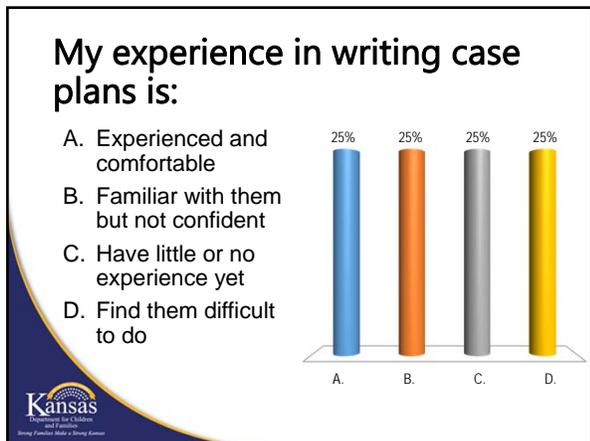


CASE PLANNING AND FAMILY-CENTERED CASEWORK



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- ## AGENDA
- I. Welcome and Introductions
 - II. Defining Case Planning
 - III. Engaging Families in the Case Planning Process
 - IV. Technology of Case Planning
 - V. Reassessment and Case Review
 - VI. Caseworker's Role and the Casework Relationship
 - VII. Action Planning
- 
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PLEASE DISCUSS

- Why is learning about case plans important to your job function?
- What specifically is your role in case planning?
- What are your learning needs for this workshop?



CASE PLANNING

- A technology that guides the worker and family toward child permanence
- Base on identification of family strengths and needs
- Mutually agreed upon
- A "road map" for change



GOALS OF CHILD WELFARE

- Identify children at risk of abuse or neglect
- Ensure safety and prevent future harm
- Enhance family's protective capacities
- Provide least restrictive, most homelike setting when placement is necessary
- Provide permanent alternative or emancipation, when needed



PLANNING IS

A cognitive process whereby we carefully think through the best course of action to achieve a goal or to solve a problem prior to taking any action.



REACTING

- Responding without fully evaluating or thinking about the situation before acting
- Often includes an emotional response



TYPES OF PLANNING

- Safety planning
- Case planning
- Concurrent planning



STEPS IN THE PROCESS

- Identify the presenting problem.
- Engage family in collaborative partnership.
- Assess the nature of problem.
- Formulate case goals and objectives.
- Identify intervention activities.
- Reassess and revise, as needed.



PURPOSE OF CASE PLAN DOCUMENT

- Working contract
- Legal document for permanency planning
- Documents reasonable efforts
- Structures caseworker's thinking
- Statutorily required
- Facilitates case reviews
- Communicates with various service providers



FOR THE FORRESTER VIDEO

- What did you like about how Carol engaged Ms. Forrester?
- What strategies did she use? To what effect?
- Is there anything Carol did you did not like? Why?
- How did Carol negotiate case plan activities with Ms. Forrester?
- What would you have done differently?



ADDITIONAL INTERVIEW STRATEGIES

- The Miracle Question
- Satellite Questions
- Scaling Questions



REVIEW OF CULTURAL CONSIDERATIONS

- Level of trust
- Awareness of cultural differences
- Respect
- View of outsiders
- Decision-making
- Language barriers
- The meaning of eye contact



CULTURAL IMPACT

- What are cultural issues specific to case plan development? What are your experiences so far?
- How would your family have reacted? What strategies might have helped?



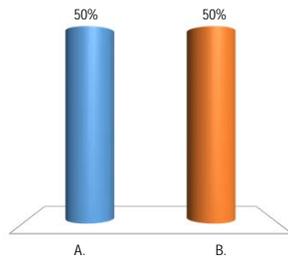
GENERAL PRINCIPLES OF CHANGE

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance



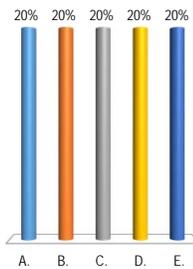
Clients are typically aware of the changes they need to make.

- A. Agree
- B. Disagree



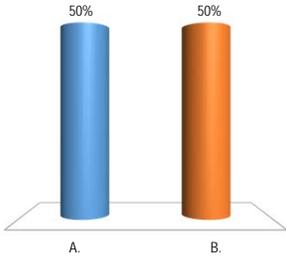
In my opinion, the most powerful barrier to change is

- A. Psychological (anxiety, fear, guilt)
- B. Practical (lack of resources, not enough time, don't know how)
- C. Interpersonal (negative influence from others, dependency on others)
- D. Cultural (lifestyle changes, differences in codes of conduct)
- E. Personal perception (being forced, perceived threat to well-being)



It is helpful but not necessary to identify the client's motivation for change in order to write an effective case plan.

A. Agree
B. Disagree



Response	Percentage
A. Agree	50%
B. Disagree	50%

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FAMILY-GROUP DECISION-MAKING

- Belief that families can plan for safety and permanency
- Must serve the child's best interests
- Coordination of a meeting that is supportive, non-judgmental and respectful
- Pre-work: who, why and how
- Staff facilitated
- Follow-up
- Ultimate agency responsibility

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ENGAGING FATHERS IN CASE PLANNING

- Importance of...
- Barriers to...
- Suggestions for...

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THE JOHNSON FAMILY

Round One: Safety Concerns



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THE JOHNSON FAMILY

Round Two: Assessment Hypotheses



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S.M.A.R.T.

- Specific
- Measurable
- Attainable
- Results-oriented
- Time-limited



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GOALS

- Comprehensive ends that represent the desired outcome toward which all case activities are directed
- Derived from the mission of child welfare
- Assumption that permanence in a family will be achieved
- May be two goals at once
- May change during provision of services



CASE PLAN GOALS

- Maintenance of the child at home
- Reintegration
- Permanent custodianship
- Adoption
- Other Planned Permanency Living Arrangement (OPPLA)



OBJECTIVES

- Describe a specific, desired outcome or "end state"
- Must be measurable
- Must reflect behavioral change
- Must be derived from family assessment
- Should be time-limited
- Should be mutual

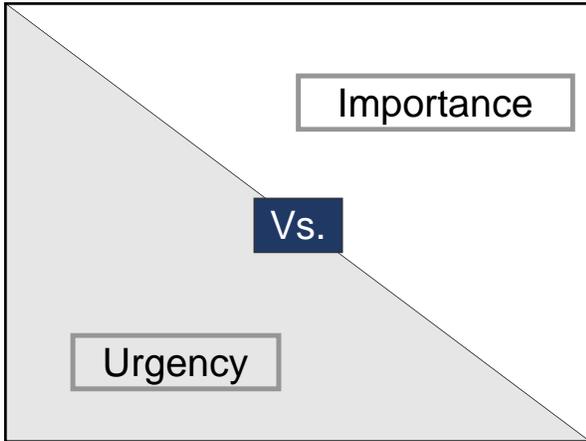


ACTIVITIES

- Necessary steps to achieve each objective
- Step-by-step implementation of the plan
- Includes what steps, in what order, by whom, when and where
- Should be jointly formulated
- Complex activities should be broken down
- Must be attainable and within a reasonable time



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THE JOHNSON FAMILY

Round Three: Goals, Objectives and Activities



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REVIEW OF JOHNSON CASE PLAN

Are the objectives

- Based on assessed problems?
- Consistent with family-centered practice and respectful of parental rights?
- Behaviorally specific, time-limited, observable, reliable and understandable?

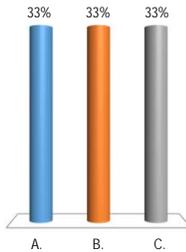
Are the activities

- Addressing the objectives?
- Clear, realistic, time-specific?



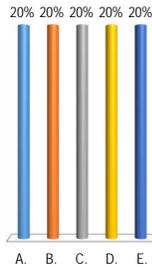
Which is an example of a well-written case plan objective?

- A. Mrs. Jones will attend parenting classes.
- B. Mrs. Jones will attend counseling sessions at the Foster County Mental Health Center, 4 p.m. to 5 p.m., Thursdays.
- C. Mrs. Jones will ensure the children receive three well-balanced meals a day.



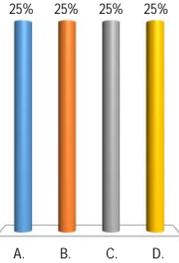
The statement, "Mr. Tanner will have safe and secure housing for his family," is an example of

- A. A hypothesis generated during the assessment phase of the case planning process
- B. A case plan objective
- C. A case plan intervention activity
- D. A reassessment activity
- E. A case plan goal



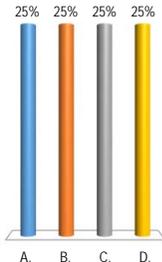
"The social worker will arrange for a psychological and developmental assessment of Jim to determine the extent and causes of behavior," is an example of

- A. A case plan objective
- B. A hypothesis generated during the assessment phase
- C. A case plan intervention activity
- D. A strengths-based approach



Which of the following is an example of a well-written case plan activity?

- A. Ms. Carter will only use non-violent discipline strategies on her son to avoid the potential of serious harm.
- B. Ms. Carter will identify and visit three day care centers to discuss her child's after school care by Aug. 15.
- C. Ms. Carter will improve her parenting with a parenting class.
- D. Ms. Carter will consider the safety of her son every time she leaves the home.



CASE MANAGEMENT

- Help the family identify services
- Refer the family
- Prepare the provider
- Help the family access services
- Follow-up to assure services
- Communicate with providers
- Notify appropriate staff
- Collaborate with DCF/Economic and Employment Services (EES) staff
- Arrange emergency services



DIRECT SERVICE PROVIDER

- Supportive counseling
- Model parenting
- Education
- Engage child in play activities
- Accompany the parent and serve as advocate
- Help implement activities



CONCURRENT PLANNING

An alternate permanency plan for the child if reunification is not possible



SUCCESSFUL CONCURRENT PLANNING

- Intensive, time-limited work
- Early search for birth family
- Early identification of permanent options
- Well-written case plans
- Legal clarity about reasonable efforts
- Full disclosure conversations



THE JOHNSON FAMILY

Round Four: Concurrent Family



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CASE REVIEWS - PURPOSE

- Monitor progress
- Review major decisions
- Ensure agency is meeting legal obligations



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CASE REVIEWS - PROCESS

- Conduct a formal review at predetermined, regularly scheduled intervals, at least quarterly
- Include family and providers
- Review all sections to ensure current and accurate
- Discuss permanency
- Review to justify closure



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CASE REVIEWS - STEPS

1. Update information
2. Revise goals and objectives
3. Revise activities
4. Close when plan completed



CASE REVIEWS - TYPES

- Informal Case Review
- Semi-annual Administrative Review
- Juvenile Court Review



A DEVELOPMENTAL PERSPECTIVE

- A continuous process
- Inherent strengths and capabilities
- Most people grow and develop throughout life
- Supportive interventions help further development
- Problem areas can be modified, compensated or eliminated



HOW TO OPERATIONALIZE THE DEVELOPMENTAL MODEL

- Consider each interaction significant
- Use “teachable moments”
- Provide support for progress
- Identify strengths and abilities
- Adopt an optimistic outlook
- Break down complex tasks



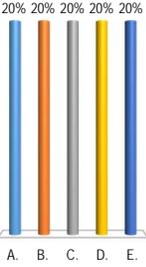
ADDITIONAL INTERVIEWING STRATEGIES

- Express empathy
- Confront behavior
- Develop discrepancy
- Avoid argumentation
- Support self-efficacy
- Roll with resistance
- Shift the focus
- Emphasize personal choice
- Reframe



“You and I have gotten off to a rough start. Is there something I can do to change that?” is an example of

- A. Shifting the focus
- B. Rolling with the resistance
- C. Emphasizing personal choice
- D. Asking a miracle question
- E. Confrontation

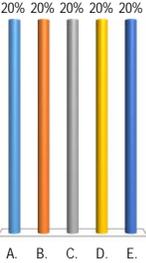


Option	Percentage
A	20%
B	20%
C	20%
D	20%
E	20%



“You said that you usually spank your child. Has that changed his behavior?” is an example of

- A. Avoiding argumentation
- B. The miracle question
- C. Eliciting fears and anxieties
- D. Supporting self-efficacy
- E. Developing discrepancy

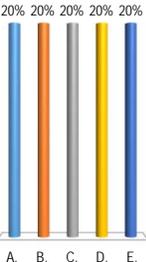


Option	Percentage
A	20%
B	20%
C	20%
D	20%
E	20%



“You’ve worked hard on your case plan, and I believe you’ve made important changes in your life.” is an example of

- A. Supporting self-efficacy
- B. Rolling with resistance
- C. Reframing
- D. Expressing empathy
- E. Avoiding argumentation

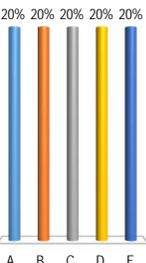


Option	Percentage
A	20%
B	20%
C	20%
D	20%
E	20%



“Although you agreed to go to daily AA meetings, you have not gone for the last two weeks.” is an example of

- A. Avoiding argumentation
- B. Eliciting exceptions
- C. The miracle question
- D. The scaling question
- E. Confrontation



Option	Percentage
A	20%
B	20%
C	20%
D	20%
E	20%



CRISIS

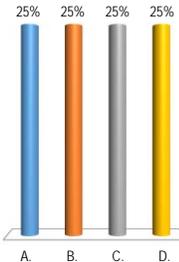
A predictable emotional state resulting from overwhelming and unmanageable stress



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A predictable emotional state that results when people are subjected to overwhelming and unmanageable stresses is

- A. Crisis
- B. Homeostasis
- C. Post-traumatic stress disorder
- D. Fugue state



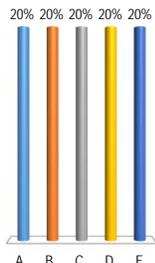
Option	Percentage
A	25%
B	25%
C	25%
D	25%



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Whether a stressful event escalates into a crisis depends on

- A. Degree of stress
- B. Coping mechanisms
- C. Perception of the event
- D. All of the above
- E. A and C



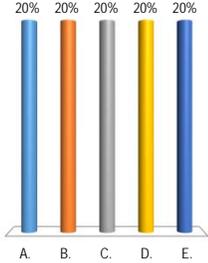
Option	Percentage
A	20%
B	20%
C	20%
D	20%
E	20%



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If the event is perceived as a loss or potential loss, the predictable emotional response is

- A. A mobilization of energy
- B. Anxiety
- C. Depression
- D. Anger
- E. Fear



Response	Percentage
A. A mobilization of energy	20%
B. Anxiety	20%
C. Depression	20%
D. Anger	20%
E. Fear	20%

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DEGREE OF CRISIS

- Degree of stress
- Coping skills
- Perception of the event

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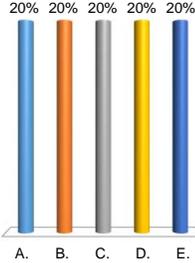
ADDITIONAL INTERVIEWING STRATEGIES

- Elicit exceptions
- Elicit fears and anxieties
- Elicit coping strategies

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"It must be so difficult to do this on your own. How do you manage?" is an example of

- A. A scaling question
- B. Eliciting coping strategies
- C. The miracle question
- D. Reframing
- E. Avoiding argumentation

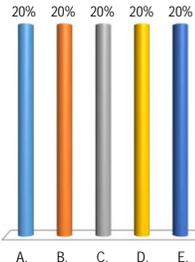


Option	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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"What would be the worst case scenario if you can't get your wife to go to counseling?" is an example of

- A. A scaling question
- B. Shifting the focus
- C. Empathizing
- D. Eliciting fears and anxieties
- E. Avoiding argumentation

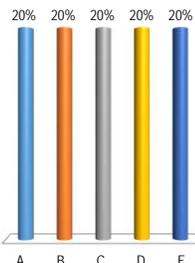


Option	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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"If you did find that ideal apartment, how would life be different for you?" is an example of

- A. Asking questions that elicit fears and anxieties
- B. Confrontation
- C. Expressing empathy
- D. Shifting the focus
- E. Asking a satellite question



Option	Percentage
A.	20%
B.	20%
C.	20%
D.	20%
E.	20%

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THE HOME VISIT

- The Purpose
- The Process
- Worker Safety



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CASE CLOSURE

- When?
- How?



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Caseworker Core Module VI: Case Planning and Family-Centered Casework

Written by IHS for the Ohio Child Welfare Training Program-
FINAL-2008

Adapted, with permission, for
The Kansas Department for Children and Families
September 2016



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