CASE PLANNING AND FAMILY-CENTERED CASEWORK

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

My experience in writing case plans is:

A. Experienced and comfortable  
B. Familiar with them but not confident  
C. Have little or no experience yet  
D. Find them difficult to do

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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.

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**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

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**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

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

ENGAGING FATHERS IN CASE PLANNING
- Importance of…
- Barriers to…
- Suggestions for…
THE JOHNSON FAMILY
Round One: Safety Concerns

THE JOHNSON FAMILY
Round Two: Assessment Hypotheses

S.M.A.R.T.

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

**THE JOHNSON FAMILY**

Round Three: Goals, Objectives and Activities
**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?

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**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.

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**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 DCP/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

**CASE REVIEWS - PURPOSE**
- Monitor progress
- Review major decisions
- Ensure agency is meeting legal obligations

**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
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
“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

“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

“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
**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

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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
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

DEGREE OF CRISIS

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

ADDITIONAL INTERVIEWING STRATEGIES

• Elicit exceptions
• Elicit fears and anxieties
• Elicit coping strategies
“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

“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

“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
THE HOME VISIT

• The Purpose
• The Process
• Worker Safety

CASE CLOSURE

• When?
• How?