

OVERVIEW OF FAMILY-CENTERED CASE ASSESSMENT AND PLANNING CURRICULUM TWO DAY VERSION

DAY ONE

- I. Introduction to Training
 - Participants consider questions about internal change and compliant change in their own lives. Small group discussion and large group application of observations to child welfare work.
 - Other introductory material – agenda, participant goals for training, schedules, etc.
 - Child welfare case process. Who is a “child welfare” worker? Focus of this training in terms of point in case process.
 - Discussion of training priorities and limitations of the two day version of this training curriculum.

- II. The Change Process
 - Discussion of why it is important to understand the change process and application in our work, particularly in making permanency decisions.
 - Brief introduction of stages of change: Precontemplation, Contemplation, Preparation, Action, Maintenance, Recurrence.
 - Walk-around exercise responding to questions about their change process. Participant answers will be integrated into discussion of model.
 - Presentation of the model including nature of motivation and movement through stages, integrating these themes:
 - Change is a process, not a product.
 - Motivation can be defined as readiness to change.
 - Clients’ readiness to change is made up of the importance the change has for them and their confidence about change.
 - Ambivalence is a natural part of most decisions to change.
 - Small group exercise – Consider quotes from clients and identify their stage of change.
 - Small groups – Identify techniques for helping clients move to next stage of change and things a worker might do that would hinder progress.

- III. Family Engagement and Assessment
 - A. Engagement
 - Co-constructing Cooperation – Discussion of work of Berg and Cingolani regarding negotiating a working relationship with clients.

- B. Purpose and Requirements of Family Engagement and Assessment
- Presentation of purposes of FEA, conclusions to be made at the end of FEA, what must be addressed at the first meeting, etc. This will identify any requirement of the Standards.
- C. Areas to Study in Family Engagement and Assessment
- Presentation – Why is it important to study these areas? Introduce the five domains.
 - Small groups are assigned a domain with responsibility to present it to the large group. Focus on gaining limited familiarity with the domain and discussing relevance.
 - Presentation – How is this different from risk assessment at initial assessment or intake inquiry? How is this study useful to you in your work?
 - Small group application of areas of study to written case material. Rate a sample of the elements and justify the rating.
- D. Strength Based Family Assessment
- Presentation on Dennis Saleebey’s five types of strengths.
 - Presentation on five types of strength based questions.
 - Small groups write three strength based questions on the domain for which they gave a group presentation earlier.

DAY TWO

III. Family Engagement and Assessment (continued)

E. Integration of Safety

- Review definitions, criteria, conceptual content and Reference Guide.
- Small group - Go through case application and identify threats to safety and behavior control threats in a sample of domains.

F. Outcomes

- Discuss outcomes as bridge between FEA and case planning. Consider handout with domains, elements and outcomes.
- Review completed case with outcomes identified.

IV. Integration of Case Process, Court and Stages of Change

- Discuss how these timelines would fit together in a perfect world. Our training will consider how we can fulfill our role when these aspects of our work do not fit together perfectly.
- How our work at FEA can make sense when a family is already through disposition. How our work can make sense when a client is still not ready to change and accommodate a client who is ready to move.

- V. Case Planning
- A. Introduction
- Introductory material on planning as a process and need to plan.
 - Presentation on parts of a case plan.
 - Requirements at case planning.
- B. Engaging Families at Case Planning
- Review handout and overhead material only.
- C. Goals
- Review material on qualities of goals.
 - Discuss priorities in case planning.
 - Review completed Magnus case plan.
 - Writing sequential goals. This handout describes a number of family situations in which a client is denying or minimizing a problem that is a significant issue related to community or child safety. An appropriate outcome is stated. The exercise asks participants to write a series of goals related to that outcome. The goals must describe behavior that is significant at different points in the family's progress:
 1. A goal related to developing awareness of the problem.
 2. A goal that demonstrates a first step toward resolving the problem behavior.
 3. A goal that demonstrates sufficient control of safety issues so that the child can be returned home.
 4. A goal that describes sufficient progress so that the case can be closed.
- D. Working with Providers
- Review handout and overhead material only.
- VI. Case Progress Evaluation
- Discussion of need to evaluate.
 - Small group exercise identifying potential contributions of parents, children and youth in out-of-home care, foster parents and service providers to quality decision making at case progress evaluation.
 - Requirements for Case Progress Evaluation.
- VII. Case Closure
- Review when case closure is appropriate.
 - Review the importance of closing properly.
 - Review standards for closing.
- VIII. Closing of Training
- Quick review of client satisfaction information.
 - Action plan and evaluation.