #42: Joint Meetings for Rudy
- PowerPoint Slide #43: Some Questions
- PowerPoint Slide #44: Video: Rudy, Betty and Bob
- PowerPoint Slide #45: Debrief
- PowerPoint Slide #46: Time for a . . . Role Play!
- PowerPoint Slide #47: Processing Questions

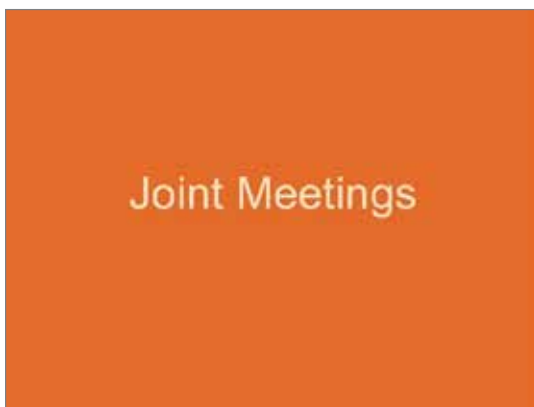
PowerPoint Slide #48: Video: Harriet, Bob and Betty

PowerPoint Slide #49: Summary Points

Video Clip: Joint Permanency Conversations with Adults (Clip of Permanency Worker with Rudy and Aunt Harriet; Clip of Permanency Worker with Bob and Betty, and Aunt Harriet)

Basket with an assortment of small prizes

Easel pad and pages



PowerPoint Slide #33



PowerPoint Slide #34

A. What are Joint Meetings?



PowerPoint Slide #35

A key activity in permanency teaming is holding joint meetings between two or more team members.

- Joint meetings take place as needed after the social worker conducts individual sessions with team members.

Joint meetings are the next step in the permanency teaming process: After the individual meetings, you may find that there is some additional work that needs to be done jointly between parties to help them determine the role they can have in the future in helping the youth in planning for his or her growing up and beyond.

- Not all individuals will need to participate in joint sessions.
- Joint sessions continue throughout the life of the case as needed. For example, joint meetings may continue in order to strengthen and support a newly developed, vulnerable or essential relationship to the youth.
- Joint sessions are no longer needed when a conflict or issue has been resolved, when the two individuals are able to continue a positive working relationship on their own, or when legal permanency has been achieved.



PowerPoint Slide #36

The social worker holds joint meetings to:

- Share information – an opportunity for team member to directly share information from their perspective
- Facilitate purposeful conversations to advance progress toward permanence
- Resolve conflict among team members
- Build or strengthen relationships between team members
- Build consensus between two or more team members on key issues
- Prepare team members for large team meetings

The joint meeting is a place to handle feelings and concerns: There may be a lot of feelings to handle in these sessions. You may be sitting with two people who have not seen one another for a long time, or who were separated under difficult circumstances, or who, perhaps, have never even had the opportunity to meet face to face. In these sessions relationships are re-established or newly established; and the healing process can begin. This is what makes this teaming process unique: individual and joint preparatory meetings do more than prepare for large team meetings.

B. The Role of the Social Worker in Joint Meetings



PowerPoint Slide #37

- The role of the Permanency Social Worker in the joint meetings may be somewhat more directive than in the more exploratory individual meetings, where the social worker acts as a “shuttle diplomat”. In the joint meetings, the social worker has met parties individually and has a good sense of the work that needs to happen between the parties.
- Initially, the social worker acts as a “switchboard operator,” ultimately striving to enable the parties to communicate directly with one another. Joint meetings are powerful. This is where the more intimate, personal and meaningful conversations need to take place, prior to moving the larger team meeting.
- What steps does the social worker take in holding joint meeting with team members?

The social worker:

- Facilitates introductions
- Reviews the reasons for the joint meeting
- Helps the team members find common ground in their care and concern for the youth, their wish to meet the youth’s needs and their understanding of their unique roles in the youth’s life
- Helps the team members share their history and gain mutual understanding of others’ points of view and what brought them to the team
- Clarifies roles and expectations of all parties
- Identifies areas of concern or potential issues that might impede participation in permanency planning and large team meetings. Plans for and discusses how to resolve these issues.
- Provides the opportunity for team members to discuss issues not raised in large team meetings and to enhance their ability to raise these issues during the large meetings

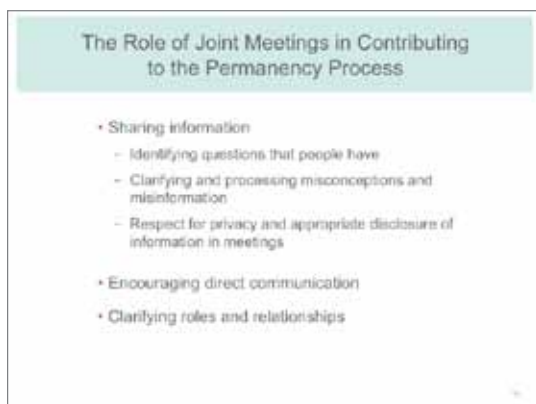
- Raises awareness and addresses sensitive topics such as the unique perspectives of team members and emotionally charged historical information (e.g., circumstances surrounding the youth's removal from the family).
- Identifies topics team members want to raise with the large team.
- Provides an opportunity for parents, foster parents, other parenting figures and other significant adults to begin building an alliance. The alliance between parents and foster parents is particularly important.

C. The Role of Joint Meetings in Contributing to the Permanency Process

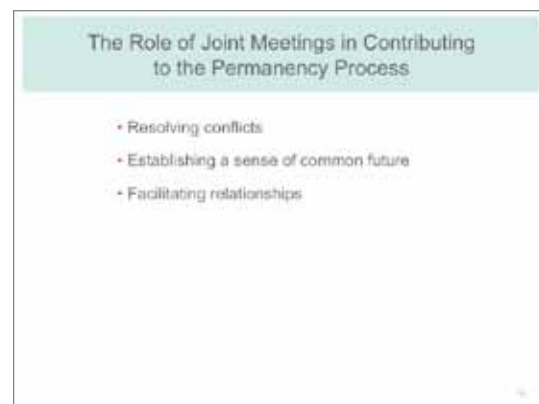


PowerPoint Slide #38

Ask: What can we accomplish in joint meetings that help us move toward permanence for the youth with urgency?



PowerPoint Slide #39



PowerPoint Slide #40

Cover the following if not mentioned:

1. SHARING INFORMATION

Each person holds one piece of the puzzle for the youth, based on that person's unique role or relationship with the youth. Through joint meetings, we begin to see how the pieces fit together for the youth. We begin to see a more comprehensive and three dimensional view of the youth through the process of the joint sessions.

Sharing information includes:

- *Identifying questions that people have:* Answering the questions or figuring out how to get answers
- *Clarifying and processing misconceptions and misinformation:* Individuals process information in different ways. Coming together helps to clarify what may be misunderstanding or simply inaccurate information. (For example, Rudy was assuming he would have to leave Bob and Betty's at age 18; Bob and Betty's understanding was that he would be there beyond age 18.)
- *Respect for privacy and appropriate disclosure of information in meetings:* We encourage respect for privacy for the people in the room. We ask team members not to share what others say in meetings outside the meetings. However, there are situations when information must be shared outside the meeting: We explain that information may need to be shared outside of the meeting for case planning purposes, in litigation, or if a new allegation of abuse or neglect surfaces new allegations of abuse or neglect or court matters. As facilitators of the process, we have to be careful about the information that we bring to the process whether we are holding an individual, joint or large team meeting.

2. ENCOURAGING DIRECT COMMUNICATION

The joint meeting provides the opportunity for people to address issues directly with one another. (Betty has raised concerns about re-introducing Aunt Harriet; Rudy raised concerns that Aunt Harriet may still be angry with him.) The best way to address these concerns is to help the parties communicate directly with one another. The social worker asks as "switchboard operator," connecting people and facilitating their direct communication with one another.

3. CLARIFYING ROLES AND RELATIONSHIPS

These conversations often help adults begin to more clearly define the role that they can play in the youth's life. They may begin to realize that the role is not static, but is continually evolving.

4. RESOLVING CONFLICTS

In joint meetings, conflicts may surface. It is important to accept conflict and find ways to understand what is beneath the behaviors.

5. ESTABLISHING A SENSE OF COMMON FUTURE

Joint meetings provide a place where individuals see where their common concerns lie, both for themselves and for the youth. How do we see ourselves going forward in this young person's life? This is where a

shared sense of future is developed between adults and youth. For example, because we love and care about Rudy, what are the roles we can play, and what supports do we need to come together to help Rudy develop a plan for his future?

6. FACILITATING RELATIONSHIPS

You want to begin the process of establishing relationships that will continue long after the social service agency is out of their lives. The Joint Meetings open that door and lay the groundwork for the developing relationship.

Summary: Joint meetings in a sense “humanize” and “de-mystify” the relationships people can have with one another by giving them the opportunity to meet and explore together the common interest that they have in ensuring the best for a youth. Too often, people are kept apart, and this separation dehumanizes our view of the other parties.



PowerPoint Slide #41

Remind participants of the importance to identify and address concerns as they go through the process of both individual meetings and the joint meetings. These intentional conversations will help us to move on to the large team meeting. Questions we need to ask ourselves:

- What unresolved issues or unfinished business do youth and/or adults have that could derail the teaming process?
- What conversations need to occur, with which individuals or groups of people before a large group meeting can occur?

D. Joint Meetings for Rudy

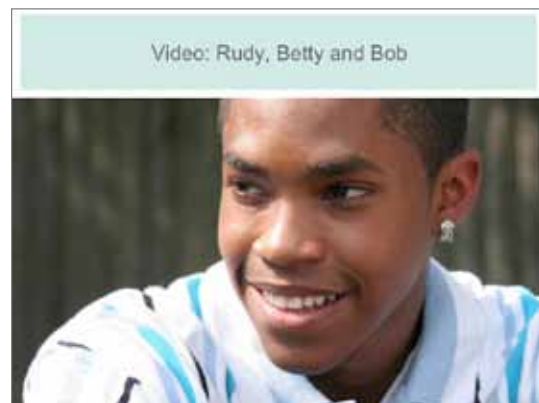


PowerPoint Slide #42

Who are likely to be the people to be brought together in joint meetings? Using Rudy's case, who would you as the social worker for Rudy bring together in joint meetings? What would be the goals of these meetings? *(Participants are likely to identify that conversations need to take place with Rudy and Bob and Betty; with Rudy and Aunt Harriet; and with Aunt Harriet, Bob and Betty. Issues that need to be clarified have to do with the role that each will play.)*



PowerPoint Slide #43



PowerPoint Slide #44

Introduce the video clip that demonstrates a Joint Meeting with Rudy's foster parents, Bob and Betty and Rudy.

Note that in this clip we begin the process of helping Rudy figure out how he defines "family"; and how he will integrate his foster family with his birth family.

Ask participants to note how the Permanency Social Worker is very intentional and strategic about the direction of the conversation, not allowing herself to become distracted or side-tracked.



PowerPoint Slide #45

Debrief the video by asking the following questions:

- What do you think happened in this session?
- How did the facilitator encourage direct communication between the parties?
- How did the facilitator keep the conversation focused on permanence?

NOTES FOR THE TRAINER:

- Rudy got to know that he is welcome in the family, whether he is open to the family or not.
- Elephant in the room: Does Rudy feel the love? Nagging is not “loving” to him. He wants birth family in his life.
- Further conversation is needed: Who does Rudy think is his “family”?
- Questions for Rudy:
 - What did you just hear Bob/Betty say?
 - What would you need to hear to believe that you are part of the family?
- Claudia as the social worker:
 - Validated feelings
 - Asked Rudy to speak directly to foster parents vs. being the switchboard throughout
 - Played a key role in navigating everyone through the process – she conveys supreme confidence
 - Iterated their history together over the two years and the good work that everyone has done
 - Referenced future planning and more conversations

Summarize the discussion by pointing out the importance of using yourself to direct a very intentional and strategic discussion related to permanence; while also remaining open to the feelings and concerns that are raised in the course of the Joint Meeting.

JOINT MEETINGS – ROLE PLAY (BOB, BETTY & AUNT HARRIET)

Explain that the group will now have an opportunity to practice permanency conversations in Joint Meetings through a role play with Bob and Betty, and Aunt Harriet.



PowerPoint Slide #46

Introduce the role play: Note that we need to initiate permanency conversations with the people that Rudy identified as wanting to be connected with in the future – Bob and Betty, his foster parents and his Aunt Harriet.

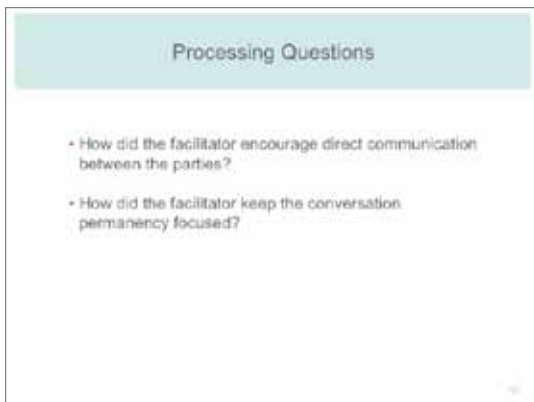
.....
NOTE TO TRAINER: Direct the group to the role play cards for their characters, Handout #15.
.....

Assign roles: Assign the roles of Aunt Harriet, Bob and Betty to volunteers in the participants group. Direct them to the role play cards for their characters, Handout #15. (It is helpful to identify those who will play the roles ahead of time.) Ask for 5-7 volunteers to play the role of the Permanency Worker. Encourage those who have not been in this role to volunteer.

Facilitate the role play:

- Note that each volunteer will have 2-3 minutes and then will pass on to the next volunteer; the new volunteer will pick up where the previous volunteer left off.
- Note that you (or a designated person) will be the timekeeper and notify the volunteers when their time is up.
- Position Aunt Harriet, Bob, and Betty in chairs in the center of the “fishbowl” so that they can be seen. Place an empty chair for the permanency worker.
- Position the volunteers in a line so that they can easily step into the “fishbowl” to take their seat as the facilitator.
- Identify the first volunteer and ask them to take their seat. Begin the role play. After 2-3 minutes indicate that it is time to rotate a new volunteer into the role of the permanency worker.
- Continue until each volunteer has had an opportunity to play the role of the Permanency Worker.

Display the PowerPoint Slide: Joint Meetings – Processing Questions and Debrief:



PowerPoint Slide #47

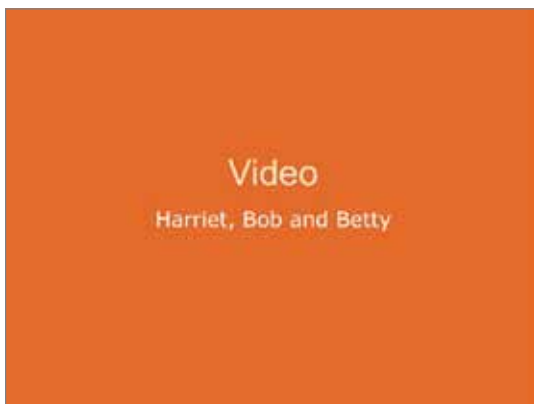
- How did the facilitator encourage direct communication between the parties?
- How did the facilitator keep the conversation permanency focused?

Ask role play volunteers to select a prize from the basket and thank them for their participation in the role play activity.

If time allows:

Introduce the video clip that demonstrates a joint meeting with Harriet, Bob and Betty. Note that they can watch this clip and compare some of the responses with what occurred in the role play. Ask participants to watch the clip and consider how the permanency social worker seeks to support the parties in developing a relationship.

Briefly process the video by asking for reactions.



PowerPoint Slide #48

E. Summary Points



PowerPoint Slide #49

- Joint meetings are where meaningful conversations can occur and relationships can be deepened between team members.
- The large meeting is only as good as the preparation beforehand and many potential “landmines” can be processed within joint sessions
- Joint meetings provide an opportunity to correct misconceptions and to improve relationships – ensuring that issues and concerns are discussed openly and honestly, and that they do not go underground and contaminate the large team process. Human behavior is unpredictable, but individual and joint sessions can help us prevent major surprises!
- Typically, you will need to have a number of joint meetings before scheduling the large team meeting
- May need to remind participants that you cannot put the outcome before the process.

large team meetings

Module Twelve Trainer Summary

Trainer's Goal: The trainer's goal in this module is to provide participants with information, strategies, and skills to conduct a Large Team Meeting.

Time: 1.5 hours

CONTENT:

- A. Introduction
- B. Objectives of the Large Team Meeting
- C. Facilitating Large Team Meetings
- D. Stages of the Large Team Meeting
- E. Rudy's Team Meeting – Role Play

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout # 16: Examples of Meeting Agendas

Handout # 17: Team Meeting Worksheet (Blank)

Handout # 18: Team Meeting Worksheet (Rudy's Sample)

Handout # 19: Helpful Hints for Facilitating a Team Meeting

Handout # 20: Role Play Scripts for Large Team Meeting Members

Handout # 21: Rudy's Team Agenda

PowerPoint Slide #50: Large Team Meetings

PowerPoint Slide #51: Understanding Permanency Teaming

PowerPoint Slide #52: Purposes of Large Team Meetings

PowerPoint Slide #53: Objectives of Large Team Meetings

PowerPoint Slide #54: Facilitating Large Team Meetings

PowerPoint Slide #55: Permanency Social Worker

PowerPoint Slide #56: Safety – Physical

PowerPoint Slide #57: Safety – Psychological

PowerPoint Slide #58: Well-Being

PowerPoint Slide #59: Permanency

PowerPoint Slide #60: Concurrent Planning

PowerPoint Slide #61-63: Stages of a Large Team Meeting

PowerPoint Slide #64: Large Team Meeting: Introduction

PowerPoint Slide #65: Large Team Meeting: Group Process

PowerPoint Slide #66: Large Team Meeting: Closing

PowerPoint Slide #67: Rudy's Team Meeting: Role Play

PowerPoint Slide #68: Time to Debrief

PowerPoint Slide #69: Key Points

Video Clip (Optional): Initial Large Team Meeting

Name tags or necklaces for role play: for Rudy, Bob, Betty, Aunt Harriet, Cousin Joe, State Worker, State Supervisor, Attorney, Tyronne

Easel pad and pages

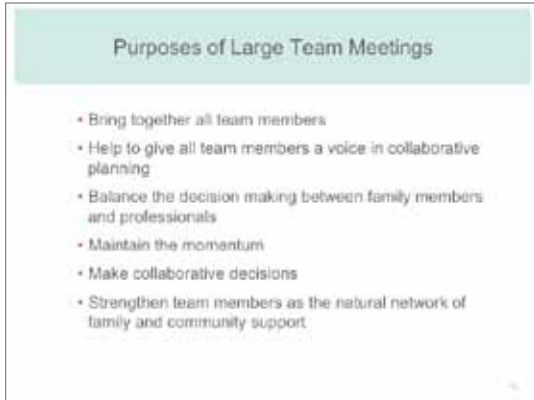


PowerPoint Slide #50



PowerPoint Slide #51

A. Introduction



PowerPoint Slide #52

The fourth type of meeting in Permanency Teaming is the large team meeting. 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.
- Help to give all team members a voice in collaborative planning and maintain momentum in decision making toward a permanent legal outcome.
- Balance the decision making between family members and professionals
- Maintain the momentum toward achieving legal permanence for the youth during and between large team meetings
- Make collaborative decisions
- Strengthen team members as the natural network of family and community support for the youth and his/her permanent family, even beyond agency exit.

The goal of large team meetings is to create and sustain an active team to fully support progress toward family permanence.

B. Objectives of the Large Team Meeting

Display the PowerPoint Slide: Permanency Team Meetings – Objectives of the Meeting and note that all of the preparation work is done to establish common ground among all the team members to prepare them to work together in the large Permanency Team Meetings out of their mutual concern for the youth.



PowerPoint Slide #53

Have participants break into four groups and assign one objective to each group:

- Establish group identity as youth's Permanency Team
- Facilitate a strength-based discussion
- Promote joint problem-solving and shared decision making
- Encourage integrated planning

Ask the group to define and give an example for the objective of the team meeting.

Example: For the objective, "Encourage integrated planning," we mean achieving both permanency and preparation for adulthood when we are working with older youth. An example: The team agenda for each meeting has agenda items for permanence and for preparation for adulthood.

Debrief from small group discussions, raising the following if not mentioned:

"ESTABLISH THE GROUP IDENTITY AS A YOUTH'S PERMANENCY TEAM":

Establish the need to work as a team: It is at this point that the individual team members come together. Some of the team members may not have met one another. Each arrives with his or her own hopes and ideas about what is to happen.

The facilitator serves as the bridge to building relationships: The facilitator takes the lead in assisting team members to come together as a group. The facilitator ensures that introductions are made, that each team member's role is explained, and that each team member receives recognition for his or her participation. The first few minutes lays the groundwork for establishing a comfortable atmosphere, and encouraging respectful participation.

The facilitator emphasizes the role of the team in planning for permanence: In the "Forming" stage, the group initially looks to the facilitator for strong leadership and direction. The facilitator takes a clear leadership

role in establishing that the team members have come together to work as a group toward developing the best plan possible for the youth. The facilitator notes that as a group, they have the opportunity to bring more to the table than any one person alone.

Establish ground rules: As the facilitator you will want to engage the team members in establishing ground rules. The facilitator emphasizes that the process is to plan with the youth and encourages the group to identify such ground rules as, “We will listen to one another. Everyone will have a chance to speak. It is important to not interrupt while others are speaking. Different opinions will be respected.” The facilitator may also wish to acknowledge that at times the team members may feel anxious; but also assure them that as the facilitator you will be working actively to ensure a safe environment for all participants and that the team discussions move forward.

“FACILITATE A STRENGTHS BASED DISCUSSION”:

Balance strengths and challenges or needs: The task in the course of the meeting is to balance strengths and needs in an honest and open discussion that involves all team members, including the youth.

Have participants share information, explain their views, share concerns from a strength-based perspective. This is where the facilitator’s “re-framing” skills will come into play – balancing concerns and needs with competencies.

Keep the focus: As the facilitator you want to make sure that the discussions are focused on the three planning areas – safety, permanency, and well-being. You may summarize or paraphrase and actively work to ensure that discussions are understood by all present. You will focus and re-focus conversations by bringing them back to the topic.

“PROMOTE JOINT PROBLEM SOLVING AND SHARED DECISION MAKING”:

Place responsibility upon the team: Team members are usually good at identifying what is wrong or not working well, they are less likely to be solution-focused. The team needs to take mutual responsibility for planning and resolving barriers together. You can make this clear at the beginning of the meeting, and as the meeting progresses you can send issues back to the team and continually ask for the team’s ideas. Encourage input from each participant. All of these efforts increase the team’s ownership of the process and strengthens the role of the team in planning with the child.

Facilitate without taking over: One of the biggest challenges is to trust in the process. As a facilitator this means that you are there to guide the process, but not to take it over. It is not up to you to solve the problems or to make the decisions. It is your responsibility to facilitate a process that allows the group to fulfill these tasks.

"ENCOURAGE INTEGRATED PLANNING":

A youth needs a range of supportive relationships: Youth need all the supportive and caring relationships that we can provide. Discourage either-or thinking, and encourage an open and creative way to determine the various roles that caring adults can play in the youth's life. If a support person cannot provide primary care giving, then what can the person provide to the youth? These are the explorations and conversations that need to take place.

Consider the youth's needs regarding preparation for adulthood: The team must also consider the youth's needs to prepare for adulthood. What are the skills the youth needs to develop? Who can assist the youth in the many tasks of transitioning to adulthood? Sometimes the youth is more able to participate in these discussions before being able to engage in planning for permanence. Some of the adults may be able to help prepare the youth for adulthood, even though they may not be able to provide primary caregiving or a lifelong family relationship.

Ask participants to consider the supports that were available to them as they moved into adulthood: Ask participants who was available to them as they prepared and transitioned into adulthood. (Expect that they will identify parents, extended family, siblings, employers, friends, godparents, teachers, coaches, etc.) Ask participants what things their families taught them to prepare them to be successful. (Expect that they will identify a range of life skills such as how to cook, budget, clean, problem solve, get a job etc.) Note that most people indeed have a range of supportive relationships – not only their parents. Our youth need the opportunity to learn and practice life skills within the context of caring, loving adult relationships.

C. Facilitating Large Team Meetings

Let's consider the specific roles of the social worker in facilitating large team meetings.



PowerPoint Slide #54

Ask: What are the social worker's roles as facilitator in preparing for the large team meeting?

NOTES FOR TRAINERS:

The social worker:

- Schedules the large team meeting in a timely manner to ensure the highest degree of participation by members
- Schedules the first team meeting with the individuals “on the scene” – the social worker does not wait weeks to get the team together in an effort to enlarge the group
- Prepares all team members in advance of the meeting
- Creates a clear agenda shaped by input from all team members (especially the youth when developmentally appropriate)

.....

NOTE TO TRAINER: Refer to Handout #16. Examples of Large Team Meeting Agendas

.....

- Includes all team members in planning

Ask: In the large team meeting itself, what are the social worker’s roles as facilitator?



PowerPoint Slide #55

NOTES FOR TRAINER:

The social worker:

- Leads the discussion and adheres to the agenda
- Clarifies the purpose and structure of the meeting, and roles of team members.
- Assists the group in developing ground rules
- Maintains a strengths-orientation
- Ensures that excessive jargon is not used and that all team members can understand what is happening

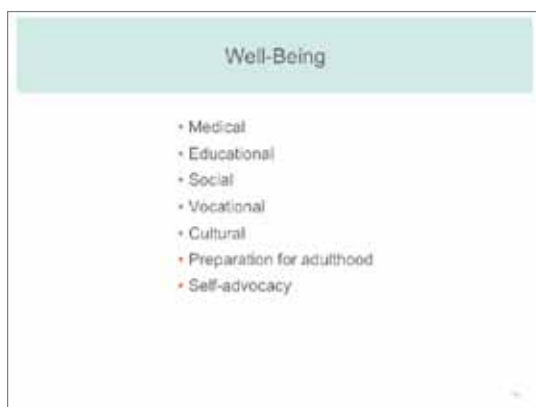
- Includes all team members in decision making, paying attention to the inherent power imbalance between family members and professionals:
 - The facilitator ensures that everyone has a voice in the process.
 - Non-professionals and professionals need to have equal voice at the table.
- Ensures youth participation, contingent on the youth's strengths, personal issues, and developmental ability:
 - We must ensure that the youth has a voice at the table. Youth relate to us that they have had experiences of participating in meetings where those present talk “about” them and not “with” them; their presence is not even acknowledged; and they had difficulty understanding what was happening.
- Ensures that parent(s) have a voice
- Keeps the team discussion focused on the youth's needs for safety, permanence and well-being



PowerPoint Slide #56



PowerPoint Slide #57

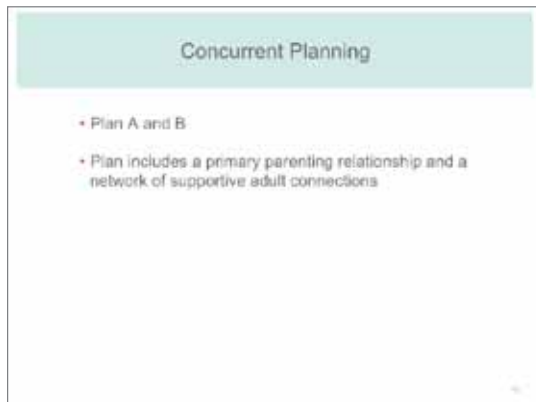


PowerPoint Slide #58



PowerPoint Slide #59

- Reviews with team members the primary and concurrent permanency goals



PowerPoint Slide #60

- Supports the team in creating achievable goals and tasks, appropriate for the point in time of the case and teaming process, and defines clearly the specific responsibilities that team members have for completing tasks.
- Reviews progress on service plan goals, tasks, timeframes and responsible parties at each meeting.
- Moves planning forward by leveraging relationships with team members.

Ask: After the large team meeting, what are the social worker's roles as facilitator?

NOTES FOR TRAINERS:

The social worker:

- If possible, copies and distributes the Team Meeting Summary action steps (what is to be done, by whom and when) before the end of the meeting. If not possible, forwards copies of the action steps to team members following the meeting.
- Reviews the service plan for possible inclusion of the Team Meeting Summary action steps that have emerged at the large team meeting.
- Uses appropriate tools to guide and structure the large team meeting discussion such as an agenda, flip chart, clock, or a "parking lot" for topics that are better discussed at another time.
- Sets the next team meeting date before the meeting is adjourned.
- Leaves the meeting at the same time as all other team members and does not have informal conversations with one or more individual team members, being careful not to give the impression of partiality.
- Completes the team meeting summary and tasks and sends copies to team members

Throughout, the facilitator focuses on youth safety, permanence and well being."

D. Stages of the Large Team Meeting

Comment that as in all good casework practice, the Permanency Team Meeting has a beginning, middle, and end and there are specific tasks that need to be accomplished as part of each of these stages.



PowerPoint Slide #61



PowerPoint Slide #62



PowerPoint Slide #63

Display the PowerPoint Slide: Introduction.



PowerPoint Slide #64

In the introductory phase one of the most important tasks is to set the stage for positive youth participation. You can do small things such as ensuring that the youth is comfortable and has his or her choice of seats. Whenever possible, the youth should host the welcoming process, identifying the various team members and their role in his or her life.

As noted previously, it is important for everyone to feel prepared and to understand the process and expectations of the meeting. The Permanency teaming process should be described, as well as the goals to meet the youth's needs for safety, well-being, and permanence. The facilitator uses this opportunity to gain participation, especially youth participation, in building the agenda and finally in gaining commitment to the agenda.

Display the PowerPoint Slide: Group Process



PowerPoint Slide #65

Note the following:

In the middle phase the facilitator assists the team to identify the youth's strengths. The facilitator can offer the youth the opportunity to speak first, and leads the team in planning with the youth, not for the youth. Team members also have the opportunity to identify issues and concerns related to safety, permanence, and well-being. The facilitator's role is to provide the opportunity for participation by each team member. The facilitator will also wish to clarify and summarize the discussions, always ensuring that the information is accurately captured. Finally, the facilitator assists the team in moving to discussions about solutions and finally to decision making.

Sometimes the question arises: What do we do if the team cannot reach consensus?

- Most often, the team does reach consensus.
- Unlike some teaming models where an immediate decision has to be made within the meeting itself, in permanency teaming, a major decision is not typically required "in the moment" of the large team meeting. There usually is time to work with all team members and strengthen the foundation for a consensus decision.

- Ultimately, the state agency has the decision-making power. However, that does not stop us from advocating at all levels for the best interest of the youth.
- There sometimes are situations where all team members with the exception of the CFS social worker agree to a plan. We continue assertive and strategic advocacy efforts toward a permanency outcome at all levels of the organization. Ultimately, the state agency and the court have the final decision.
- In situations that do require a major decision and the team cannot reach consensus, the team defers to the state agency/legal custodian to make the decision.

Display the PowerPoint Slide: Closing



PowerPoint Slide #66

In the closing phase the facilitator assists the team to develop an action plan that identifies the next steps for the team and each team member, including very specific tasks and timeframes.

.....

NOTE TO TRAINER: Refer participants to Handout #17: Team Meeting Worksheet (Blank) and Handout #18: Team Meeting Worksheet (Rudy's Sample).

.....

After the Team Meeting the facilitator needs to send out a summary of the meeting, helping to ensure a shared understanding of the process and the plan. The plan defines the concrete “next steps” outlining the tasks and responsibilities given to team members and the timeframes for completion. The next meeting is scheduled with an understanding of how the process would continue and what would happen at the next meeting. Finding a time that all team members can come together again may be tricky. It is important not to leave the room until another date has been set and remind participants of their commitment to this youth and the planning process! All participants leave at the same time, so that there is no sense that any one team member has a special relationship with the facilitator. The facilitator is conscious not to have side-bar conversations with any team member during and after the team meeting.

.....

NOTE TO TRAINER: Refer participants to Handout #19: Helpful Hints for Facilitating a Team Meeting

.....

Review with participants and ask for any additional ideas.

E. Rudy's Team Meeting – Role Play



PowerPoint Slide #67

NOTE TO TRAINER: You may wish to identify participants for the role play, especially those who will be facilitators, ahead of time.

Option: Conduct the role play of Rudy's Team Meeting in "fish bowl style". Or show demonstrated video of Rudy's Large Team Meeting (and move to debriefing questions)

Ask for volunteers to play the nine different roles and for 3-6 volunteers to play the facilitator. Or distribute the name tags among the tables and each table negotiates who is going to play the roles assigned to their table.

Take a few moments for each person to read their role play script

.....
NOTE TO TRAINER: Refer participants to Handout # 20: Role Play Scripts for Large Team Meeting Members.
.....

Facilitator calls attention to both the tasks for preparation for adulthood as well as relationships described in the script:

Rudy
Bob
Betty
Aunt Harriet
Cousin Joe
State worker
State supervisor
Attorney
Tyrone

Encourage participants to arrange themselves in a manner conducive to conducting the meeting. Ensure that Rudy is situated in a place where he can easily communicate. Line the facilitators up in a manner so that they can easily switch into their roles.

.....

NOTE TO TRAINER: Refer participants to Handout # 21: Rudy's Team Agenda and briefly highlight the conversations that need to take place as part of each of the stages of the meeting (Welcome and Introductions; Safety, Well-Being, Permanency and Closing). Note that they will have approximately 5 minutes for each section.

.....

Ask the first facilitator to begin facilitating the Welcome and Introductions. Call time after 5 minutes.

Ask the second facilitator to facilitate the Safety section. Call time after 5 minutes.

Ask the third facilitator to move into the conversations that need to take place as part of the Well-Being. Call time after 5 minutes.

Ask the fourth facilitator to move into the conversations that need to take place as part of the Permanency phase of the meeting. Call time after 5 minutes.

Ask the final facilitator to highlight the conversations that need to take place as part of the Closing phase of the meeting.

Call time after 5 minutes to end the role play.

Debrief the role play demonstration by asking the following questions:



The image shows a PowerPoint slide with a light blue header that reads "Time to Debrief". Below the header, there are four bullet points in a list. The first bullet point asks about techniques used by facilitators. The second asks how facilitators helped Rudy's meeting. The third asks about Rudy's perception of being included. The fourth asks how the process felt for participants.

Time to Debrief

- What techniques did facilitators use (or could have used better) to plan with and not for Rudy?
- How did the facilitators (or how could the facilitators better) help this to be Rudy's meeting, and how was he helped by others to be an active participant?
- What was Rudy's perception of being included in the conversations?
- How did this process feel for the participants?

PowerPoint Slide #68

- What techniques did facilitators use (or could have used better) to plan WITH and not FOR Rudy?
- How did the facilitators (or how could the facilitators better) help this to be Rudy's meeting, and how was he helped by others to be an active participant?
- What was Rudy's perception of being included in the conversations?
- How did this process feel for participants?

Note: We will use the video and the questions at the end of the video to debrief.

Summarize the key learning points of the role play activity.



PowerPoint Slide #69

- Facilitating large team meetings is a challenge
- The challenge highlights the need to do the preparation work that we have talked about throughout this training program
- When you have done the preparation, you can use the relationships between and among team members to help when surprises arise
- Youth may need extra support to participate

Ask participants if they have additional learning points to add.

Ask participants how comfortable they feel with the teaming process and what supports they may feel they will need in order to facilitate the process in the future.

permanency-focused case management

Module Thirteen Trainer Summary

Trainer's Goal: The goal is to provide participants with a brief introduction to Permanency-Focused Case Management as a core component of Lifelong Families.

Time: 20 minutes

CONTENT:

- A. Introduction: What Is Permanency-Focused Case Management?
- B. How We Provide Permanency-Focused Case Management

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

PowerPoint Slide #70: Permanency Focused Case Management

PowerPoint Slide #71: Short Term Goals of Permanency Focused Case Management

PowerPoint Slide #72: How We Provide Permanency Focused Case Management: Foster Care

PowerPoint Slide #73: How We Provide Permanency Focused Case Management: Assessment

PowerPoint Slide #74: Assessment

PowerPoint Slide #75: How We Provide Permanency Focused Case Management: Service Planning

PowerPoint Slide #76: How We Provide Permanency Focused Case Management: Safety Planning

PowerPoint Slide #77: How We Provide Permanency Focused Case Management: Interventions

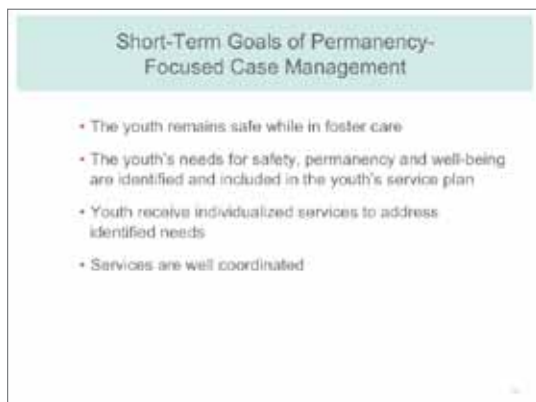
PowerPoint Slide #78: How We Provide Permanency Focused Case Management: Facilitating Exit



PowerPoint Slide #70

A. Introduction: What Is Permanency-Focused Case Management?

- As we work with the youth, parents, extended family, foster parents and other significant adults in the youth's life through individual and joint meetings and hold large team meetings, we are engaging in permanency-focused case management, a core component of Lifelong Families.
- Permanency-focused case management is the provision and coordination of relationship-building, concrete, and case management services to achieve and sustain permanence, safety and well-being for youth in foster care.
- Permanency-focused case management is a form of case management that is more targeted and goal-directed than traditional child welfare case management.
- Delivered throughout the life of a case, permanency-focused case management ensures that services are arranged, monitored, and evaluated to ensure maximum involvement of youth and families and collaboration with the service systems affecting them.
- In permanency-focused case management, the Casey social worker develops and uses his/her relationship and skills to assist youth and families in achieving and sustaining permanence.
- Permanency-focused case management integrates case management and concrete services in the areas of permanence, safety and well being, enhancing the likelihood of positive outcomes.



PowerPoint Slide #71

The key short term outcomes achieved through permanency-focused case management are:

- The youth remains safe while in foster care.
- The youth's needs for safety, permanency and well-being are identified and included in the youth's service plan.
- Youth receive individualized services to address identified needs.
- Services are well-coordinated.

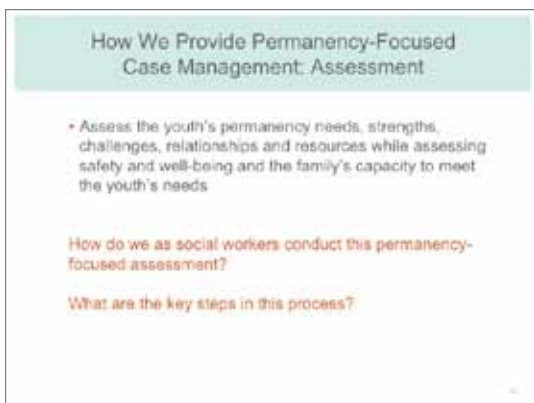
B. How We Provide Permanency-Focused Case Management

What are our key responsibilities in providing permanency-focused case management? Let's look at the key activities and discuss each one.



PowerPoint Slide #72

- Deliver foster care placement services and supports as a tool in achieving timely reunification, adoption or legal guardianship.



PowerPoint Slide #73

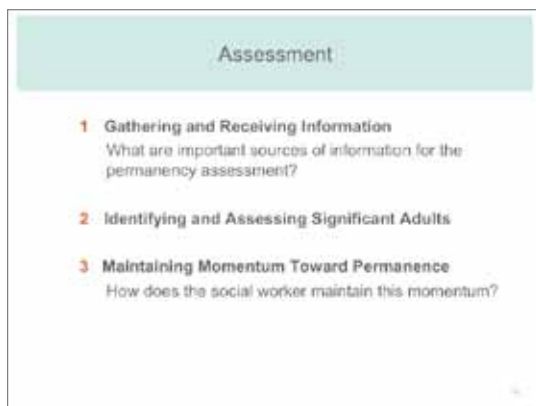
- Assess the youth's permanency needs, strengths, challenges, relationships and resources while assessing safety and well-being and the family's capacity to meet the youth's needs

The assessment helps the social worker and team members understand and address a youth's needs, prepare the youth for permanent family relationship, and identify and prepare a permanent parent to meet the individual needs of the youth. The goal is to develop a comprehensive understanding of the youth's strengths and needs in order to achieve permanence in a timely way.

The social worker's key assessment tasks are:

- Address all dimensions of the youth's safety, permanence and well being
- Provide a detailed account of the youth's permanency strengths, challenges, relationships, and resources
- Provide full disclosure of the youth's needs to birth parents, relatives, team members or other adults identified as potential permanent parents
- Serve as the basis for appropriately matching the youth with a permanent parent who can best meet the youth's comprehensive needs

How do we as social workers conduct this permanency-focused assessment? What are the key steps in this process?



PowerPoint Slide #74

The social does the following, often concurrently:

I. GATHERING AND RECEIVING INFORMATION

Ask: What are important sources of information for the permanency assessment?

NOTES FOR TRAINER:

- The referral packet and additional information from the state agency that includes the names of relatives, past and present caregivers, key parenting figures and important adults in the youth's life.
- Information from multiple sources, especially non-professionals who know the youth, and, most importantly, birth parents and family members, and the youth.

- Case records, with the social worker noting the youth's permanency strengths and challenges (e.g., the ability to accept parental authority, number of placements, history of attachment relationships) and the youth's permanency resources (adults interested in joining the permanency team, motivated to parent the youth, or identified by the youth as important in his/her life).

2. IDENTIFYING AND ASSESSING SIGNIFICANT ADULTS

We have discussed this important work already. Briefly, the social worker:

- Identifies all adults who could play a role in permanency planning for this youth: as a potential team member and/or to assist in reunification, reconnection, recruitment and/or resolution of gaps in information and chronology of life events.
- When reviewing adults for potential placement, uses a strengths-based approach to screen – in rather than screen out – candidates. The social worker applies a “what would it take” attitude to remediating barriers to permanent parenting.
- Shares relevant data from standardized measures and other evaluations with potential permanent parents to disclose the youth's history and needs, helping potential parents understand what it would be like to parent this youth so that they can make an informed decision.
- If necessary, places the youth in a kinship or foster home during the initial assessment. When making a placement decision, the social worker prioritizes birth parents, family members, relatives, previous caregivers and other adults known to the youth before placing the youth with adults that the youth does not know.

3. MAINTAINING MOMENTUM TOWARD PERMANENCE

Ask: How does the social worker maintain this momentum?

NOTES FOR TRAINER:

The social worker:

- Ensures that both the primary and concurrent permanency goals for the youth specify the name of a permanent parent or detail the steps being taken to identify a parent
- Promotes momentum toward a permanency outcome by completing the assessment within the expected time frame and sharing it with the team



PowerPoint Slide #75

- Develop a service plan that includes both a primary and concurrent permanency goal and insure that all other service plan goals and tasks support timely progress toward permanency.

The service plan is a road map to reaching a permanency destination for each youth in foster care. It is the bridge between assessment and intervention. It evolves over time and is developed in a collaborative process that leverages the strengths and contributions of team members in meeting the youth's needs for safety, permanency, and well-being.

Ask: Why is it important to include both a primary and concurrent permanency goal?

NOTES FOR TRAINER:

- The Lifelong Families' principle of concurrency is important here. The youth will have a primary permanency goal (often referred to as Plan A) which is the court-approved permanency goal provided by the state agency at the time of referral (when the state agency is the legal custodian).
- If this permanency goal is not reunification, adoption or legal guardianship, the CFS social worker advocates for one of those three permanency outcomes to insure that the youth exits the child welfare system to a legal family.
- The concurrent permanency goal is the back-up/contingency plan (Plan B), meaning that if the primary permanency goal cannot be achieved, the concurrent option becomes the primary goal. Plan B also must be a family permanence goal: reunification, adoption or legal guardianship.
- As the permanency teaming progresses, the goals are updated to reflect changes as needed.
- In addition to identifying primary and concurrent permanency goals, it is essential to name the person who will be the permanent parent. If a youth has a primary permanency goal of reunification, for example, it is essential to identify whether he or she will be reunified with the birth mother, birth father or both.

How We Provide Permanency-Focused Case Management: Safety Planning

- When a safety plan is necessary, assure that it sustains progress toward permanence and strengthens permanent family relationships.

When is a safety plan needed?

What happens to permanency planning when there is a need for safety planning?

PowerPoint Slide #76

- When a safety plan is necessary, assure that it sustains progress toward permanence and strengthens permanent family relationships.

Ask: When is a safety plan needed? What happens to permanency planning when there is a need for safety planning?

NOTES FOR TRAINER:

- Safety planning occurs whenever there is a concern about the youth's safety as a result of high-risk behaviors. Permanency planning proceeds concurrently with safety planning even during times of crisis and instability.
- The goal of safety planning is to minimize the risk of youth engaging in high-risk behavior and to maximize the opportunity for safe and healthy family relationships during crisis and instability.
- Safety planning is a short-term intervention designed to address and ensure immediate safety and stability, while we continue the work toward a long-term , future-oriented plan that addresses and ensures permanency.

How We Provide Permanency-Focused Case Management: Interventions

Utilize evidence-based trauma-informed interventions as needed to facilitate and sustain legal family permanence.

PowerPoint Slide #77

- Utilize evidence-based trauma-informed interventions as needed to facilitate and sustain legal family permanence.
 - Trauma-informed interventions are therapeutic activities and strategies that mitigate and manage the effects of abuse and neglect experienced by the youth prior to and as a result of placement in foster care.
 - Approaches should be evidence-based or -supported with sufficient evidence to be a promising practice.
 - Preferred approaches involve youth, parents, caregivers, family members and other important people in the youth's life (including individuals from the community, school and group home if the youth resides there).
 - These interventions improve the youth's psychological, behavioral, and emotional health while enhancing the stability of family relationships and increasing opportunities for family permanence.



PowerPoint Slide #78

- Facilitate a timely exit from the child welfare system to a permanent legal parenting relationship.
 - A timely exit to permanence provides the youth with a permanent legal parent, ending the youth's need for foster care.
 - The goal is to exit a youth from foster care to a permanent legal parent 18 months after Casey Family Services accepts the referral and initiates services. Reunification with legal parents, adoption or legal guardianship is the expected outcome of the Lifelong Families model. With each of these outcomes, the permanent family for the youth assumes full responsibility for parenting.

permanency support planning, closing and moving forward

Module Fourteen Trainer Summary

Trainer's Goal: The trainer's goals in this module are to briefly introduce Permanency Support Planning as a core component of Lifelong Families and to continue to generate excitement and motivation so that participants will leave the training ready to begin the permanency teaming process. The trainer wants to provide participants with resources for continued learning, and prompt participants to identify next steps as they move forward in the process.

Time: 15 minutes

CONTENT:

- A. Permanency Support Planning
- B. Family Feud
- C. Closing
- D. Moving Forward

MATERIALS REFERENCED OR UTILIZED IN THIS MODULE:

Handout #20: Permanency Support Planning for Families

Handout #22: Permanency Support Planning for Families

PowerPoint Slide #79: Permanency Support Planning

PowerPoint Slide #80: Key Short Term Outcomes

PowerPoint Slide #81: Permanency Support Planning for Rudy

PowerPoint Slide #82: For Discussion

PowerPoint Slide #83-103: Family Feud

PowerPoint Slide #104: Closing

PowerPoint Slide #105: Understanding Permanency Teaming

PowerPoint Slide #106: Moving Forward

PowerPoint Slide #107: Sign Out and Evaluations

PowerPoint Slide #108: Happy Trails and Safe Travels

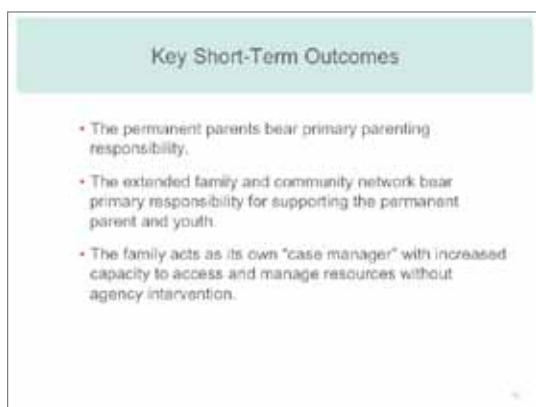
Easel pad and pages

A. Permanency Support Planning



PowerPoint Slide #79

Permanency support planning is designed to support the mutual adjustment of youth, parents and family members following reunification, adoption or legal guardianship and to help sustain permanence. The services that are included in the permanency support plan assist families in navigating critical transitions and stages of family development. Permanency support plans may include information and referral, clinical case management, brief counseling, mediating family relationships, as well as informal supports provided by family members and team participants.



PowerPoint Slide #80

The key short term outcomes achieved through permanency support planning are:

- The permanent parents bear primary parenting responsibility.
- The extended family and community network bear primary responsibility for supporting the permanent parent and youth.
- The family acts as its own “case manager” with increased capacity to access and manage resources without agency intervention.

We do not know the exact permanency outcome for Rudy but we do know that he left foster care to a permanent family.



PowerPoint Slide #81

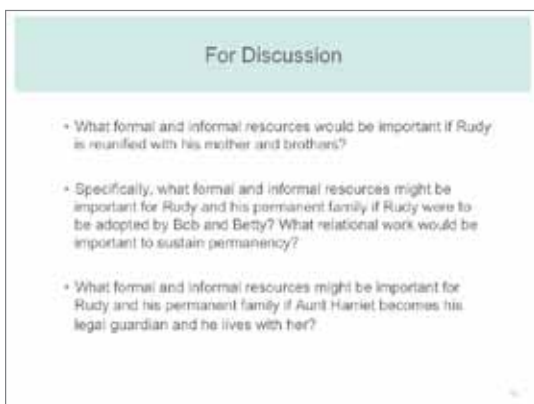
Based on what you know about Rudy, what services and supports might he need after leaving care and what services and supports might his permanency family need?

.....

NOTE TO TRAINER: Look at the chart on Handout #22 and let’s think through what Rudy and his family might need – both from formal and informal resources.

.....

NOTE TO TRAINER: Leave the permanency outcome for Rudy open and explore what Rudy might need if he reunites with his mother and brothers, if Aunt Harriet becomes his guardian, or if Bob and Betty adopt him.



PowerPoint Slide #82

Ask: What formal and informal resources would be important if Rudy is reunified with his mother and brothers?

Ask: Specifically, what formal and informal resources might be important for Rudy and his permanent family if Rudy were to be adopted by Bob and Betty? What relational work would be important to sustain permanency?

NOTES TO TRAINERS:

- Relationship building with his adoptive family and others in his life
- Ongoing contact with birth family members

Ask: What formal and informal resources might be important for Rudy and his permanent family if Aunt Harriet becomes his legal guardian and he lives with her?

B. Family Feud



PowerPoint Slide #83

NOTE TO TRAINER: Work through PowerPoint Slides #83 - #103: Family Feud. Award candy to the winners!

C. Closing



PowerPoint Slide #104

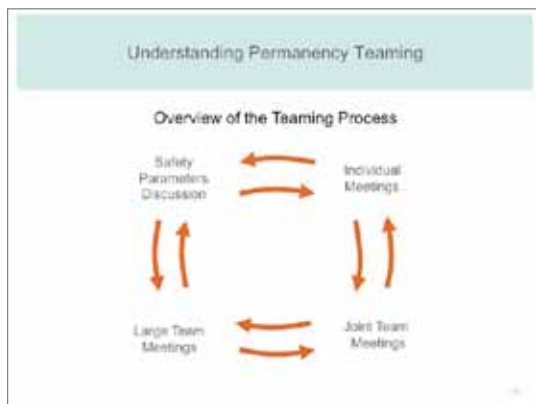
By way of brief review, the Lifelong Families is based on five key principles:

- Urgency
- Advocacy
- Concurrency
- Responsibility
- Trauma-Focus

These principles cut across all components of Lifelong Families – all of which we have talked about today:

- Permanency Team: The core component and the means by which all of the other work described in the other components takes place
- Permanency-Focused Case Management
- Permanency Preparation
- Permanent Family Identification and Engagement
- Permanency Support Planning

Display the PowerPoint Slide: Understanding Permanency Teaming – Overview of the Teaming Process and note the following:



PowerPoint Slide #105

We have also reviewed the four types of meetings involved in the Permanency Teaming component:

- Safety parameters discussion
- Individual meetings
- Joint meetings
- Large team meetings

Note that they do not have to be “expert” to implement the Lifelong Families model:

We do not expect that attending a two-day training will totally prepare you to fully implement the Lifelong Families model. It is intended to provide you with a baseline of knowledge and skills. Hopefully, you now feel prepared to begin the process. We advise you to read all the resources in your training resource manual. Talk to others who are experienced. Explore with your supervisor strategies to learn more and to develop your skills.

Ask participants if they feel that they have shifted or changed in the way they view youth permanency through participating in this training. *(Participants are likely to identify that they see the importance of permanency in a different way; they are open to new and creative approaches; or that they had never really thought that much about older youth adoptions.*

Ask if there are further questions.

Note: If a parking lot has been created then we will need to address the items at this point.

Thank the trainees for their participation and share with them your sense that they are going to be able to have a positive impact on the youth that they serve through the Permanency teaming process.

Note that you will be passing out evaluations at the end of the training and you would appreciate any feedback that the participants wish to offer.

D. Moving Forward



PowerPoint Slide #106

Ask participants to write down three things they will do to improve their practice and move forward with the Lifelong Families model. Self-address the envelope. Explain that CFS will mail their lists to them at a future point in time.

Administer Post Test

Have participants address envelopes and write out cards of their next steps – we will send them to them in 4 weeks

Say goodbye to the group and wish them well as they continue their work.



PowerPoint Slide #107



PowerPoint Slide #108



handouts

lifelong families: learning objectives

HANDOUT

#1

Participants will be able to demonstrate and/or describe:

- The role of teaming in ensuring a child's/youth's needs for safety, permanency and well-being
- The role of the permanency social worker/facilitator in Lifelong Families process
- The importance of partnerships among significant adults
- The strategic use of permanency conversations

lifelong families: day one agenda

HANDOUT #2

10:00 - 11:15 a.m.	Module #1: Let's Get Started
11:15 - 11:30 a.m.	Break
11:30 a.m. - noon	Module #2: Definition of Permanence
noon - 12:15 p.m.	Module #3: Overview of Permanency Teaming
12:15 - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Module #4: Permanency Teaming: Key Activities
1:30 - 1:45 p.m.	Module #5: Introducing Rudy
1:45 - 2:45 p.m.	Module #6: Safety Parameters Discussions
2:45 - 3:00 p.m.	Break
3:00 - 4:00 p.m.	Module #7: Individual Meetings with Youth
4:00 - 5:00 p.m.	Module #8: Individual Meetings with Adults "On the Scene"
5:00 - 5:15 p.m.	Module #9: Closing Day One

casey family services: permanency statement

HANDOUT

#3

Permanency is 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.*

Building on the ongoing commitment of Casey Family Services to achieve family permanency outcomes for all children and youth, involve consumers in planning and maintain birth family connections, the following practices will be strengthened and enhanced:

- Every child/youth will achieve a timely and stable family permanency outcome that is as physically, emotionally and legally secure as possible.
- Every child/youth will be as comprehensively prepared for adulthood as possible, using an approach that is continuous, customized and collaborative.
- A “permanency team” process will integrate child/youth-centered, family-focused planning and decision making for safety, permanency and well-being (including preparation for adulthood).
- Parents (birth, foster, adoptive, respite), family members and other significant adults in the life of a child/youth will be actively and meaningfully engaged in collaborative permanency planning and decision making.
- Children and youth will be engaged in their own permanency planning and decision making in a way that is active, meaningful, collaborative and developmentally appropriate.
- Safe, stable and enduring connections to a child/youth’s birth parents, birth and extended family members and other significant adults will be developed, nurtured and supported.
- Recruitment of resource families will include identifying attachment figures and significant adults from each child/youth’s natural network of relationships.
- Resource families will be prepared for an integral role in permanency team planning and decision making on the part of each child/youth in their care.
- Resource families will be prepared for a flexible role that changes as each child/youth’s permanency needs change. This may include: reunification and/or reconnection with birth family; responding personally by making a permanent legal commitment to a child/youth who cannot be safely reunified; and/or being an integral part of the team to recruit an alternative permanent family if necessary.

* *A Call To Action: An Integrated Approach to Youth Permanency and Preparation for Adulthood*. The Casey Center for Effective Child Welfare Practice, in collaboration with California Permanency for Youth Project, Casey Family Programs, and the Jim Casey Youth Opportunities Initiative, Inc. April 2005.

- Although many children/youth will still enter CFS care under a goal of LTFC/APPLA, the permanency service plan goal of LTFC/APPLA will be used only when reunification, adoption or guardianship cannot be achieved.
- While the hallmark commitment of “Once a Casey kid, always a Casey connection” will be sustained, the defining characteristic of the social work relationship with children/youth will be as a “bridge” to safe, stable and permanently secure family relationships.

fostering connections to success and increasing adoptions act of 2008

HANDOUT

#4

The Fostering Connections to Success and Increasing Adoptions Act (H.R. 6893/P.L. 110-351) will help hundreds of thousands of children and youth in foster care by promoting permanent families for them through relative guardianship and adoption and improving education and health care. Additionally, it will extend federal support for youth to age 21. The act will also offer for the first time many American Indian children important federal protections and support.

The Fostering Connections to Success and Increasing Adoptions Act will improve outcomes for children and youth in foster care by:

Promoting Permanent Families for Children in Foster Care

WITH RELATIVES

- **Notice to Relatives When Children Enter Care.** Increases opportunities for relatives to step in when children are removed from their parents and placed in foster care by ensuring they get notice of this removal.
- **Kinship Navigator Programs.** Guarantees funds for Kinship Navigator programs, through new Family Connection grants, to help connect children living with relatives, both in and out of foster care, with the supports and assistance they need.
- **Subsidized Guardianship Payments for Relatives.** Helps children in foster care leave care to live permanently with grandparents and other relative guardians when they cannot be returned home or adopted and offers federal support to states to assist with subsidized guardianship payments to families for these children, generally to age 18. In certain circumstances, children may continue to receive guardianship assistance to age 21. Clarifies that all children who, as of September 30, 2008, were receiving federally supported subsidized guardianship payments or services in states with Child Welfare Demonstration Waivers will be able to continue to receive that assistance and services under the new program. Clarifies that children who leave foster care after age 16 for kinship guardianship are eligible for independent living services and makes them eligible for education and training vouchers.
- **Licensing Standards for Relatives.** Clarifies that states may waive non-safety related licensing standards for relatives on a case-by-case basis and requires the Department of Health and Human Services (HHS) to report to Congress on the use of licensing waivers and recommendations for increasing the percentage of relative foster family homes that are licensed.

WITH ADOPTIVE FAMILIES

- **Incentives for Adoption.** Increases incentives to states to find adoptive families for children in foster care, especially those with disabilities or other special needs and older youth.
- **Adoption Assistance.** Increases opportunities for more children with special needs to receive federally supported adoption assistance without regard to the income of the birth families from whom they were originally removed.

WITH BIRTH FAMILIES AND OTHER RELATIVES

- **New Family Connection Grants.** Increases resources for Kinship Navigator programs, as described above. Also provides grants for Family Group Decision-Making Meetings, Intensive Family Finding activities, and Residential Family-Based Substance Abuse Treatment, all of which can help children stay safely with family members and out of foster care or, once in care, return safely to their parents or find permanence with other relatives.
- **Keeping Siblings Together.** Preserves the sibling bond for children by requiring states to make reasonable efforts to place siblings together when they must be removed from their parents' home, provided it is in the children's best interests. In the case of siblings not placed together, states must make reasonable efforts to provide for frequent visitation or other ongoing interaction, unless such interaction would be harmful to any of the siblings.

Improving Outcomes for Children and Youth in Foster Care

Foster Care for Older Youth. Helps youth who turn 18 in foster care without permanent families to remain in care, at state option, to age 19, 20, or 21 with continued federal support to increase their opportunities for success as they transition to adulthood.

Educational Stability. Helps children and youth in foster care, guardianship and adoption achieve their educational goals by requiring that states ensure that they attend school and, when placed in foster care, they remain in their same school where appropriate, or, when a move is necessary, get help transferring promptly to a new school; also provides increased federal support to assist with school-related transportation costs.

Health Care Coordination. Helps improve health care for children and youth in foster care by requiring the state child welfare agency to work with the state Medicaid agency to create a plan to better coordinate health care for these children in order to ensure appropriate screenings and assessments and follow-up treatment and to assure sharing of critical information with appropriate providers and oversight of prescription medications.

Increasing Support for American Indian and Alaska Native Children

Direct Access to Federal Support for Indian Tribes. Offers, for the first time, many American Indian and Alaska Native children federal assistance and protections through the federal foster care and adoption assistance programs that hundreds of thousands of other children are eligible for already.

Technical Assistance and Implementation Services. Requires HHS to provide technical assistance and implementation services dedicated to improving services and permanency outcomes for Indian children and their families.

Improving the Quality of Staff Working with Children in the Child Welfare System

Extended Federal Support for Training of Staff. Expands the availability of federal training dollars, on a phased-in basis, to reach more of those caring for and working with children in the child welfare system, including relative guardians, staff of private child welfare agencies, court personnel, attorneys, guardian ad litem, and court appointed special advocates.

Source: Children's Defense Fund. <http://www.childrensdefense.org/child-research-data-publications/data/FCSIAA-summary.pdf>

the rudy case

HANDOUT

#5

Rudy is 15 years old and the oldest of three children. His birth family includes his mother Lois and twin brothers, Anthony and Mark. Rudy initially came into the care of the state of Michigan at age 3 due to issues of abuse, neglect and abandonment. The children appeared to be physically abused, neglected and in need of food, clothing and medical care. As a result of neglect and lack of parental care the children had many behavioral problems.

Rudy and his brothers remained at the home of a family friend for a period of time prior to entering foster care. This friend had hoped for Lois's timely return, but when that did not happen, she found it necessary to contact the state child welfare agency. The children were placed in unrelated, separate foster homes. Sadly the children's behaviors resulted in their disruption from their foster homes and they were moved again.

Lois, the birth mother, did resurface and contacted the child welfare agency. Services were provided to address Lois's history of substance abuse, prostitution, and recent incarceration. Ultimately, the younger siblings, Mark and Anthony, were returned home. Though Lois has expressed a continued interest in Rudy, she has been unable to meet Rudy's multiple needs on a full-time basis. Lois requested that her sister be allowed to care for Rudy.

Maternal Aunt Harriet came from Massachusetts and, with the approval of the child welfare authorities, brought Rudy who was 9 years old back to Massachusetts to reside with her and her six children. Unfortunately, this placement disrupted after one year. Rudy re-entered foster care and over the next two years was placed in several group and residential facilities. At age 12 Rudy was placed in the Casey Family Services foster home of Betty and Bob Jones. Over time, Rudy's contact with his aunt Harriet diminished, and became sporadic and inconsistent. There has been no contact between Rudy and Harriet in over one year.

Rudy is diagnosed with Attention Deficit Disorder and is on medication. He has the tendency to act on impulse and has been aggressive. Rudy has poor peer relations. However, Rudy has maintained a good rapport with one particular staff member at his former residential program, who affectionately describes Rudy as a "misguided kid." Rudy's interests include music, sports and car repair.

Rudy's social worker is concerned about what will happen when he turns 18.

how safety and relationships are interconnected

HANDOUT

#6

When children are asked, “What Makes You Feel Safe?”, they tend to describe relationships that provide them with a sense of security:

- When Mommy gives me a bowl of applesauce and reads me a story. – Darius, age 4
- I feel safe when Mommy reads to me at night. – Hannah, age 5
- I feel safe because I have a home and I have Snuffles (a teddybear). – Jordan, age 6
- I feel safe because I have a family. – Joshua, age 10
- God makes me feel safe. – John, age 12
- My mother, my family and my friends make me feel safe. – Lenora, age 13
- I feel safe when I’m with my family. – Helene, age 15
- I feel safe when I’m at home. – Charles, age 17
- I feel safe when I’m with my mother or my boyfriend. – Andrea, age 18

This list appeared in a Child Welfare League of America newsletter in the mid-90s. When a group of children and youth, ages 1-18 were asked “What makes you feel safe?” this list resulted. It provides a powerful illustration, directly from the voices of children and youth that the concept of “safety” is made concrete in “family.” Safety is inextricably connected to, and cannot be separated from the relationships that are most significant in their lives.

older youth at the table/voice of the child

HANDOUT

#7

Older Youth at the Table

- When working with older youth (12-18) the team process is primarily defined as youth driven. It is a collaborative planning process done with the youth not to the youth or for the youth. This inclusion of the youth is developmentally appropriate. The youth has a central voice while the family and caregiver's role is to provide guidance and support. This reflects the philosophical belief that the developmental task for older youth is inter-dependence not independence.
- The process starts with the youth's perspective and moves forward from there to design a plan for their future, which includes discussions of safety, permanence and well-being.
- The youth is fully incorporated in the planning process. The youth is typically present at the planning table.
- Integrated planning for teens is essential, simultaneously planning for the most physically, emotionally and legally secure family relationships possible as well as the opportunities, tasks, resources, relationships and skills that will insure comprehensive preparation for adulthood.

Voice of the Child

- When working with younger children (under age of 12) all team discussion is on child-centered needs, and decision making is based on the child's best interests.
- The voice of the child – his/her story, wishes, feelings, fears, the people whom s/he loves and feels safe with - must be reflected in all of the discussions, either directly through the child or through the caregivers and adults that have a relationship or connection with him/her and know him/her best.
- Considerations for including younger children in a large team meeting include: an individual child's level of emotional, cognitive and social development; the perspective shared by the adults that know the child best regarding that child's ability/readiness to participate in the meeting; level of conflict between important adult team members and their ability to regulate/modulate in the child's best interest; ability of adults to send a consistent and uniform message to the child.
- In some cases, involving younger children at distinct stages of the team meeting (introductory and/or closing stages) may be most appropriate. When a child is not present at the meeting, there are many

creative approaches used to represent a child's presence in the meeting (photos, drawings, favorite possession, etc.).

- Whether in attendance at the meeting or not, age-appropriate discussion with the child about the team meeting process and content is essential, both prior to and after the meeting.
- If the facilitator has no other role in the child's life other than facilitating the team planning process, the facilitator will obtain information about the child's perspective from the adults who know the child best. However, the facilitator will obtain this perspective from the child directly if they have the dual role of facilitation and case management.
- People who can give voice to the child's needs include: the child's parents (birth, foster, adoptive); attorney or GAL; case manager or social worker; staff person transporting to/from or monitoring birth family visits; therapist; Early Intervention staff; teachers; respite care providers, etc.

tools for eliciting the child's voice

HANDOUT

#8

Tool #1: 3 Houses from Signs of Safety

One tool for eliciting the child's/youth's voice is the [Three Houses from Signs of Safety](#). This is a tool for involving children and young people in child protection assessment and planning. The child is supported in drawing and filling in three types of houses – House of Good Things, House of Worries and House of Dreams – to gain the child's/youth's perspective on strengths and worries about his/her family.



POWERPOINT SLIDE #107 FROM CONSIDERED-REMOVAL TDM MANUAL

ASSIGNMENT: Select a group member to role play the therapist and one group member to role play 15-year-old Hank who has been in foster care for 6 years with no contact with his birth mother and father after their parental rights were terminated 3 years ago. Hank lives with Ilana, his foster mother, who wants to adopt him but Hank is not sure that he wants to be adopted at all or at least is not sure he wants to be adopted by Ilana. All other members will be observers. As observers, make note of the following:

1. How did the therapist introduce and explain the Houses tool?
2. How did Hank respond to using the House tool?

3. Did you see examples of the therapist working with Hank to engage him in the process?

4. Did you see examples of the therapist helping Hank go more deeply into his good things, worries, and/or dreams?

Tool #2: Bull's Eye from Signs of Safety

Another tool from Signs of Safety is the **Bull's Eye**. It is designed to identify who in the child/youth's natural network might be called upon to become part of the child's safety network. The social worker or facilitator works with the child from the center of the bull's eye out, asking the following questions:



POWERPOINT SLIDE #108 FROM CONSIDERED-REMOVAL TDM MANUAL

- Who knows everything that is going on with you/your family?
- Who knows some of what is happening?
- Who doesn't know anything?
- Are there people in the outer circle who need to know more and be moved closer to the inner circle?

ASSIGNMENT: Select a group member to role play the social worker and one group member to role play 12-year-old Tyrone who entered foster care 6 months ago after being abandoned by his mother at a bus station. Efforts are now being made to locate Tyrone's mother and his father who has been out of the picture for the last three years. Tyrone's older brother, Erik, age 16, is living on his own but Tyrone does not know where he is. All other members will be observers. As observers, make note of the following:

1. How did the social worker introduce and explain the Bull's Eye tool?
2. How did Tyrone respond to using the Bull's Eye tool?
3. Did you see examples of the social worker working with Tyrone to engage him in the process?
4. Did you see examples of the therapist helping Tyrone go more deeply into identifying people in his life who fit within each circle?

Tool #3: "I Want to Say Something"



POWERPOINT SLIDE #106 FROM CONSIDERED-REMOVAL TDM MANUAL

Hello Everyone.

I heard about the Family Meeting today and, because I will not be there, I have some things I want you to know.

When I think about what's going on in my family, I like that:

What I don't like about what's happening is that:

My feelings right now about it are:

So this is who I think should be there:

Because:

And these are the people I think should NOT come:

Because:

I want you to know that the good things about my family are:

Things that worry me about my family are:

So this is what I especially want my _____ to know:

And this is what I really want my _____ to know:

And for all of you who are there, I would like to tell you that:

When you all work on figuring this out, this is what I hope for me:

And this is what I would like to see happen for all of us:

Thank you for:

Signed:

ASSIGNMENT: Select a group member to role play the therapist and one group member to role play 7-year-old Liza who entered foster care a year ago after the child welfare agency intervened. Liza experienced chronic neglect while with her parents. Her mother and father abused alcohol and drugs and while physically present in the home most of the time, were so impacted by their substance abuse that they did not attend to having food in the home, keeping the home clean, getting Liza to the doctor for a number of medical conditions (asthma, rashes, ear aches), or getting Liza to school regularly. Both parents are now in a substance abuse treatment program though with some disruptions in treatment so far. The next permanency team meeting is scheduled in two weeks where the team will be talking specifically about the concurrent plan of adoption given the limited progress that has been made to date toward reunification. Liza does not want to attend any part of the meeting and her therapist agrees. All other members will be observers. As observers, make note of the following:

1. How did the therapist introduce and explain “I want to say something” tool?
2. How did Liza respond to completing the questions?
3. Did you see examples of the therapist working with Liza to engage her in the process?
4. Did you see examples of the therapist helping Liza decide what she to say in response to the questions?

observer sheet: clarification work with rudy

HANDOUT

#9

1. How did the social worker begin the conversation with Rudy about the issue(s) that need to be clarified with him?
2. Did you see examples of the social worker helping Rudy to explore “Who am I?”
3. Did you see examples of the social worker helping Rudy to explore “What happened to me?”
4. Did you see examples of the social worker helping Rudy begin to make sense of his experiences before coming into foster care? His experiences since entering foster care?

guiding questions – youth

HANDOUT

#10

- I'm concerned that when you leave foster care you'll know you have someone to count on.
- Who are the teens you know or have heard about who have left foster care? How would you describe their situations? What do they say they need now?
- My guess is that you will wish you had someone you can really count on at some point later in your life. Can you think of some times that you might wish you had someone to be there for you?
- Who in your family was affectionate to you?
- Who in your family recognized you as special?
- Was/is there anyone in your family that makes you feel safe?
- Who cared for you when your parents could not? Who paid attention to you, looked out for you, cared about what happened to you?
- With whom have you shared holidays and/or special occasions?
- Who do you like? feel good about? enjoy being with? Admire? look up to? want to be like someday?
- Who believes in you? stands by you? compliments or praises you? appreciates you?
- Who can you count on? Who would you call if you were in trouble? Wanted to share good news? Bad news?
- Who would you call that would listen? Give advice?
- Who are the three people in your life with whom you have had the best relationship?
- Would it help to review where you have lived in the past? to help you recall important adults in your life?
- Who have you felt connected to in the past?
- Who from the past or present that you want to stay connected to? How? Why?
- Should he or she be part of your planning team?
- How are you feeling about this process? What memories, fears, anxieties is it stirring up?
- What do you want to accomplish in the next year? Five years?
- What does your life look like ten years from now?

- Who do you see yourself still connected to?
- What does “family” look like for you? How do you define “family”?
- Who is in your family? How many?
- Where do they live? How far away or close?
- How often do you see them? When, where and why?
- Do you live with them? Now, ever? When, why? What role do the people around you play in helping you to accomplish your goals now?
- What do/don’t you need/want from them? What do/don’t they need/want from you?
- How will you feel if you try to find such a relationship and make it work? How will your life be better, more fun, more hopeful, more satisfying, more secure?
- How will you feel if you don’t try to find such a relationship and you don’t try to make it work? Will your life be worse, less fun, less hopeful, less satisfying, less secure?

Consider which of these questions you use based on the specific situation of each child/youth and their relationship with past and current caregivers.

permanency conversations with youth

HANDOUT

#11

Within a permanency framework the social worker is always looking for adult/family connections and relationships; taking any opportunity to have the conversation about people that may be a family resource or parenting person for the youth. Talk gently but often about family relationships, track any opening to move the conversation forward. Look for areas of agreement. The conversation is on-going, incremental, and strategic.

Explain your role in the youth's life

- Older youth- "I'm here to help you plan for your future and to think about who family is going to be for you"
- Younger child- "I'm your planning person, my job is to help the adults make good plans for all your growing up"

EMPHASIZE:

- "This might feel like a new way of working together"
- "It works best if you're at the planning table, if we can work together to find the best direction for your future"
- "I work with you, to help you make a plan that will address your needs and wants; it's about you and your future"
- Respect the child's relationship to birth parents, foster parents and important adult attachments
- Be open and honest in talking with and answering the child's questions
- Regardless of age, all children need to be involved in their own planning at a developmentally appropriate level

Minimize stigma; let them know that you work with "lots of other youth in similar situations"

- "I'm working with another young man/woman who..."
- "I'm working with 5 other adolescents right now to think about family and help plan their futures"

Stay purposefully flexible about the permanency outcome

- Initially you may want to talk with the youth about the parenting adults in their life currently and from the past
- Explore with the youth these personal relationships and how they may be supported in becoming secure family relationships that last a lifetime

- As the work moves forward deepen the conversation with language about adoption, guardianship or legal permanency
- If you encounter stiff resistance to the concept of family you may want to begin the discussion with neutral language: “adult connection,” “support person,” “someone to count on,” or other words that signify permanence without implying a traditional family relationship
- Identify with the youth the attachments figures, family members, significant adults that they trust and feel safe with
- Questions such as: “Have you thought about whom you’d like to spend time with as you get older?”, may be a helpful icebreaker
- Again as the work moves forward deepen the conversation with language about adoption, guardianship or legal permanence

Give examples of instances when these connections might be used

- Celebrating holidays and special times, getting a driver’s license, graduating, getting married, co-signing a loan, financial advice, help with housing, etc.
- Deal with the “NO”:

EXAMPLE: Teen - “I don’t want adoption. How could anyone want to be adopted by someone they didn’t know.” Social Worker- “Absolutely, you would need to know and feel comfortable with someone before being adopted.”

EXAMPLE: Teen – “I’m going to live with my mom when I turn 18.” Social Worker – “Your mom will always be important in your life. I know other kids who feel loyal to their moms and feel ok about being adopted too.”

Suggest possible adult connections: a relative, teacher, coach, anyone who has made a positive impact or impression on the youth

- “I’m sure there are people in your past or present whom you like or feel a connection to...”
- “I’m here to help you reconnect, or make the connection more secure”
- “I’m here to help you plan for adulthood and to think about who family is going to be for you”
- “What would it be like to build a family for yourself from these important people you identify?”

Be future-oriented, don’t worry about the limitations of the past

- “When you think about yourself five years from now, what are your hopes?”

- “If you could design a plan or draw a picture for your future, what would it look like, and who would be in it?”
- “Try not to rule out people because of the circumstances under which you left”

Give general timeframes for the process

- “It’s not going to happen overnight”
- “It will take a few months to get to know you, to meet the people you’d like to have in your life, and to make a good plan”

Be flexible in your approach; you may not get to gathering names or concretely talking about the future in your initial conversation. All that needs to get done in the first meeting is to plant the seed and begin to establish your connection with the youth

Exhibit a positive, comfortable demeanor; it’s a no-pressure informational conversation

Try to provide a warm, comfortable setting. If the first meeting is at a program or residence, try to meet one-on-one with the youth, without program staff. Subsequent meetings can occur off grounds, or outside

Food is always good!

guiding questions – adults

HANDOUT
#12

The following are examples of questions you may use when meeting individually with potential Team members.

Birth Family/Legal parents:

- What do you hope will happen for your child/teen?
- Do you want to parent full time? Do you feel able to?
- If you prefer not to or are unable to assume full time parenting, what role do you want to play in your child's/teen's life? What type of role could you make a commitment to?
- Who has a relationship with your child/teen that could provide a permanent family relationship if you couldn't be the full time parent?
- Who would consider committing to a nurturing, supportive long-term adult relationship with your child/teen?
- Are you willing to help plan for your child's/teen's permanency?
- Who are the other people that need to be included in the planning process?
- What information could help everyone understand your child's/teen's needs better?

Past/Present Caregivers:

- Did you know that this child/teen is in need of a permanent family relationship?
- Who are the people to whom this child/adolescent is attached?
- What type of permanent family relationship do you think would be best for this child/adolescent?
- What type of relationship do you see yourself having with this child/teen two years from now? Ten years from now?
- Would you be interested in learning about what it would take to include this child/teen permanently in your home/family?
- What kind of commitment can you or your family make to this child/adolescent?
- How do you picture this child/teen maintaining contact with his/her birth family or others? What role do you see yourself playing in this?
- Are you willing to work on a planning team with the child/teen and possibly the birth parent and others on behalf of the child/teen?

observer sheet: permanency conversations with adults

HANDOUT

#13

1. Did you see examples of the social worker acknowledging the adults' concern?
2. Did you see examples of the social worker using psychoeducation with the adult?
3. How did the social worker build a relationship with the adult?

lifelong families training: day two agenda

HANDOUT
#14

9:00 – 9:15 a.m.	Welcome and Review of Day
9:15– 10:45 a.m.	Module #10: Permanent Family Identification and Engagement
10:45 – 11:00 a.m.	Break
11:00 a.m. - noon	Module #11: Joint Meetings
noon - 12:45 p.m.	Lunch
12:45 – 2:15 p.m.	Module #12: Large Team Meetings
2:15 – 2:30 p.m.	Break
2:30 – 3:00 p.m.	Module #13: Permanency-Focused Case Management
3:00 – 3:15 p.m.	Module #14: Permanency Support Planning, Closing and Moving Forward

role play card aunt harriet

HANDOUT

#15

You took Rudy in when your sister wasn't able to care for him. You already had six children of your own that you were caring for, but you felt strongly that Rudy needed to be with family. You tried everything you could think of to make it work, but you just couldn't manage Rudy's behaviors and keep your children safe. Making the decision to have Rudy replaced was the toughest decision you ever made. Your eldest son, Joe, was equally disappointed by the decision. Joe had connected with Rudy and enjoyed hanging out and doing car repair with him. Joe and Rudy had a close relationship and Rudy seemed to look up to him.

Initially, after Rudy was removed from your home, you attempted to contact him through his social worker. It became too complicated having to communicate through the social worker and, over time, you lost touch with Rudy. Even though you are unsure of the role you can play in Rudy's future, you still see him as part of the family and believe him to be a good kid. Joe continues to ask about Rudy as well.

examples of large team meeting agendas

HANDOUT

#16

Samantha Jones

Permanency Team Meeting

March 31, 2012

1:30-2:30

1. School update
2. Job update
3. Medical updates
4. Joining cheerleading
5. Mentoring
6. Considering adoption with the Smiths
7. Family updates
8. Next meeting date - June? Time?

Maria Lopez

Family Team Meeting

2/10/12

1. School
2. Dad/relatives
3. Visiting brothers
4. Therapy
5. Citizenship
6. Permanency pact
7. Anything else?
8. The next family team meeting date is:

Chad

Permanency Team Meeting

1. Welcome and Introduction - Anne

- Share purpose of meeting

2. Chad - Wishes/Services/Supports

- Chad: Read letter written for birth mom
- Chad: Update on Chuma
 - GED
 - Employment
 - Update on Kafele
 - Therapy
 - Relationship with Kafele and Mom
 - Mom's Hopes/Thoughts
 - Step-Dad's Hopes/Thoughts

3. Team Updates - Services and Supports

- DSS- Services and Supports
- CASA
- Dr. Andrews
- Foster Parent
- Casey

4. Future Plans

- Reunification
- Housing Update
- Commitment to Therapy
- Commitment to GED
- Supports

permanency team worksheet

HANDOUT
#17

Case Name:		Meeting Date:	
TEAM MEMBER	RELATION TO CHILD/YOUTH	RESPONSIBILITIES/TASK	TIME FRAME
Next Meeting Date:			

permanency team worksheet – rudy’s sample

HANDOUT

#18

Case Name: Rudy		Meeting Date: 11/06/09	
TEAM MEMBER	RELATION TO CHILD/YOUTH	RESPONSIBILITIES/TASK	TIME FRAME
Rudy	Youth	<ul style="list-style-type: none"> • Rudy agrees to explore summer job with Joe's assistance • Will work with Bob about signing up for Driver's Ed. • Will accompany Bob to explore automotive certificate program 	<ul style="list-style-type: none"> • Initial appointments made within 6 weeks
Bob	Foster Father	<ul style="list-style-type: none"> • Bob will meet with Rudy and guidance counselor re: auto repair program at local community College • Will work with Rudy to enroll in driver's Ed • Will lend Rudy \$500 for car repair project 	<ul style="list-style-type: none"> • Meet with counselor within 3 weeks • Driver's Ed inquiry within 2 weeks w/ enrollment in next class • Loan upon completion of Driver's Ed class
Betty	Foster Mother	<ul style="list-style-type: none"> • Teach Rudy basics of laundry and banking/ checking accounts in preparation for summer job 	<ul style="list-style-type: none"> • Begin within 2 weeks
Bob and Betty	Foster Parents	<ul style="list-style-type: none"> • Will support Rudy in re-establishing contact with Aunt Harriet and Joe 	<ul style="list-style-type: none"> • Contact with Aunt Harriet within 1 week
Aunt Harriet	Maternal Aunt	<ul style="list-style-type: none"> • Agrees to begin day visits with Rudy, Bob and Betty at mutually convenient times and location. • Will teach Rudy recipes when he visits in her home 	<ul style="list-style-type: none"> • Contact Bob and Betty within 1 week • First visit within 3 weeks. • Once visits have begun in her home.

Joe	Cousin	<ul style="list-style-type: none"> • Will be involved with home visits at Aunt Harriet's to re-establish relations with Rudy • Assist Rudy in exploring summer job opportunities at automotive shops • Will help Rudy fix up a car in preparation for obtaining his driver's license 	<ul style="list-style-type: none"> • Ongoing • Within 6 weeks • Upon completion of Driver's Ed
Tyrone	Friend/Mentor	<ul style="list-style-type: none"> • Continue to contact Rudy as a mentor and help Rudy get information about music career vs. music hobby • Support Rudy in using skills he developed in anger management group 	<ul style="list-style-type: none"> • Within 6 weeks • Ongoing
Social Worker	Social Worker	<ul style="list-style-type: none"> • Support and prepare Rudy, Bob and Betty in exploring how Rudy will belong in their family, including gathering information about adoption subsidy • Will support relationship building between Aunt Harriet, Rudy, Bob, Betty and Joe 	<ul style="list-style-type: none"> • Subsidy information within next 3 weeks • Will have met 2 times with Rudy, Bob and Betty before next team meeting in individual or joint sessions

Next Meeting Date:

helpful hints for facilitating a team meeting

HANDOUT

#19

1. Food – Don't underestimate the power of food

- Provides a relaxed environment
- Gives participants something else to focus on initially
- Once you break bread with someone, you can't be viewed in the same way

2. Youth as center of process

- Begin each meeting by offering youth to address the group and provide his/her perspective
- Refer to youth's name frequently throughout
- Elicit feedback from the youth throughout the meeting
- For younger children who are not present, they can be symbolized through pictures, posters, drawings, empty chair

3. Ask participants to begin with youth's strengths

- Sets the tone for a positive, strengths-based discussion
- Diffuses negativity, dwelling on past
- Provides a jumping off point for solutions and outcomes
- Gives participants an opportunity to reframe survival behaviors and attitudes of youth in a way that is less threatening

4. Setting ground rules

- If you anticipate an adversarial meeting with high level of emotion
- No interrupting – write questions down and make sure address them
- “Your feelings are valid, however, I am going to ask that for next hour, we all work hard to stay in charge of those emotions”
- If someone feels we need to stop and break to gain control
- Respect one another, though you may not agree with something someone has said, all participants have a right to their perspective

5. Prepare agenda-written outline of what you want to accomplish at the meeting and write agenda on flip chart for all team participants to see

- Keep participants on track
- Ensure pertinent areas are covered

6. Use flip chart to elicit additional agenda items or keep track of important issues

7. Ensure issues are addressed

- Listen to ensure issues are brought out
- If someone is reluctant “I know in our individual sessions concern was expressed in this area...do people feel comfortable talking about that?”
- Can't be a person's mouthpiece, but can encourage them to talk (This is especially true for the adolescent)

8. Facilitate team problem-solving

- Encourage creative thinking and problem solving-help the professionals to “think outside the box”

9. Serve as translator – Translate professional jargon

10. Level the playing field

- Give an equal voice to all participants
- Don't let any one person monopolize the conversation
- “I will be keeping track of the time so we all have an opportunity to speak

11. Focus discussion on 3 areas: Safety, Permanence, Well-Being

- If content doesn't relate to the 3 areas, doesn't belong in the meeting
- O.K. to say that is a conversation for another place and time –“today we are here to focus on (name of youth) and how his/her needs can be met in these areas”

12. Facilitator as role model

- Model respect
- Be on time

- Follow through with what you say you are going to do
- Reframe content to take out the “sting” – team members will follow your lead
- Stay in control of the process – team members will be looking to you not to get thrown off or flustered

13. Be flexible

- Meetings don’t follow the stages sequentially, but will move around a lot – especially in initial meeting where there is no blueprint
- Don’t get hung up on the order – make sure everyone has a voice and keep tracking in your own mind how the content fits into the 3 areas.

14. Close meeting

- Provide brief summary of primary points and review everyone’s tasks and responsibilities
- Do not leave the room without scheduling your next meeting!
- Leave with all participants together – don’t linger with someone – compromise perception of neutrality.

role play scripts for large team meeting

HANDOUT

#20

Rudy

YOUTH IN FOSTER CARE, AGE 16

Rudy has been living with Bob and Betty for 2 years since leaving his residential treatment program. He wants to stay with them. He often says to his social worker (but has not told Bob and Betty) that he feels like “just a foster kid.” He is worried about what will happen for him when he turns 18. He dreams of becoming a rock star guitarist, and also likes fixing cars. He thinks he might want to live on his own after high school, or maybe move in with his cousin, Joe.

At the large team meeting, Rudy will:

- *Related to Permanency:* be searching for clues to how Bob and Betty feel about him and what role he will play in their family after he turns 18; wanting to be reconnected with his Aunt Harriet and cousin, Joe, but is unsure of how they feel about him since he had to leave their home two years ago.
- *Related to Preparation for Adulthood:* want to get a summer job and earn money, get his driver’s license, and plan to move out on his own (or with Joe) after he gets out of high school.

Aunt Harriet

RUDY’S MATERNAL AUNT

She hasn’t seen Rudy in two years, but Rudy lived with her for a year when she asked for his removal because of his aggressive behaviors (“punched a hole in a wall”) and because she couldn’t continue to parent him as well as her own six children. Because there were so many changes in social workers, and she felt blamed by the state agency for “giving up on Rudy” – she lost contact with him.

At the large team meeting, Aunt Harriet will offer the following:

- *Related to Permanency:* She wants a relationship with Rudy that starts out slow and maybe eventually expands to overnight visits. She consistently reminds everyone that “he’s family,” but is clear that he cannot come back to live with her. She believes that Rudy should maintain his birth and extended family relationships, and especially be reconnected to his birth mother Lois.
- *Related to Preparation for Adulthood:* She wants Rudy to “make something of himself” and always says “he’s a smart kid.” She encourages him to get a job that will support him and a family that he might want to start in the future. She’s not sure she can do much to help since she is still

overwhelmed with taking care of her own young children, but she is a great cook and would be willing to teach Rudy a few of her recipes.

Joe

AUNT HARRIET'S SON, RUDY'S OLDER COUSIN

Age 23, acted as a “big brother” to Rudy when he lived with him and Aunt Harriet. Often took cars apart in the garage together. Now engaged to be married, Joe works at a local mechanic shop. He worries about Rudy – especially about his problem with anger and how that might affect his work on the job. He would be willing to reconnect with Rudy. Joe wants the best for Rudy and wants him to do well in life.

At the large team meeting, Joe will offer:

- *Related to Permanency:* to get reconnected with Rudy, “he’s my cousin – always will be”; however he could not consider Rudy coming to live with him (will soon be getting married). He would like to start spending more time with Rudy gradually “working on cars like we used to.”
- *Related to Preparation for Adulthood:* to assist Rudy in exploring summer employment at an automotive shop; he will also offer to help him fix up a “junk car” in preparation for getting his license; and will encourage him to explore the automotive repair certificate program at the local community college (“You need to get the skills. It’s tough to make a living out here without them.”).

Bob and Betty

LONG-TERM FOSTER PARENTS

Rudy has been living with them from age 13, when he came out of a residential treatment program. Bob is a teacher in the vocational high school; Betty works part-time as a secretary at City Hall. Parenting Rudy was rough at first, there were lots of behavioral problems but everyone stuck with it and worked things out. They care deeply about Rudy. Much of the anger Rudy felt at the loss of a relationship with his birth mom and Aunt Harriet was directed at Betty, so she is feeling a bit vulnerable when talking about further defining their relationship in the future. Bob has a special affection for Rudy, “he’s one of my kids.” They haven’t discussed in detail any formal commitment to Rudy, but both assume that he will always be “part of the family.” They want him to be successful in his life, and get the skills he needs to support himself in a job that he likes and that “pays the bills.”

At the large team meeting, Bob will offer:

- *Related to Permanency:* the assurance that “Rudy’s my kid” and will always be “part of the family.” He will be willing to consider more fully defining that relationship, and maybe even consider adoption if that’s what Rudy wants, but doesn’t quite understand why Rudy doesn’t already feel “equal to everyone else.”

- *Related to Preparation for Adulthood:* to go with Rudy to meet with his guidance counselor about exploring the automotive repair certificate program at the local community college; also will work with Rudy to get him into driver's education and will loan him \$500 for a "junk car" that he can fix up.

At the large team meeting, Betty will offer:

- *Related to Permanency:* the assurance that "Rudy's my kid" and will always be "part of the family." Although she is willing to consider how that commitment might be better defined in order for Rudy to feel secure, she is a bit unsure of her relationship with Rudy especially when he takes his anger out on her, and she also feels threatened somewhat by Aunt Harriet becoming more closely involved in his life at this point – she is worried about how that might change things in Rudy's relationship with them (Bob and Betty).
- *Related to Preparation for Adulthood:* to work with Rudy on taking full responsibility for doing his own laundry; and assist Rudy in opening up a bank account in order to manage the money from his upcoming summer job.

Tyrone

RESIDENTIAL TREATMENT STAFF PERSON

Tyrone developed a special relationship with Rudy during the two years he was in a residential treatment program. Tyrone played the guitar in a band on the weekends, and took Rudy to a concert which is when Rudy first started dreaming of becoming a rock and roll star. Tyrone ran the anger management group at Rudy's residence and helped Rudy with his anger management skills, and is always encouraging him to "talk it out."

At the large team meeting, Tyrone will offer:

- *Related to Permanency:* to continue an ongoing, "mentor-like" relationship with Rudy, but is clear that he cannot make a commitment as "family."
- *Related to Preparation for Adulthood:* will assist Rudy in getting realistic about his fantasies about being a rock and roll star; will help him gather information on music as a profession vs. music as a hobby; and will continue to offer him guidance on keeping his anger from getting in the way of his plans for the future.

State Social Worker

At the large team meeting, the agency social worker wants to develop a solid plan with Rudy before he turns 18, including both clearer definitions of his permanent family relationships as well as comprehensive preparation for adulthood.

- *Related to Permanency:* The social worker has been listening to Rudy's feelings of insecurity in his family and talking about what he thinks he needs in order to feel like he belongs. She is committed to helping Rudy explore that conversation more deeply with Bob and Betty. She offers to research information about adoption subsidy and ongoing support to assist Bob and Betty in making a permanent legal commitment to adoption. The social worker is equally committed to assisting Bob and Betty in building a strong relationship to Aunt Harriet and Joe in order for Rudy to feel secure within his total family network.
- *Related to Preparation for Adulthood:* The social worker encourages Rudy to pursue his strengths, skills and interests while exploring a summer job and post-high-school education and training that will prepare him best for future employment. She is committed to working together with Rudy toward a realistic plan for addressing his needs for health care, mental health, education, employment, etc. in the future.

Facilitator

At the large team meeting, the facilitator will offer guidance to Rudy and his team members in coming up with a plan that includes:

- *Related to Permanency:* achieving as secure a relationship as possible with his permanent family, as well as lasting relationships with birth, extended family and his other significant adult relationships; and using those relationships to help him achieve comprehensive preparation for adulthood.
- *Related to Preparation for Adulthood:* identifying accessing the life skills, supports and services needed to assure Rudy safe and satisfying health, mental health, education, employment, and community involvement, etc. in the future – as well as who from his team will take responsibility for assisting him with these tasks.

agenda for rudy's large team meeting

HANDOUT

#21

I. Welcome and Introductions

- Clarify purpose of meeting
- Briefly review individual/joint preparatory meetings
- Identify one strength about Rudy
- Review agenda and dimensions of Safety, Well-Being and Permanency

Rudy and I have prepared an agenda. We've asked him to think about his wishes and needs in the areas of Safety, Well-Being and Permanency. Rudy has identified the priorities for today's discussion to be:

II. Safety

WHERE RUDY WILL LIVE AFTER AGE 18

- Review Rudy's wishes to live with birth family or get an apartment (and the reality of birth family current life circumstances)
- Emphasize importance of re-involving Aunt Harriett, Joe in his life
- Discuss role of Bob, Betty and Tyrone in his life after age 18
- Open up to team to discuss with Rudy about his ideas of where he might live in the future

III. Well-Being

SUPPORTS RUDY WILL NEED TO BE BEST PREPARED FOR ADULTHOOD

- School/education(Education/Vocational/Job skills)
- Job/checking account (Money Management)
- Interest in Music

IV. Permanency

WHO FAMILY IS FOR RUDY

- Start with Rudy and ask who he considers family
- Move to the adults and ask them what role they see themselves playing in Rudy's future
- Develop plans for future visits between Rudy, Aunt Harriett, Joe and Bob and Betty

permanency support planning for families

HANDOUT

#22

	Reunification	Adoption	Legal Guardianship	Reinstatement of Parental Rights*
SUBSIDY	No	Depends on the state	Depends on the state	No
EDUCATIONAL SUPPORTS	No	Yes under federal law if adopted at age 16 or older	Yes under federal law if placed in legal guardianship at age 16 or older	No
POST PERMANENCY SUPPORTS	Depends on state but often not available	Depends on state but often available	Depends on state's decision to participate in federal kinship guardianship assistance program and/or implement a kinship navigator program	Depends on the state
CAREGIVER DECISION MAKING	Yes: Full	Yes: Full	Yes: Full (but may be some exceptions under state law)	Yes
RESPIRE CARE	No	Not usually but may be available in some state	Not usually but may be available in some states	Not usually
BIRTH PARENTS RIGHTS	Full	None	Depends on state law	Full
JUDICIAL REVIEWS	No	No	Depends on state law	No
TRAINING	No	Required for license or certification as an adoptive parent	Depends on state policy	No
TERMINATION OF PARENTAL RIGHTS	No	Yes	Parents rights may or may not have been terminated	Prior termination is rescinded
EASE OF TERMINATION OF STATUS	Requires high level of proof to terminate parents' rights In some states under some circumstances, terminated parental rights can be reinstated	Requires high level of proof to terminate parents' rights	Status can be challenged, generally at any time	Not applicable

INHERITANCE	Yes	Yes	Generally no unless the youth is named in the adult's will	Yes
EFFECT UPON DEATH	Designation of caregiver through will or other means	Designation of caregiver through will or other means	Can transfer to a new guardianship	Yes

* The following states have statutes authorizing reinstatement of parental rights under certain circumstances: Alaska, California, Hawaii, Illinois, Louisiana, Nevada, New York, Oklahoma and Washington State. For more information, see: <http://www.ncsl.org/issues-research/human-services/reinstatement-of-parental-rights-state-statute-sum.aspx>

CASEY FAMILY SERVICES

The direct services agency of the Annie E. Casey Foundation