

CHILD WELFARE TRAINING CONSORTIUM

Case Manager's Field Activity Guide

2012



CWTC

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Introduction

The Case Manager's Field Guide is a component of the **Integrated Child Welfare Pre-Service training**. The activities are broken down into Phase I and Phase II. Phase I activities may be completed prior to the post test. Phase II activities may be completed after passing the post test, while working your protected case loads.

The Integrated Child Welfare Pre-Service training consists of the following components:

- Classroom training
- On-Line courses
- Field Activities
- FSFN courses

Field training is your introduction to child protection work in the field. During these sessions you will apply many of the concepts learned during the classroom training to the actual job. The field experience is a chance for you to:

- observe, question, and practice doing the work
- implement program specific tasks within the job environment.
- implement "best practice" tasks and decisions that support Florida Statute and ASFA requirements.
- practice job tasks while learning the specific protocol of the unit/agency of employment.
- increasing your knowledge of CFSR/QPS/Peer Review Tools
- use actual procedures/paperwork related to actual cases
- observe quality samples of program specific work products

All of the field activities are designed to bridge the knowledge, skills and tasks taught in the classroom with the situational application in the field. The activities will require you to shadow, interview, document, and review a wide variety of job related tasks. All of the activities can stand alone and each activity is designed for job skill application and Performance Based Assessment preparation.

The classroom and on-line training experience helps introduce you to the basic competencies of child protection and your job responsibilities. Using various supervised, agency-specific field activities is intended to help illustrate and augment the specific content in addition to providing you with a forum in which you can observe, question and practice on-the-job application of these concepts.

Field activities include opportunities for you to shadow or be mentored by experienced staff and may take place in the agency unit or in the field, provided that you are accompanied by and under the direct and constant supervision of a Child Protection Professional at all times. These activities allow you to shadow/observe all major functions of your specific job responsibilities and practice all tasks related to your shadowing experiences utilizing actual case files.

While you are attending the classroom training and completing the Phase I field activities you are not permitted to:

- carry a caseload,
- be assigned responsibility for any cases,
- conduct any unaccompanied or unsupervised home visits,
- perform any unsupervised home studies or interviews of children or adults,
- be ultimately responsible for any assessment of risk, or
- otherwise have primary responsibility for any investigation, child, family or case.

These requirements remain in effect until you have successfully completed the pre-service training, including having passed the post-test.

In order to meet your need for a variety of opportunities in the practical application of concepts learned in pre-service training, you may be assigned as a “secondary” worker (Investigator, Case Manager or Licensing Counselor) in FSFN. However, this is limited to no more than four (4) active cases during your pre-service training, and is for the sole purpose of performing and practicing newly-learned skills while accompanied and supervised by a Child Protection Professional.

While you may be assigned as “secondary” worker, you do not in any way bear ultimate responsibility for any aspect of the case.

Every piece of casework you complete must be reviewed and approved by either the primary worker on the case, the supervisor of the primary worker on the case or other Child Protection Professional, prior to the piece of casework being included and saved in the active case file or FSFN case record.

Your Role in Completing the Field Activities

Prior to each OJT shadowing experience, you must use the QPS cites in the self-instructional materials to locate and study the statute, code, and best practice to the tasks that will be performed by the Child Protection Professional being shadowed.

You will document shadowing and practice activities in the Field Guide and must collect and utilize agency forms in relation to the specific on the job training experience.

- date and summarize shadowing experiences
- write questions to ask during daily debriefing sessions
- retain and use written feedback to implement continuous improvement

Plan your activities and follow your plan. It will take time and effort on your part to complete these activities successfully. Be proactive in getting feedback, asking questions, and completing the work. It is important for you to follow these guidelines as you shadow:

- The supervisor/Child Protection Professional is in charge of all interactions. Do only what you are specifically asked to do while you are in the field.
- Always be respectful and courteous of the families with which you come in contact. Many people may have lifestyles, cultures, and beliefs different than your own. Remember that your job is to ensure child safety, well-being and permanence.
- Feel free to ask the supervisor/Child Protection Professional questions, but do it at appropriate times. Never interrupt an interaction with a family, child, or other person.
- Do not judge or second guess the decisions made or work done by the individual you are shadowing. You will be taught a lot of skills and knowledge in the classroom, but there are many ways Child Protection Professionals personalize their approach

while still working within the bounds of law.

- Use this time seriously and efficiently. Much of your success depends on what you put into your field experience.
- While you are in the field, you are on the job; this means you must meet all personnel standards of your agency.

The supervisor/other Child Protection Professional will meet with you or talk with you on a regular basis throughout the training, and will periodically evaluate your work in order to provide feedback and assistance. You should contact your supervisor/other Child Protection Professional when you need help.

How to Use this Guide

The **Phase I** activities in the **Field Guide** provide activities that will help orient you to your job, create readiness to learn by acquainting you with the nature and scope of the job, the mission, values, and philosophy of the agency, the community with which the agency must interact, and the families the agency serves. It also provides an overview of the roles and responsibilities associated with your job and links you to federal and state requirements, quality tasks, and curriculum materials related to job tasks.

The **Phase II** activities of the **Field Guide** are to be used on your training caseloads. These activities provide the opportunity for you to use the information gained in the classroom training to complete the actual region/circuit/agency tools, paperwork and processes that guide effective practice, while under the guidance of a Child Protection Professional.

The activities may be completed out of order and the completion of some of the tasks (i.e. documentation) are repeated for the simple reason that practice makes for perfection.

Phase I

Activity	Completed	
Phase 1	CM	Trainer/Supervisor
Agency Protocols and Procedures		
Case Receipt		
Case Review: Pre-Contact Information Gathering		
Initial Contact		
Child Behavioral Health Assessment		
Child Resource Record		
Diligent Search		
Interviewing		
Service Intervention		
Staffings		
Out-of-County Services		
Judicial Review Hearing		
Missing Children		

Agency Protocols and Procedures

Obtain and review policies and procedures that are considered essential for all staff. This includes but is not limited to:

Agency system of care

Human resources

Personnel standards/working hours/on call/dress code

Agency training schedule

Working hours

Safety/contacting law enforcement

Confidentiality of records/records storage

Professionalism/ethical conduct

Facility accessibility

Loss prevention

Emergency procedures

Accessing office equipment

Computer access/confidentiality

Car seat usage/safety

Other Policies

Case Receipt

Identify the agency specific case

Agency Protocols and Procedures

- The completion of this activity will provide you with information on:
- The overall functioning of the agency.
- Any written unit or agency policy regarding worker safety.
- Information on how to contact human resources; services provided.
- The agency policies on working hours, dress code, on call requirements.
- The specific agency training schedule and expectations.
- Specific actions to take to assure your safety and necessary actions to take when your safety is jeopardized.
- Explain the unit policy on contacting law enforcement to accompany you on a home visit.
- Where case files are stored; how to access the case files; restrictions to removing case files from the office.
- Professional expectations; ethical conduct; how to report; what happens if you are investigated
- Accessing the building; after hour procedures; locking office
- How to report lost/stolen equipment
- Emergency procedures; preparation for hurricanes, flood, etc.
- Assignment of office equipment; responsibilities; usage limitations/requirements
- Computer confidentiality
- How to effectively use car seats
- Use of agency vehicles; practices to follow when transporting children.
- Copy/Information of Agency Human Resources Guide

Cash Receipts

The completion of this activity is to help you understand the following procedures:

assignment process for your agency.

- How cases are received in your agency.
- How cases are assigned to your unit.
- How cases are assigned to you.
- How cases are transferred within your agency.
- FSFN assignment/notifications of case assignments.
- How you are notified of new case assignments.
- How you are notified of additional/supplemental intakes on your existing caseload.

Case Review: Pre-Contact Information Gathering

When receiving cases, it is important to understand what information is needed for assessment prior to contacting a family.

QPS# 3

Case Review: Pre-Contact Information Gathering

Case Review-Gather and Review pertinent information from the case pertaining to:

- Background Checks: Completed on all household members including frequent visitors or babysitters
 - FDLE/Juvenile Justice (DJJ)
 - Local Law Enforcement
 - Call outs (DV-check for active DV injunctions)
 - FSFN (Priors/Providers)
 - Department of Corrections (DOC) (when feasible)
 - Child Welfare – Out-of-State
 - 911 Calls or Calls for Service
- Contacts/interviews
- Paperwork/Documentation
 - Prior intakes/investigations and PI file information
 - Inquiry regarding child's native/Alaskan American heritage
 - Court orders in file
 - Child Safety Assessment (Updated CSA)
 - Request for TANF funds form completed in FSFN
 - Title IV E/Medicaid application in file (licensed out of home care)
 - FSFN Safety plan implemented (when needed)
 - CPT referral (if required)
 - Initial child health checkup (w/in 72 hours)
 - Referral for CBHA (if needed)
 - Case Transfer Form (ESI)
 - Child data

- birth certificate/birth verification
- Recent photo of child in case file & Child Resource Record (CRR)
- Fingerprints – out-of-home only
- Social security card
- School information (if school age)
 - Process followed for reporting Missing Children (if needed)
 - Diligent search efforts/results: (if needed)
 - All efforts to identify, contact and interview parents, relatives/non-relatives documented
 - All parents identified; FSFN “Diligent Search for Parent” documented

Initial Contact

Initial contact with a child and/or family who are involved in your cases must be completed within specific timeframes and involve mandated actions on your part.

Contacts:

Children (and parents) in in-home and out-of-home placements: no less frequently than every 30 days.

Children in shelter status: every 7 days.

Children in relative/non-relatives care: every 7 days (child and caregiver) for the first 30 days in placement and minimally every 30 days thereafter.

Initial contact with the child must occur within 2 working days of the ESI staffing or the date of the court order for Judicial In-Home Services, whichever occurs first.

QPS# 5

Child Behavioral Health Assessment

Initial Contact

When shadowing a Child Protection Professional, note these casework activities.

- An explanation of the purpose of each visit and expected outcomes.
- Techniques used to establish rapport with the family.
- Reaction of the family to the agency's intervention into their life.
- Information given to the family regarding the purpose of the visit and processes used by the agency to assure the child's safety.
- Techniques used to assess the level of safety for the child (ren).
- Feelings expressed by the child and the Case Manager's reaction to the child.
- Feelings expressed by the family member(s) and the Case Manager's reaction to them.
- Techniques used to engage the family's participation and cooperation.
- Decisions made by the Case Manager and family member(s) regarding next steps.
- Correlation between the case information reviewed prior to contact and the outcome of the visit.
- Evidence that the purpose and outcome of the visit was achieved.

Child Behavioral Health Assessment

The CBHA is an in-depth and detailed assessment of the child's emotional, social, behavioral, and developmental functioning within the family home, school, and community as well as the clinical setting, that is funded through Medicaid and is performed by a licensed clinician.

All behavioral health services must be included in the case plan.

Service identified in the CBHA must be implemented within 30 days.

A Behavioral Health Multidisciplinary Team may be developed when there is a need due to an array of services recommended for the child.

All children in shelter care must be referred for a CBHA within 7 days of the shelter hearing.

QPS # 48, 65-66

- Review the CBHA Referral and Authorization form in FSFN.
- Discuss with a Child Protection Professional the requirements for referring a child for a CBHA
- List the agency process for referring a child for a CBHA, including names, titles, phone numbers, etc. of all contacts.
- Identify the licensed clinician that conducts the CBHA and document their contact information.

Child Resource Record

A standardized record developed and maintained for every child entering out-of-home care that contains copies of the basic legal, demographic, educational, medical and psychological information pertaining to the child, as well as any documents necessary for a child to receive medical treatment and educational services. The CRR is housed where the child is placed and accompanies the child to every health encounter and must be updated as events occur. All information contained in the CRR must also be recorded in FSFN.

QPS #58-66

Child Resource Record

- Arrange a home visit with a Child Protection Professional to a foster home placement. Observe how the Child Resource Record is reviewed with the foster parent. Ensuring the inclusion of this information (if applicable):
 - Medical, dental, psychological, psychiatric, behavioral history
 - Copies of all on-going documentation including
 - Health checkups provided through Medicaid
 - Parental consent for treatment or court order
 - Copy of the Medicaid card
 - Copy of the Shelter Order
 - Copy of the court order or Voluntary Placement Agreement
 - Copy of the Predisposition Report (PDS)
 - Copy of the Case Plan
 - Copy of the most recent JRSS/PR
 - School Records: Report cards, FCAT results, All Individual Educational Plans (IEPs), including meeting notes and any notes from the guidance counselor/office.
 - Any psycho-educational evaluations or other evaluations to assess educational needs
 - All disciplinary records
 - Any consents or communications from the child's parent
 - An envelope for storing pictures
 - Most recent photograph available
 - Copy of the child's birth certificate or birth verification
 - Documentation of immigration status, including certificate of citizenship, if available

- Names and phone numbers of staff to be contacted in emergencies
- Obtain the foster parent's signature on the Child Resource Record.
- Document what you observed during the visit on a photocopy of the FSFN case note page.
- Once your documentation is approved, enter the case note into FSFN under the guidance of a Child Protection Professional.

Diligent Search

You must make all efforts to locate parents/prospective parents and relatives immediately upon becoming aware of their identity. All efforts must be documented, reported to the court until the person is located or the court excuses further search.

QPS# 14

Diligent Search

Document the agency procedures used to assess the following resources

- Department of Motor Vehicles
- Voter registration
- Department of Corrections
- Utility company
- Post office
- Housing authority
- Hospitals
- Armed services
- Taxing agencies (Department of Revenue or Internal Revenue Service”
- Telephone company
- Social Security
- Review a diligent search that is currently being completed. List all resources that were checked when trying to locate the missing person.
- Locate a case requiring the completion of a diligent search.
- Using the case materials provided, begin the diligent search process.
- Document all your actions in conducting the diligent search and review with your supervisor/mentor before including your work as part of the case file.
- If your agency has a unit/designee who conducts diligent searches, identify the individual, means of contact and any/all procedures that are used in the process.

Interviewing

You must understand the basic concepts

Interviewing

and obtain skills necessary to interview children, families, caregivers, professionals, etc. Interviewing is an important skill that must be developed effectively in order to successfully fulfill job responsibilities.

QPS # 48, 50, 52, 57

- Shadow a Child Protection Professional and observe a/an:
 - Adult Interview
 - Young Child Interview
 - School Age Child Interview
 - Adolescent Interview
 - Disabled Individual
 - Family Groups
 - CPT Interview involving sex abuse allegations

Service Intervention

Case transfer is the process of engaging the services of another child welfare service provider for a child/family currently receiving services from a different agency, or transferring a case to a child welfare services provider after an investigation has determined the need for ongoing services.

These cases are transferred via a meeting between child welfare stakeholders that establishes the protective, treatment, and ameliorative services necessary to safeguard and ensure the child's safety, permanency and well-being.

QPS # 3-4, 6

Service Intervention

- If available, locate a Community Resource Directory used by your agency. If your agency does not have a Community Resource Directory, develop a list of local/community services/and contracted provider information. For each provider, document:
 - Agency name
 - Address, telephone number, fax number, website address
 - Contact person
 - Specific services provided
 - Referral process (forms, etc.)
- Review the roles and responsibilities of the PI and the CM during the early service intention process.
- Review case files for service intervention information and documentation, such as the ESI (Early Service Intervention) packet/checklist and all other required documentation of service intervention information.

ESI/Case Transfer Staffings

- Attend and observe a Case Transfer staffing.
- What paperwork was prepared and present?
- How were the service needs of the family determined and agreed upon?
- What is the process for completing a staffing packet?
- Who was present?
- How were the results of the recording documented?

Staffings

Staffings are organized and executed to

Staffings

allow an opportunity for communication to occur between all parties involved in a case.

QPS #12, 14

- Accompany a Child Protection Professional to observe a/an:
 - Adoption Match Staffing
 - CPT Staffing
 - Children's Medical Services Staffing
 - Department of Juvenile Justice Staffing
 - ESI Staffing
 - High Risk Staffing
 - Independent Living Staffing
 - Medical Staffing
 - Mental Health Staffing
 - Multi Disciplinary Staffing
 - Permanency Staffing
 - Separated Sibling Staffing
 - Transfer Staffing
- Understand your agencies protocol for scheduling staffing and notifying participants.
- Identify the process for completing a staffing packet.
- Understand how the needs of the family are determined and agreed upon.

Out-of-County Services

Out-of-County services are services provided in another county other than the county where jurisdiction is located.

Requests for out-of-county home studies, service referrals of In-Home Services are required when: an emergency placement in another county is being considered; there are plans to place a child outside the sending county; there are plans to release a child to a parent outside the sending county and continued services are needed; a family under In-Home Services has plans to move to another county; any crucial party to a reunification plan resides or is moving out of county; children in residential care or in a DJJ program or facility requires ongoing services.

Out-of-County Services

- Locate a case that requires out of county services and an Out of Town Inquiry (OTI)
- Identify an OTI specialist or the designee responsible for OTI requests within your agency.
- Review the information in the OTI case and obtain an understanding of:
 - What are the timeframes?
 - How is the information gained during completion of an OTI shared/recorded between CMs?
 - Why was the OTI requested?
 - What forms, if any, were used while completing the OTI?
 - How was the OTI request received in the region/circuit?
 - How are OTIs documented in FSFN?

Judicial Review Hearing

The court reviews the status of the child

Judicial Review Hearing

and holds a hearing at least every 6 months until the child reaches permanency status.

Prior to every Judicial Review hearing you must complete the social study report and submit it to the court.

QPS # 7, 19, 69

- Observe a Judicial Review Hearing
- Obtain and understanding of the information reported at a Judicial Review hearing
- Review the completed Judicial Review Social Study/Case Plan Update prior to attending the Judicial Review hearing
- Examine the documented information found in JRSS/CPU and case file
- Review and discuss the case with a Child Protection Professional to establish a clear understanding of what will occur in court.
- Observe the Judicial Review hearing and focus on:
 - Advanced preparation of the Child Protection Professional
 - Prepared paperwork/documents
 - The significance of the legal proceeding
 - The individuals who attended and their roles
 - Decisions made
 - Determine the next step

Missing Children

Missing child means a person under the age of 18 years, whose location has not been determined and who has been or will be reported as missing to a law enforcement agency. There is uniform policy for ensuring that prompt and comprehensive actions are taken when children are missing for any reason. Certain steps must be taken to prevent runaway, locate missing children, prevent further incidents and provide needed services.

QPS #14

Missing Children

- Locate the Missing Children Guide that was created by the Department of Children and Families (DCF) Central Office Child Location Staff in collaboration with DCF local Child Location Staff, Community-Based Care (CBC) providers and the Florida Department of Law Enforcement (FDLE).
- Determine:
 - The purpose of this guide
 - The steps to take if a child's whereabouts on your caseload is unknown (runaway, abducted or absconded)
 - Access The Florida Safe families Network – Missing Child Report (MCR) on the data base
 - Examine all documentation steps in FSFN
- Observe a Child Protection Professional as they complete tasks for a child who is missing on a case.
- Obtain hard copies of all documents in FSFN and complete the documents including case notes
- Review your completed information with the case manager/supervisor.
- Once approved, with the guidance of the Child Protection Professional input all information in the FSFN database.

Phase II

Activity	Completed	
Phase II	CM	Trainer/Supervisor
Assessment		
Case Planning		
Home Studies		
Judicial Review Social Study Report/Case Plan Update		
Master Trust Accounts		
Interstate Compact for the Placement of Children		
Photographing and Fingerprinting		
Psychotropic Medications		
Termination of Parental Rights		
Placement Matching Requirements		
Licensing Information and Licensing Concerns		
Reunification and Post-Placement Supervision		
Case Closure		
Child Death Cases		

Assessment

A family assessment is a documented evaluation of the family in regard to the need for services throughout the life of the case. It is a joint effort with the family to identify and analyze the family strengths/resources, and the contributing factors/underlying conditions that contributed to children maltreatment; the risk of harm to the child; emerging danger or safety issues; case goals; and service needs for the child and family. The family assessment is a tool to document the analysis and decision-making processes and to assure on-going safety and permanence.

The initial family assessment must be completed within 15 working days of the ESI/Case Transfer Staffing.

Ongoing Assessments must be completed at least every 6 months until termination of services.

QPS# 4-5, 7, 9, 12, 55

Case Planning

A case plan is a services plan jointly developed between the family and CM

Assessment

Initial Family Assessment

- Access the Initial Family Assessment contained in FSFN.
- Review the factors that are included in the assessment.
- Observe a Child Protection Professional gathering information for the first formal assessment of the family).
- Draft the actual assessment document based on your observation of the interaction.
- Review your documentation with a Child Protection Professional.
- Once the hard copy is approved document the Initial Family Assessment in FSFN under the guidance of a Child Protection Professional.

Updated Family Assessment

- Read a completed assessment from a case file and discuss what you read with your supervisor/mentor.
- Observe how a Child Protection Professional physically updates the assessment documentation in the case file and how that does or does not affect on-going work with the family.
- Using a photocopy of the original assessment tool, complete an update based on what you observed.
- Compare and contrast your update and the Child Protection Professional's update of the same assessment tool.
- Review your documentation with your supervisor.
- Once the hard copy is approved, document that Updated Family Assessment in FSFN under the guidance of a Child Protection Professional.

Case Planning

- Review the information found in a completed case plan in FSFN.

delineating specific interventions aimed at addressing the contributing factors and underlying conditions that lead to maltreatment.

The case plan must be developed with the family; signed by the parents and CM; contain tasks to be performed by the family and CM; be documented in the case file; address the child's permanency goal and be filed and approved by the court, if court involved.

QPS # 21-24, 44-46, 48, 50-52, 55, 58-66, 71

- Determine:
 - when is the case plan was completed
 - the sources that are used to obtain the information required by the case plan
 - if the information contained in the case plan is found/recorded anywhere else in the file
 - the parties to the case that receive copies of the completed case plan
- Observe a Child Protection Professional conduct a case plan conference. During the observation of the case plan conference determine:
 - the types of questions asked
 - other resources the Child Protection Professional used to obtain information
- Access a case plan in FSFN
- Review the information needed in the case plan
- Observe a Child Protection Professional gathering information for the case plan
- Draft a case plan based on your observation of the interaction
- Review your documentation with the Child Protection Professional
- Once a hard copy is approved, document the case plan in FSFN under the guidance of the Child Protection Professional

Home Studies

FSFN provides the functionality to create a comprehensive, unified and consistent home study. The Unified Home Study is a comprehensive and accurate family study that complies with Florida Statute and Florida Administrative Code and is critical to ensuring safety, permanency and well-being for children.

The Parental Reunification Readiness Assessment and Home Study is used when assessing the readiness of reuniting children with the parents from whom they were removed.

QPS# 9, 38-39, 43

Home Studies

The Unified Home Study

- Obtain a copy of the FSFN Unified Home Study and review the required information.
- Review completed samples of home studies and be prepared to discuss what you read with a Child Protection Professional.
- Observe a Child Protection Professional as they collect information for a home study.
- Complete a draft of the Unified Home study based on your observation in the home.
- Review the draft of the home study with the Child Protection Professional.
- Once approved, document the Unified Home Study in FSFN under the guidance of a Child Protection Professional.

The Parental Reunification Readiness Assessment and Home Study

- Obtain a copy of the Parental Reunification Readiness Assessment and Home Study contained in FSFN and review all the required information.
- Review completed samples of these home studies and be prepared to discuss what you read with a Child Protection Professional.
- Observe a Child Protection Professional as they collect information for a home study.
- Complete a draft of the Parental Reunification Readiness Assessment and Home Study based on your observation in the home.
- Review the draft of the home study with the Child Protection Professional you observed.
- Once approved, document the Parental Reunification Readiness Assessment and Home Study in FSFN under the guidance of a Child Protection Professional.

Judicial Review Social Study Report/Case Plan Update

The JRSS/CPU is an assessment document used to explain to the court the degree of progress made toward the permanency goal and the tasks/objectives of the case plan.

QPS # 7, 69

Judicial Review Social Study Report/Case Plan Update

- Review the information contained in a completed Judicial Review Social Study/Case Plan Update in FSFN.
- Determine:
 - when the JRSS/CPU was completed
 - the sources used to obtain the information required by the JRSS/CPU
 - if the information contained in the JRSS/CPU is found/recorded anywhere else in the file
 - the parties to the case that received copies of the completed case plan
 - the time frames for submitting the JRSS/CPU to the courts
- Observe a Child Protection Professional conduct a home visit with the family. During the observation note the types of questions asked and other resources used to assess the health, safety, and permanency for the child(ren).
- Access the FSFN Judicial Review Social Study Report/Case Plan Update (JRSS/CPU) and review the factors included in the assessment.
- Draft a JRSSR/CPU on one of your cases using your interactions and previous records/case notes in the case file.
- Review your documentation with the Child Protection Professional.
- Once the hard copy of the JRSSR/CPU is approved, document it in FSFN under the guidance of the Child Protection Professional.

Master Trust Accounts

Neither the client, the client's family, nor the client's assistance group have any power or authority to alter, modify, change, amend or revoke the Master Trust Account.

The agency has the access to the accounts created for the benefit of clients who receive Supplemental Security Income benefits or Social Security Act Title II benefits. The agency is responsible for spending and monitoring these funds.

For children in licensed facilities, you or someone in your agency works with CLS to establish a trust account for the child within the master trust the state has established. You must plan for and manage the use of the funds in this account, especially for providing the child's current needs. Each circuit/region has procedures for monitoring and accessing the funds in the account.

Master Trust Accounts

- Obtain information about the master Trust account from your supervisor/other Child Protection Professional.
- Understand your agency's protocol for establishing and monitoring each Child's Master Trust account.
- Identify how the Master Trust Fund information is documented in the Case Plan.
- Understand how the Master Trust Fund information is presented to the court at each Judicial Review Hearing.
- Determine how to access and manage the child's trust account in FSFN. Use one of your cases assigned to you if possible.
- Examine when and how to close a master trust account.

Interstate Compact for the Placement of Children

Children who are placed out of the state require the involvement of the Interstate Compact for the Placement of Children. In addition, you must be aware of the protocols/procedures when other states place children within the state of Florida.

QPS# 38, 39

Interstate Compact for the Placement of Children

Review a case that involves the Interstate Compact for the Placement of Children.

- What are the forms used in the ICPC process?
- Who is your ICPC Administrator?
- How do you contact your ICPC Administrator?
- What information is included in the ICPC packet?
- How is ICPC documented in FSFN?
- What are the time frames for ICPC?
- How do the timeframes differ when ICPC is expedited?

Photographing and Fingerprinting

Children who are receiving services and/or are in out-of-home care must be photographed and fingerprinted to assist in the identification of a child who is declared missing. The photographs must be updated and maintained in the statewide photo database.

Photographing and Fingerprinting

- Review cases to determine the maintenance of children's photographs and finger prints.
- With the assistance of a Child Protection Professional access the photographs in the statewide photo data base.
- Review the procedure for inputting the information into the statewide data base.
- Review the state standards for the maintenance of the photographs and fingerprints.
- Observe a Child Protection Professional obtaining pictures and fingerprints on a case.
- Draft case notes based on your observation of the interaction.
- Review your documentation with the Child Protection Professional.
- Once the hard copy is approved, document the case notes in FSFN under the guidance of the Child Protection Professional.
- Discuss with a Child Protection Professional the use of the Remote Data Capture tool to photograph children in the field.
- With the assistance of a Child Protection Professional include the pictures in the statewide data base.

Psychotropic Medications

Behavioral health services must be provided to children in out-of-home care without delay once the need for such services is identified. Cases involving children who are prescribed psychotropic medications at the time of removal or at any time during their service intervention have specific mandates, requirements and protocols/procedures that must be followed.

QPS #67-68

Psychotropic Medications

- Review the required policy and procedures of psychotropic medications with a Child Protection Professional.
- Review the required screens for documentation of psychotropic medication in FSFN.
- Observe a Child Protection Professional conduct a court hearing informing the courts of the child's need for psychotropic medication.
- Using a photocopy of the FSFN blank case note, complete a case note based on what you observed during the court hearing and the outcome.
- Compare and contrast your case note to the case note completed by the Child Protection Professional.
- Once the hard copy of your case note is approved, document it in FSFN under the guidance of a Child Protection Professional.
- Under the guidance of a Child Protection Professional, complete the required screens in FSFN regarding psychotropic medication.

Termination of Parental Rights

The petition for termination of parental rights is the legal document filed in court and is the basis of the court proceedings. The petition contains three parts:

1. history of the case
2. statement of grounds and allegations
3. statement that the child is suitable for adoption

The case manager or the adoption case manager must immediately begin termination of parental rights proceedings working with the Children's Legal Services attorney.

QPS #40-41

Termination of Parental Rights

- Observe a Child Protection Professional conduct the following casework activities:
 - Assist the Children's Legal Services attorney in preparing and presenting the case and obtaining/notifying witnesses.
 - File a notice of intent to pursue termination of parental rights.
 - File a termination of parental rights petition within 90 days from the date the court is notified of the intent to pursue TPR.
 - Identify the expert/lay witnesses that are involved with the case.

Placement Matching Requirement

Matching the unique characteristics of children in out-of-home care for placement with potential caregivers must be completed. Matching the unique characteristics and needs of the children with the strengths, experience and abilities of potential caregivers is of primary consideration in assuring healthy and sound placements and to establish placement stability.

Placements for children in out-of-home care must be selected based upon a careful matching process in keeping with established permanency goals, and assuring placement stability,

The provisions of the Multiethnic Placement Act, the Interethnic Adoptions Provisions of the Small Business Job Protection Act, McKinney-Vento Homeless Assistance Act and the Indian Child Welfare Act must be considered in the placement selection process.

QPS #26-29, 35, 38-39

Placement Matching Requirement

- Review your agency's placement process.
- Understand your role and responsibilities when placement is needed.
- Shadow the placement staff as they perform the necessary steps when securing a placement for a child.
- What is the procedure when a placement is needed over the weekend or after regular working hours?
- What forms were completed, who was contacted, and what were the timeframes?
- Observe a Child Protection Professional as they assist or conduct the placement process
 - How do they prepare the child? The family?
 - What belongings are packed and how is that process handled with the child? The family?
 - How is the process explained to the child? The family?
 - Were visitation rights addressed?
- What information about the child is shared with the individual providing placement for the child?
- How is placement information recorded in FSFN?
- Identify techniques used to assist the child in transitioning to the placement.
- Identify efforts to locate relative/non-relative caregivers.

Licensing Processes and Concerns

State wide guidelines must be followed on all child care and foster care licensure institutional reports.

QPS # 3, 17

Licensing Processes and Concerns

- Consult and/or meet with a Foster Home Licensing Specialist to discuss the foster home licensing process.
- If possible arrange shadowing opportunities with a Licensing Specialists to achieve an understanding of:
 - Collecting references on potential foster parents
 - The foster home study
 - Obtaining background information on potential foster parents and other household members
 - Bilateral Service Agreement

Licensing Concerns

- Understand the required steps when a licensing concern is received.
- Review the FSFN screens and documents that must be completed upon receipt of a licensing concern.
- If possible observe the process and steps involved in an ongoing investigation of a foster home or residential treatment center licensing concern.

Reunification and Post-Placement Services

As parents demonstrate that they can care for the child safely through unsupervised visits and completing the required case plan tasks, they move toward reunification.

Post-Placement Supervision and Services provided to children and families upon reunification, which aim to support and preserve the family unit during the transition period. The case is monitored by you and compliance standards are reported to the court for a minimum of 6-months continuing jurisdiction after a child is returned home.

The frequency of the contacts with the family during post- placement supervision depends on the child's age, special needs and level of safety and risk to the child.

QPS # 9- 10, 26, 56-57

Reunification and Post-Placement Services

Assessing Reunification

- Have the identified risk factors been reduced to the extent that reunification is considered to be safe?
- What are the risk factors and how were they reduced?
- Have there been successful overnight and weekend visits with no recurrence of abuse or neglect?
- Do both the child and the parent indicate verbally and through their actions that they are ready for reunification?
- Does the family have a well established support system?
- Is there a safety plan in place for the children?
- Has a reunification staffing been held or scheduled? Who attended or is invited to attend?
- How is a reunification documented in FSFN?
- Review and utilize the Parent Reunification Readiness and Assessment Home Study in FSFN.

Post-Placement Supervision

- Has a post-placement supervision case plan been developed with the family?
- Observe a Child Protection Professional on home visits with the family after reunification has been achieved, document:
 - the conditions of the home
 - safety of the child(ren)
 - family interactions
 - substance abuse issues (if applicable)
 - family support systems

Case Closure

A case can only be closed if a court order has been received by judge terminating services/ ongoing supervision.

The case must be closed out in the FSFN system data base.

The case file must also be prepared for closure.

The supervisor must approve closure on all cases

QPS# 10, 11, 56

Case Closure

- Observe a closed case file in your agency.
- Examine the required paperwork for a case closure.
- Determine how to initiate the FSFN case closure page and with the guidance of a Child Protection Professional input the following on a case ready for closure:
 - Basic information
 - Closing Information
 - Closure Status
 - Closure Summary
 - Closure Denial Message (if needed)
- With the guidance of the Child Protection Professional complete these closure activities in FSFN and discuss steps involved:
 - Submit a case evaluation or case note (as appropriate) to supervisor for approval
 - Close case goals as appropriate
 - Update/End legal status as appropriate
 - Close all placement/living arrangements/removals
 - Document proper financial information
 - Complete final case notes
 - Notify family, G.A.L. and service providers as necessary
- Observe a Child Protection Professional at a court hearing in which services are terminated and the case is closed.
- Determine where the closed file is maintained.
- Determine the process to access closed files if needed in the future.

Child Death Cases

Any employee of the department, the contracted service providers or sheriffs' offices who has knowledge of a child's death and who has reasonable cause to suspect that the child died as a result of abuse, neglect or abandonment must immediately report the death to the Florida Abuse Hotline and follow all Child death procedures according to Chapter 39 Florida Statutes and the Florida Administrative Codes.

Child Death Cases

- Review the sections of Chapter 39 Florida Statutes and the Florida Administrative Codes that pertain to Child Deaths
- Discuss the procedures and protocol in your agency with a Child Protection Professional
 - Region Child Fatality Prevention Specialist (CFPS)
 - Notifications
 - Timeframes
 - Difference between a limited and comprehensive review
- Determine the agency specific process that occurs when a child under the agency's care dies.
- Determine FSFN screens and documentation that must be completed.