Child Welfare Pre-Service Training

Family Preservation and Family-Centered Practice

Trainer Guide

July 2013
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To The Trainer

Course Description

Family Preservation and Family-Centered Practice provides a “broad brush” understanding of Family Preservation Services (FPS), familiarity with the seven basic values and goals of a family preservation program, the purpose of the services for families and fundamental attitudes, knowledge and skills for delivering services to families and children and Florida law and policy for family preservation and family-centered practice.

Course Time

Family Preservation and Family-Centered Practice is designed to be taught in .5 training days. A training day consists of 6 hours of actual instruction, a one hour lunch break, and two fifteen minute breaks. The concepts of Family Preservation and Family-Centered Practice are interwoven throughout all of the required pre-service training courses.

Pre-requisite Skills and Case Flow

All courses are sequenced to accommodate pre-requisite skills and case flow; therefore, the courses must be scheduled using the corresponding numbers 100-125.

Following the post test, learners move into Phase II of the certification process. During Phase II, there are additional required courses and activities. This includes FSFN courses, classroom courses and field activities. Please reference In-Service course numbers 126-128.

Course Goals

The goal of Family Preservation and Family-Centered Practice is to provide the learner with basic information about:

- the philosophy and values of family preservation
- the concepts and application of a strengths-focused service delivery model
- Florida’s Family-Centered Practice Model and family preservation services

Knowledge Competencies

The following Case Management (CM) Knowledge Base Competencies (organized by domain) are addressed in Family Preservation:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
• K8. The importance of adhering to the provisions of federal and state statutes in child welfare casework.
• K10. Legal requirements and case manager’s role for the removal and placement of children.
• K11. A child’s statutory right to participate in case planning and attend court proceedings.
• K13. Caseworker’s responsibilities in locating and contacting absent biological parents and putative fathers for court actions.
• K21. Definitions and fundamental concepts of culture and diversity.
• K23. Client differences in culture and ethnicity.

Family and Community Engagement:
• K27. Family centered practice.
• K28. Strength-based practice.

Assessment:
• K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:
• K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family’s culture and community.
• K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

The following Protective Investigations (PI) Knowledge Base Competencies (organized by domain) are addressed in Family Preservation:

Child Protection Foundations:
• K6. Knowledge of statutory requirements for procedures and timelines for conducting protective investigations.
• K7. Knowledge of dependency proceedings and timelines for judicial intervention.
• K8. Knowledge of documents and filing timeframes for court documents.
• K11. Knowledge of general child welfare policy and legislation including the Adoption and Safe Families Act (ASFA), the Child Abuse Prevention and Treatment Act (CAPTA), the Indian Child Welfare Act (ICWA), the Fostering Connections Act, the Multi-ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), and Florida Administrative Code.
• K12. Knowledge of culture, diversity and cultural competence.
• K13. Knowledge of family-centered practice.

Engagement:
• K28. Knowledge of how one’s personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.
**Initial Assessment and Problem Identification:**
- K37. Knowledge of child vulnerability and caregiver/family protective capacities.
- K38. Knowledge of family dynamics and family systems.

**Safety Management:**
- K42. Knowledge of safety planning.
- K43. Knowledge of reasonable efforts to prevent removal.

**Planning and Teaming:**
- K49. Knowledge of the role and responsibilities of legal counsel, judge, and Guardian Ad Litem in court proceedings.
- K50. Knowledge of roles and responsibilities of law enforcement, Child Protection Team, and external partners (i.e., DV, mental health, etc.)

**Course Objectives**

**Module 1: Philosophy and Values of Family Preservation**
- Describe the philosophy of family preservation.
- Identify values of family preservation services.

**Module 2: Strengths-Focused Model**
- Identify the concepts of strengths-focused service delivery.
- Apply the concepts of a strengths-focused service delivery model.

**Module 3: Florida's Family-Centered Practice Model and Family Preservation Services**
- Identify Florida Statute and Administrative Rules for family preservation services.
- Describe Florida’s Family-Centered Practice Model.

**Visual Aids**

**PowerPoint Slides**
- PPT1 Family Preservation and Family Centered Practice
- PPT2 Module 1 Objectives: Philosophy and Values
- PPT3-4 Philosophy of Family Preservation Services
- PPT5 What is the Purpose of Family Preservation Services?
- PPT6 What are Family Preservation Services?
- PPT7 Types of Family Preservation Services
- PPT8 Goals of Family Preservation Services
- PPT9 Family Scenario
- PPT10 Family Scenario Services
- PPT11 1st Concern is Child Safety
- PPT12 7 Values of Family Preservation Services: Family First
♦ PPT13 Family Drives the System
♦ PPT14 All Children Need Families
♦ PPT15 Model Family Strengths
♦ PPT16 Immediate Response
♦ PPT17 Leave the Power with the Family
♦ PPT18 You Must be Culturally Competent
♦ PPT19 Safety is First Concern
♦ PPT20 Design of Family Preservation Program
♦ PPT21 Module 2 Objectives: Strengths-Focused Model
♦ PPT22 Strengths-Focused Delivery Model
♦ PPT23 Implementing a Strengths-Focused Model
♦ PPT24 Implementing a Strengths-Focused Model
♦ PPT25 Assessing Family Strengths: The Butler Family
♦ PPT26 Assessing Family Strengths: The Elk Family
♦ PPT27 Module 3 Objectives: Florida’s Family-Centered Practice Model
♦ PPT28 The Purpose of Chapter 39
♦ PPT29 Florida’s Child Protection System Principles
♦ PPT30 Family Preservation Services Defined 65C-30.001(52)
♦ PPT31 Family Team Conferencing Defined 65C-30.001(53)
♦ PPT32 Florida’s Tiered Services Protocol
♦ PPT33 Early Service Intervention Staffing 65C-30.002(1)(b)
♦ PPT34 Family Preservation Services Summary
♦ PPT35 What is Family-Centered Practice?
♦ PPT36 Florida’s Core Practice Functions
♦ PPT37 Family Group Decision-Making
♦ PPT38 Family-Centered Practice Framework
♦ PPT39 Family-Centered Practice Framework
Module 1: Philosophy and Values of Family Preservation

- Display PPT1, Family Preservation and Family Centered Practice and PPT2, Module 1 Objectives and present an overview of the module by summarizing each of the module objectives.

To effectively train this course you must have all information pertaining to the Family Preservation services available in your region/circuit.

Background Knowledge/Experience

Prior to beginning instruction for this module, relate the module goal to the learners’ job, emphasizing the importance and “need to know.”

Goal: To introduce the basic philosophy and values of family preservation.

Why do you think it is important to preserve families and attempt to prevent the child’s removal from home?

Characteristics of Family Preservation

Refer the class to PG1, Characteristics of Family Preservation. *(PG page inserted on the following page TG2)*

- Direct the class to answer “true” or “false” to each of the statements regarding family preservation programs.
- Tell the class that you will go over the correct answers at the end of the module.
### Module 1: Philosophy and Values of Family Preservation

#### Characteristics of Family Preservation

**Directions**

- Decide if the statements below describe family preservation.
- Check "true" or "false" depending upon your decision.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>It focuses on just the child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is very intensive.</td>
<td></td>
<td></td>
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<tr>
<td>It focuses on weakness.</td>
<td></td>
<td></td>
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<tr>
<td>It always advocates keeping children in their home.</td>
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<td></td>
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<tr>
<td>It is able to provide 24 hour protection for the child.</td>
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<tr>
<td>It is individual counseling for children and/or families.</td>
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<tr>
<td>It empowers parents to meet the needs of their children.</td>
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<td></td>
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<tr>
<td>It utilizes low caseloads.</td>
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<td></td>
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<tr>
<td>It replaces traditional case management.</td>
<td></td>
<td></td>
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<tr>
<td>It is strength focused.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is a new idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It costs a lot more than placing a child in foster care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It believes that families are doing the best they can with the resources they have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It can fix any family.</td>
<td></td>
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</tbody>
</table>
Topic ~ Philosophy of Family Preservation

Materials
♦ PG2  Philosophy and Values
♦ PG3  Family Preservation Services
♦ PG4  Subsidized Child Care program for “At Risk” Children
♦ PPT3-4 Philosophy of Family Preservation Services
♦ PPT5  What is the Purpose of Family Preservation Services?
♦ PPT6  What are Family Preservation Services?
♦ PPT7  Types of Family preservation Services
♦ PPT8  Goals of Family Preservation Services
♦ PPT9  Family Scenario
♦ PPT10 Family Scenario Services
♦ PPT11 1st Concern is Child Safety

Establishing the “Need to Know”
• Provide an example from your past experiences working with families of how intensive services kept a family together and prevented removal of the child.
• Refer learners to PG2, Philosophy and Values, “Philosophy of Family Preservation.” *(PG page inserted on the following page TG4)*
• Discuss the importance of a personal belief system which is compatible with the philosophy of family preservation.
  In order to understand and be effective in applying family preservation services and family-centered practice you must believe:
  • People are basically good.
  • People are doing the best they can with the resources they have.
  • Children need their families.
  • Children have the right to a safe and secure environment.
  • Strengths within a family must be built upon.
  • Families need a chance to learn to resolve their problems together.
  • The power for change rests in the family.
  • The values and beliefs of the families receiving services must be respected.
Philosophy and Values
Philosophy of Family Preservation
- The philosophy of Family Preservation is about working with and strengthening the abilities of families who are experiencing events that may lead to the placement of their children.
- Through this basic philosophy of empowerment and strength, focused interventions which are the basis for Family Preservation can be applied to any family situation.
- The child protection professional must have a personal belief system that is compatible with the philosophy of family preservation. Family preservation is as much a philosophy as it is a program to work with children at risk and their families. Simply stated, child protection professionals must believe:
  - People are basically good.
  - People are doing the best they can with the resources they have.
  - Children need their families.
  - Children have the right to a safe and secure environment.
  - Strengths within a family should be built upon.
  - Building on the family’s strengths and empowering families while services are being initiated are critical.
  - Families need a chance to learn to resolve their problems together.
  - The power for change rests in the family.
  - You must respect the values and beliefs of the families receiving services from the child protection system.

Values of Family Preservation ~ Family 1st
- Family drives the system: The power for change resides with the family.
- All children need families.
- Model family strengths: Everyone is doing the best they can, with the resources they have.
- Immediate response: crisis = opportunity for change. Not all problems need to be addressed.
- Leave the power with the family. Most family members really care about each other.
- You must be culturally competent.
- First concern is safety.
Family Preservation Programs

? Ask the class how they would define Family Preservation Services?

- Refer the class to 65C-30.001(52): Family Preservation Services means services provided to families, primarily in the home. Examples are counseling and therapeutic services, as well as the provision of goods or services designed to prevent the removal of a child due to maltreatment, or to stabilize an out-of-home placement.

- In-Home Family Preservation is a continuum of programs available within local agencies.

- The programs are specifically identified for families in crisis whose children are at risk of out-of-home placement.

- The programs seek to obtain or directly provide the critical services needed to enable the family to remain together in a safe and stable environment.

Family Preservation Services

? Ask the class if they are familiar with any of the family preservation services that are available in their region/circuit.

- Provide a list of the services and any program materials that are available. (Referral forms, etc.)

- Display and review PPT3-4, Philosophy of Family Preservation Services.

![PPT3-4, Philosophy of Family Preservation Services](image)
• Refer learners to **PG3, Family Preservation Services** *(PG page inserted on the following page TG7)*
• Review key points by using PPT5-8.
• Display PPT5, What is the Purpose of Family Preservation Services?

![What is the Purpose of Family Preservation Services?](Image)
**Family Preservation Services**

**Focus of Family Preservation Services**
Family preservation services are a range of activities that focus on the following:
- help families with children to stay together
- assist families to independently meet their own needs
- access services to meet their own needs
- avoid unnecessary out-of-home placements

**Purpose of Family Preservation Services**
Family preservation services are provided through contracted private service providers and are intended to:
- be short term intensive services
- be voluntary and provided within 24 hours
- protect children in a home where allegations of child abuse or neglect have occurred
- provide minimal disruption to the family lives of children
- prevent subsequent abuse or neglect
- prevent out-of-home placement of a child
- reduce the stay for a child in out-of-home placement

**Types of Family Preservation Services**
Family preservation services provide a holistic response to families on a 24-hour basis to include services in the home such as:
- family therapy
- budgeting
- nutrition
- parenting skills

**Goals of Family Preservation**
The goals of the Family Preservation programs are:
- Reduce the need for out-of-home placements for children who are considered to be at imminent risk of placement.
- Promote positive changes within the family in order to strengthen and maintain the family unit.
- Increase the life skills and coping capacities of each family member.
• Display PPT6, What are Family Preservation Services?

• Display PPT7, Types of Family Preservation Services.

• Display PPT8, Goals of Family Preservation Services.

• Refer learners to PG4, Subsidized Child Care Program for “At Risk” Children and review. *(PG page inserted on the following page TG9)*
Subsidized Child Care Program for “At Risk” Children
Also known as “The School Readiness Program.”
- Provides quality, age appropriate child care for eligible children to enhance development including:
  - Language
  - Cognitive
  - Motor and social skills
- Operated by the Agency for Workforce Innovation through grants with local Early Learning Coalitions.

Program Eligibility
- Priority given to children age 3 years to school entry who are served by DCF or a CBC lead agency for whom child care is needed to minimize risk of further maltreatment.
- Other eligible populations include children who meet one or more of the following criteria:
  - Children receiving out-of-home care services (includes children placed with relatives/non-relatives and in licensed settings and children who receive a relative caregiver payment)
  - Children receiving In-Home Services
  - Child not receiving services from DCF or contracted provider but determined to be at risk such as caregiver not working

Referral Requirements
- PI initial referral: PIIs must ensure the following:
  - Referrals are never validated for more than 60 days (may be renewed/validated in 60 day increments on a case by case basis, but not to exceed 6 months)
  - The family is informed both verbally and in writing that child care assistance is time limited
  - The family is advised if they require continued assistance following the initial eligibility period, they must work with their contracted service provider to decide if they continue to meet eligibility requirements
- In-Home/Out-of-Home care initial referral: Case Manager/service provider is responsible for:
  - Completing and submitting an updated referral for subsidized child care redetermination to the local Early Learning Coalition on behalf of the child
  - Children of families approved under other eligibility categories (or those not currently receiving services from the Family Safety Program office or contracted providers), must work directly with their local Early Learning Coalition to assess continued eligibility.
  - Prior to stopping child care services to any child referred by DCF, a SO’s, or a CBC, the local Early Learning Coalition or its designee must contact the department to verify continued eligibility of the child.
Child Safety is Paramount

- Emphasize Child Safety.
- Reiterate to the class that Child Safety is most important and of paramount concern.
- Review PPT9-10 with the class and discuss PPT11, 1st concern is Child Safety.
- Display PPT9, Family Scenario.

An 11-year-old boy was severely beaten by his father while the father was under the influence of alcohol. The child had a broken arm, black and blue marks and bruises all over his body. He was temporarily placed in a foster home but was not ready to leave his father. The boy cried and kept on saying “My father is not bad. He loves me very much. He can’t help himself when he’s drunk. Please let me stay with him.”

- Inform the class that the PI has completed a home study for the boy’s paternal grandmother including background checks, and results are positive. The grandmother will help in any way possible to ensure the safety of the child.

What types of family preservation services could be used for this family?

Father completed a D/A inpatient rehabilitation program, and enrolled in an outpatient counseling program.
Father got a part-time job.
The child attended an after-school program.
Grandmother took care of the child when the father was in the rehabilitation program.
The rest of the family members help the grandmother whenever possible.

What safety concerns do you have for the 11-year old boy?
How will you ensure his safety?
Display PPT11, 1st Concern is Child Safety.

1st Concern is Child Safety

- Child safety must be primary concern.
- No family can be preserved at the cost of child safety.
- Risk and safety assessments must be completed.
- Initial assessment of the crisis situation is very important.
- Perpetrator cannot be left in charge of children.
- Assessments must conclude that the children are safe in the home before services are implemented.
Topic ~ Values of Family Preservation Services

Materials
♦ PG5  Values of Family Preservation
♦ PPT12 7 Values of Family Preservation: Family First
♦ PPT13 Family Drives the System
♦ PPT14 All Children Need Families
♦ PPT15 Model Family Strengths
♦ PPT16 Immediate Response
♦ PPT17 Leave the Power with the Family
♦ PPT18 You Must be Culturally Competent
♦ PPT19 Safety is the First Concern
♦ PPT20 The Design of Family Preservation Programs

Establishing the “Need to Know”
- How can family preservation services benefit the 11-year old boy and his family?
- How would a lengthy removal episode affect the boy?

- Refer to PG2, Philosophy and Values, “Values of Family Preservation: Family 1st.”

(PG page inserted on the following page TG13)
Philosophy and Values

Philosophy of Family Preservation

- The philosophy of Family Preservation is about working with and strengthening the abilities of families who are experiencing events that may lead to the placement of their children.
- Through this basic philosophy of empowerment and strength, focused interventions which are the basis for Family Preservation can be applied to any family situation.
- The child protection professional must have a personal belief system that is compatible with the philosophy of family preservation. Family preservation is as much a philosophy as it is a program to work with children at risk and their families. Simply stated, child protection professionals must believe:
  - People are basically good.
  - People are doing the best they can with the resources they have.
  - Children need their families.
  - Children have the right to a safe and secure environment.
  - Strengths within a family should be built upon.
  - Building on the family’s strengths and empowering families while services are being initiated are critical.
  - Families need a chance to learn to resolve their problems together.
  - The power for change rests in the family.
  - You must respect the values and beliefs of the families receiving services from the child protection system.

Values of Family Preservation ~ Family 1st

- Family drives the system. The power for change resides with the family.
- All children need families.
- Model family strengths: Everyone is doing the best they can, with the resources they have.
- Immediate response: crisis = opportunity for change. Not all problems need to be addressed.
- Leave the power with the family. Most family members really care about each other.
- You must be culturally competent.
- First concern is safety.
Values of Family Preservation - Family First

- Display PPT12, Values of Family Preservation - Family First.

- Display PPT13, Family Drives the System.

“F” = The Family Drives the System: Power for change resides with the family.

- When working with families, remember that you are working with a family system, complete with a hierarchy and power structure that can be used to effect change.

- The key point is to remember that a family unit has primary responsibility for the welfare of its members.

- You cannot expect the family to exercise that responsibility without the necessary power.

- Therefore, if you want the family to take responsibility, they must feel ownership and empowerment.

Reflect upon the 11-year old boy and his family as you discuss:

“A” = All Children Need Families.

- Display PPT14, All Children Need Families.
• According to the Behavioral Sciences Institute, developers of the nationally instituted "Home Builders" model of intensive, In-Home services, [Reaching High-Risk Families: Intensive Family Preservation in Human Services (1990)]:

• There are many benefits for the child, the family, and the community when families remain intact and problems are solved in the context of the family, rather than through placement.

• Children who are separated from their families can miss out on significant portions of family history, which makes it difficult for them to ever regain their original firm sense of belonging and continuity.

• It is difficult to regain original strong bonding when there are fewer and fewer shared milestones. When families participate in solving their problems together, individuals are less likely to use blaming, separating, and giving up as ways to solve problems.

A Child’s Sense of Belonging

• An individual's natural yearning is to stay where he feels he belongs. Long term emotional stability is best nurtured by the solid sense of identity gained from being reared in one's own family.

• From birth, all of us benefit from our environment. It is where we begin to develop our personalities, coping mechanisms, and how we look at life.

• A major part of this growth is built on the feeling of safety, security, and acceptance that we generally think of as being "a strength" in any family/home.

Consequences to Children if Removal Occurs

• If a child is removed from a home, this natural "building block" of personality and emotional stability is severed.

• Even in the best case scenario, you have created an artificial environment that for a short time approximates a nurturing environment, but everyone knows that it is a time limited experience, based on a relationship built on formal power (rather than love/nurturing found in a family of origin).

• The child and the caregivers all know that this relationship must end eventually, and the child will return to his previous environment, where the same factors may still persist.
"M" = Model Family Strengths: Family Members are Doing the Best They Can with the Resources They Have

- Display PPT15, Model Family Strengths.

![Model Family Strengths](image)

- A major job responsibility of the family preservation worker and you is to collaborate with families to assist them to search for strengths.
  - In many cases it will be difficult, but the strengths are there; it is the worker’s job to uncover them.
- Learners must believe that every family has some strengths and that crisis is an opportunity for change.
- When a family is undergoing a very stressful situation, it is very difficult to lead a “normal” life.

? Can you provide examples of stressful situations?
- Unemployment
- Health problems
- Death in the family
- Substance abuse problems
- Newborn child
- Stress can result in highly unusual behaviors.
- Emphasis must be on strengths instead of deficits. Families must be empowered, assured of their strengths and helped in identifying and focusing on the strengths.

“I” = Immediate Response to Crisis: Crisis = Opportunity for Change

- Display PPT16, Immediate Response.

![Immediate Response](image)

- When people are undergoing high stress, they are more open to change.
- The "imminence" of placement is a stress producing situation that can make families receptive to change.
The law of inertia states that things at rest remain at rest unless acted upon by a greater force. When the family is shaken up by an event, their feet are less likely to be firmly rooted in one area, and you will have the best opportunity to facilitate their moving to new behaviors.

"L" = Leave the Power with the Family: Most Family Members Really Care About Each Other

- Display PPT17; Leave the Power with the Family.

- Build interventions around the assumption that most family members really do care about each other.
- This is the primary belief that is the beginning point for being strengths-focused.
- This central idea is the most basic energy from which a social service worker can work with a family.
- Even when a family indicates that they want their child (ren) placed, it is because the family wants what is best for the child (ren).
- Family Preservation services:
  - are offered to the family instead of child removal
  - encourage the family to identify problems they want to resolve
  - sets priorities
  - comply with the agency’s concern for the children’s safety
- The family must understand that the program’s main objective is to keep the family together and that they will be helped to accomplish this goal.

"Y" = You must be Culturally Competent

- Display PPT18, You must be Culturally Competent.

- Workers will be challenged by the cultural diversity they find in the field of child protection.
• In order to be culturally competent, you must be aware of both your own cultural biases and the need to remain objective.
• Home is each person's fort, where they feel safe and relaxed.
• Family Preservation workers must be aware of intruding in family territory. They must ask to enter the house and refer to family members by last names, unless told otherwise.
• It is also good practice to ask the family members to inform you of any specific house rules or cultural habits.

"1st" = Safety is the First Concern.
• Display PPT19, Safety is the First Concern.

Above all else, Family Preservation is about doing what's best for the individual child.
• Providers of family preservation services believe that often the best place for a child is in the home with his or her parents.
• However, at no time will the safety of the child be compromised in the pursuit of an intervention.
• Display PPT20, Design of Family Preservation Programs.

Overall, the values of family preservation represent basic casework philosophies that must be incorporated into day-to-day interactions with families and children.
Values of Family Preservation

Activity Goal: Learners will identify the values of Family preservation.

- Refer the class to PG5, Values of Family Preservation. *(PG page inserted on the following page TG20)*
- Advise the class to use the terms on the sheet to complete the value statements.

Values of Family Preservation

Review the following answers with the class:

- Family drives the system: power for change resides with the family.
- All children need families.
- Model family strengths: everyone is doing the best they can with the resources they have.
- Immediate response: crisis = opportunity for change. Not all problems need to be addressed.
- Leave the power with the family: Most family members really care about each other.
- You must be culturally competent.
- First concern is safety.

Characteristics of Family Preservation: True or False?

Activity Goal: Learners will recognize the characteristics of family preservation.

Refer the class back to PG1, Characteristics of Family Preservation *(PG page inserted on the following page TG21)* which they completed at the beginning of Module One. They were asked to identify if each of the statements regarding family preservation programs were true or false.

- Ask participants to review the characteristics again and change their answers based upon the information discussed during Module 1.
- Review the correct answers with the class.
- Ask the class how many items they had to change.
Values of Family Preservation

Directions
- Complete each of the following statements by using one of the words from the word list to fill in the blank.

**WORD LIST**

Safety  
Family  
Children  
Culturally Competent  
Immediate  
Power  
Model  

1. ____________ drives the system; the power for change resides with the family.

2. All ____________ need families.

3. ____________ family strengths: everyone is doing the best they can, with the resources they have.

4. ____________ response: crisis = opportunity for change. Not all problems need to be addressed.

5. Leave the ____________ with the family: Most family members really care about each other.

6. You must be ____________ ____________.

7. 1st concern is ____________.
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<td>It focuses on weakness.</td>
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<tr>
<td>It always advocates keeping children in their home.</td>
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<tr>
<td>It is able to provide 24 hour protection for the child.</td>
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<tr>
<td>It is individual counseling for children and/or families.</td>
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<tr>
<td>It empowers parents to meet the needs of their children.</td>
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<td>It utilizes low caseloads.</td>
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<tr>
<td>It replaces traditional case management.</td>
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<tr>
<td>It is strength focused.</td>
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<tr>
<td>It is a new idea.</td>
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<tr>
<td>It costs a lot more than placing a child in foster care.</td>
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<tr>
<td>It believes that families are doing the best they can with the resources</td>
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<tr>
<td>It can fix any family.</td>
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</table>
## Family Preservation Services: Answer Key

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>focus on just the child</td>
<td>False</td>
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<tr>
<td>are very intensive</td>
<td>True</td>
</tr>
<tr>
<td>focus on weaknesses</td>
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</tr>
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<tr>
<td>replaces traditional departmentagency casework</td>
<td>False</td>
</tr>
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<td>are strengths focused</td>
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</tbody>
</table>
Module 2: Strengths-Focused Model

- Display PPT21, Module 2 Objectives, and present an overview of the module by summarizing each of the module objectives.

Module 2: Strengths-Focused Model

Objectives:
- Identify the concepts of strengths-focused service delivery.
- Apply the concepts of a strengths-focused service delivery model.

Background Knowledge/Experience

Prior to beginning instruction for this module, relate the module goal to the learners’ job, emphasizing the importance and “need to know.”

Goal: Learners will identify the concepts and application of a strengths-focused model.

Why is it important to focus on and determine family strengths?

Topic ~ Concepts of a Strengths-Focused Model

Materials
PG1 - Strengths-Focused Model

Refer learners to PG1, Strengths-Focused Model (PG page inserted on the following page TG2)

and present the “Overview” key points:

- In Family Preservation services, the worker must identify and focus on the particular strengths the family/individual possesses.
- The culture of the family must be considered.
- We can only assume some very common, basic strengths that most people possess, just because they belong to the human race.
- You must focus on the strengths of the families you serve to ensure continued use of these strengths by the families.
Module 2: Strengths-Focused Model

Strengths-Focused Model

Overview
- You must identify and focus on the particular strengths the family/individual possesses.
- The culture of the family must be considered.
- We can only assume some very common, basic strengths that most people possess, just because they belong to the human race.
- Focus must be on the strengths of the families to ensure continued use of these strengths by the families.

Concepts of a Strengths-Focused Service Delivery Model
By identifying the family's strengths, you help the family:
- build self-esteem
- identify concrete skills that can be developed
- reinforce the positive things that they already do or know how to do
- use what they know as a basis for future growth

Implementing a Strengths-Focused Model
- To implement a strengths-focused model, you must:
  - Decide what motivates the family members; every individual is motivated differently.
  - Relate the family service plan to the strengths and needs of the family.
  - Identify and build on the strengths of each family member.
  - Treat each family as a unique individual.
  - The family must feel that they are receiving services that are beneficial to them.
  - Show respect for the strengths that the family brings to the relationship.
    - Trust is formed through mutual respect.
    - Demonstrate how to build on strengths in order to facilitate growth within the family.
    - Facilitate a family's definition of their own motivations; help them use that energy to create:
      - positive growth and
      - change necessary for their children to remain at home

Conclusion
In order for this type of intervention to assist families you must:
- be able to assist a family to define their own motivations.
- help the family create positive growth and change necessary for their child (ren) to remain at home.
Display PPT22, Strengths-Focused Service Delivery Model to present PG6, “Concepts.”

Strengths-Focused Service Delivery Model

Identifying family strengths helps you to help the family

- Build self esteem.
- Identify concrete skills that can be developed.
- Reinforce positive things that they already do or know how to do.
- Use what they know as a basis for future growth.
Topic ~ Implementing a Strengths-Focused Model

Materials

♦ PG2 Assessing Family Strengths (Butler, Elk families)
♦ PPT23-24 Implementing a Strengths-Focused Model
♦ PPT25 Assessing Family Strengths: The Butler Family
♦ PPT26 Assessing Family Strengths: The Elk Family

How to Implement a Strengths-Focused Model

• Discuss PG1, Strengths-Focused Model by using PPT23-24.
• Display PPT23, Implementing a Strengths-Focused Model.

• Display PPT24, Implementing a Strengths-Focused Model.

Assessing Family Strengths

Activity Goal: Learners will assess family strengths using two case scenarios.

Refer the class to PG2, Assessing Family Strengths. 🌟 (PG page inserted on the following page TG5)

• Advise the class to read the case studies for the Butler and Elk families and list the strengths for each family on the handout.
• Direct the class to present their list of strengths and compare them with the suggested strengths on the PowerPoint Slides.
Assessing Family Strengths
Directions
- Read both family scenarios.
- List the family’s strengths beneath each scenario.

Butler Family
The Butler household consists of an 18 year-old mother and her 9 month-old child. They live in a housing project with subsidized rent. The child’s father had been involved with the family until recently.
The hospital called the hotline when the child was taken to the emergency room with a suspicious fracture. The mother states that the child fell out of his crib.
The mother meets willingly with the investigator and discussion seems to go well, until the child cries. The mother then becomes angry and wonders why the child is doing this to her and why he does not love her.
The mother lacks effective parenting skills, as well as coping/stress management skills. The mother appears to have an interest in developing these skills. She has attended parenting skills classes and parent support groups on an occasional basis.
The child is at high risk due to his age.
STRENGTHS:

Elk Family
The Elk family consists of a 23 year-old father, 22 year-old mother and a 7 year-old son.
The mother is well known by the Child Welfare staff due to her years spent in foster care. The mother admits that her husband has been drinking a lot, but states that everything will be okay, since he has just obtained a job at the local convenience store.
The mother notes that the father loves his son and would not hurt him; the injuries the child has suffered when alone with the father have all been unfortunate accidents.
The child is currently in a special needs class. The mother is active in the child’s school and regularly attends teacher/parent conferences. The mother has expressed some concern in dealing with the child’s behavior at home. She has tried to implement behavior management techniques suggested by the school but has not been able to do this consistently. She has also not been able to obtain support from her husband in implementing the techniques.
Recently, the child was observed by the worker to have bruises on his right arm. The child reports his father grabbed him. The father was reportedly drinking at the time of the incident. The child is believed to be in a high risk situation.
STRENGTHS:
• Display PPT25, Assessing Family Strengths: The Butler Family.

Assessing Family Strengths: The Butler Family

- The child and the mother have a place to live.
- Mother is willing to work with the child protection workers.
- Mother shows an interest in developing parenting and coping skills as well as anger management skills.
- Father was involved with the child until recently.
- Mother has attended parenting classes and parent support groups.
- Child was brought to the emergency room.

• Display PPT26, Assessing Family Strengths: The Elk Family.

Assessing Family Strengths: The Elk Family

- Child resides in a 2 parent family household.
- Mother admits the father has a drinking problem.
- Father has a job at a local convenience store.
- Mother is active in the child’s school.
- Mother shows concern and willingness to work with the child regarding behavior problems.
Module 3: Florida’s Family-Centered Practice Model and Family Preservation Services

- Display PPT27, Module 3 Objectives, and present an overview of the module by summarizing each of the module objectives.

Background Knowledge/Experience

Prior to beginning instruction for this module, relate the module goal to the learners’ job, emphasizing the importance and “need to know.”

Goal: Learners will identify family preservation services and how Florida’s Family-Centered Practice Model is implemented into the system of care.

What statutes or administrative rules seem to reflect family-centered practice?

Topic ~ Florida Administrative Codes for Family Preservation Services

Materials

- PPT28 The Purposes of Chapter 39
- PPT29 Florida’s Child Protection System Principles
- PPT30 Family Preservation Services Defined: 65C-30.001(52)
- PPT31 Family Team Conferencing Defined: 65C-30.001(53)
- PPT32 Florida’s Tiered Services Protocol
- PPT33 Early Service Intervention Staffing 65C-30.002(1)(b)
- PPT34 Summary: Family Preservation Services
Florida Statute

- Refer learners to F.S. 39.001(1)(a-b) that defines the purpose and intent of Chapter 39.

The Purpose of Chapter 39:

- To provide the care, safety and protection of children in an environment that fosters healthy social, emotional, intellectual, and physical development.
- To recognize that most families desire to be competent caregivers.
- Children achieve their greatest potential when families are able to support and nurture the growth and development of their children.

Display PPT29, Florida’s Child Protection System Principles.

Florida’s Child Protection System Principles

- Child’s safety and health must be of paramount concern.
- Prevention and intervention must:
  - Engage families in a constructive, supportive, and non-adversarial relationships;
  - Intrude as little as possible into the life of the family;
  - Focus on clearly defined objectives;
  - Take the most parsimonious path to remedy a family’s problems;
  - Be based upon outcome evaluation results that demonstrate success in protecting children and supporting families.

Administrative Rules

- Display PPT30, Family Preservation Services Defined, 65C-30.001(52).

Family Preservation Services Defined

- Services provided primarily in the home;
- Counseling and therapeutic services;
- Provision of goods or services designed to prevent the removal of a child; or
- Stabilize an out-of-home placement.
• Display PPT31, Family Team Conferencing Defined, 65C-30.001(53).

Family Team Conferencing Defined
65C-30.001(53)

- Highly individualized process that enables families to solve problems by focusing on strengths and underlying needs.
- Heavily reliant upon family input and cooperation, the family’s support system, and community resources.
- Families participate actively in the process: assess their own strengths and needs; develop action plans; set goals and timeframes.

• Display PPT32, Florida’s Tiered Services Protocol.

Florida’s Tiered Services Protocol

Non-Judicial In-Home Services
Judicial In-Home Services
Court Ordered Relative/Non-Relative Placement
Foster Care

• 65C-30.009, Tiered Services Protocol, reinforces the philosophy of family preservation:
  - Prior to removing a child from the home, you must decide if, with the provision of appropriate and available early intervention or prevention, including services provided in the home, the child could safely remain at home.
  - If the child’s safety and well-being are in danger, the child must be removed from the home.
  - You must follow the tiered protocol to services to diligently support family continuity prior to placing children in out-of-home care.

• Display PPT33, Early Service Intervention Staffing, 65C-30.002(1)(b).

Early Service Intervention Staffing
65C-30.002 (1)(b).

- Also known as the Case Transfer Staffing
- Make final service intervention decisions
• The final decision for service intervention is made at the Case Transfer Staffing, 65C-30.002(1)(b). The staffing addresses necessary services that:
  • can be accessed timely
  • promote family preservation
  • prevent unnecessary placement in out-of-home care
  • unless risk to the child threatens the child’s safety and well-being

• Display PPT34, Family Preservation Services Summary.

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**Topic ~ Florida’s Family-Centered Practice Model**

**Materials**

- PG1 Florida’s Core Practice Functions
- PG2 Are Family Preservation Services Appropriate?
- PPT35 What is Family-Centered Practice?
- PPT36 Florida’s Core Practice Functions
- PPT37 Family Group Decision-Making

**Establishing the “Need to Know”**

• Using the information you have learned in this course, how would you describe a Family-Centered Practice Model?
Family-Centered Practice

- Display PPT35, What is Family-Centered Practice?

- Display PPT36, Florida’s Core Practice Functions. This is also on PG1.

- Family-centered practice is a way of working with families to enhance their capacity to care for and protect their children.
- Family-centered practice focuses on the family as a whole and sees the family in the context of their own culture, networks and community.
- Families are seen as partners in the change process and are actively engaged and involved in the assessment, planning, delivery, and coordination of services when it is safe and in the best interest of the child for his/her family to do so.
- Strategies and services must support children safely in their homes with their families. The child, when age appropriate and the family must be actively involved as team members in the case planning process.

Examples of Family-Centered Approaches

- Provide information regarding the agency-specific programs that are available within your region/circuit.
- Some examples of family-centered approaches to practice are:
- Display PPT37, Family Group Decision-Making.

- Neighborhood-Based Foster Care
- Alternative Response:
  - Focuses on assessing the strengths and needs of the child and family while ensuring the child’s safety, usually without requiring a finding of maltreatment.
  - Families may receive services through diversion to community agencies.
- Shared Family Care:
  - Parents and children are placed together with a trained host family who mentors the parents as they develop the necessary skills and supports to care for their children independently.
- Family Mediation:
  - Court and community-based mediators work with families to resolve child maltreatment cases.
- Services to children and families of prisoners
Family-Centered Practice Framework

Inform learners that a practice framework encompasses a range of the major aspects and activities of practice and service delivery.

• Display PPT38, Family-Centered Practice Framework and discuss Core Practice Functions.

![Family-Centered Practice Framework Core Practice Functions:
- Engage families and assemble individual family teams.
- Help families assess their strengths, needs, and resources within a cultural context.
- Collaboratively develop and implement case plans.
- Involve and support parents and caregivers in decision making.
- Monitor and modify services.]

Inform learners that core practice functions and the initiatives, strategies, steps, interventions, approaches, and activities within them must drive the service delivery process to achieve the outcomes.

• Display PPT39, Family-Centered Practice Framework and discuss outcomes.

![Family-Centered Practice Framework Outcomes:
- Ensure child safety.
- Strengthen family functioning.
- Achieve permanence for children.
- Meet the children and family’s well-being needs.]

Are Family Preservation Services Appropriate?

**Activity Goal:** Learners will review two case scenarios and decide if family preservation services are appropriate.

Refer the class to PG2, Are Family Preservation Services Appropriate?

*(PG page inserted on the following page TG8)*

• Advise the class to review the scenarios and decide if the families meet the criteria for family preservation services.
• Advise the class to circle “Yes” or “No” for each scenario and write the rationale for their answer beneath each scenario on the handout.
• Review the learner’s responses with the following answers.
Are Family Preservation Services Appropriate?

Directions

- Identify if the Concord and the Wilkins families meet the criteria for family preservation services.
- Circle “Yes” or “No” and write the rationale for your answer beneath each scenario.

Concord Family

18-year old Susan Concord has two children: ages 2 and 3. The investigation indicated a maltreatment of physical abuse. The father is unknown, and there are no relatives to care for the children. Susan currently does not have a place to live, and she does not work. She has been drinking heavily for the past year and has recently been arrested for possession of cocaine. She has four prior investigations involving physical abuse. One of the priors that took place four years ago and involved the removal of a 1-year old, and Susan’s parental rights were terminated involuntarily. The two children were taken to the Child Protection Team for examination. The medical report indicated that the 2-year old had a skull fracture, and the 3-year old had multiple broken ribs. The CPT report identified that the injuries were consistent with abuse.

YES NO
Rationale:

Wilkins Family

Mary and John Wilkins have four children: ages 2, 4, 8, and 14. John works for a factory that produces car products. Mary works at home taking care of household responsibilities and the children. John recently lost his job and is currently looking for work. Mary is willing to work; however, she lacks job skills and does not have anyone to care for her 2 and 4-year old during the day if she were to get a job. The electricity in the home has recently been shut off due to lack of payment. The 8 and 14-year old children have reported to the school that they are hungry, and they often do not have lunch at school or money to buy lunch. Tabitha, the 14-year old, has been behaviorally acting out in school. She has recently been reported for truancy. Mary and John are willing to work with Tabitha’s behavioral concerns, but they do not know what else to do. The stress level is high in the Wilkins home. An abuse intake revealed allegations of neglect. There are no other prior intakes/investigations.

YES NO
Rationale:
Are Family Preservation Services Appropriate? – Answer Key

Concord Family
- No, it is not appropriate for this family to receive family preservation services.

Rationale:
- Safety is the #1 concern for this family.
- There are numerous high risk factors (young age, substance abuse) including 4 prior reports of physical abuse.
- Susan had her parental rights terminated involuntarily for the youngest child.

Wilkins Family
- Yes, family preservation services are appropriate for the Wilkins family.

Rationale:
- The family has numerous strengths, but the stress level is high due to the father losing his job.
- Mary is willing to work, but she lacks skills and does not have anyone to care for her children.
- The family will benefit from services:
  - Employment and job training skills
  - Financial assistance (free lunch program, food stamps, cash assistance for electrical bills)
  - Parenting skills to assist with Tabitha’s truancy and behavioral problems at school
  - Behavioral Evaluation for Tabitha and possible follow-up therapy sessions
Review ~ Family Preservation and Florida’s Family-Centered Practice

- Conduct a review of Family Preservation and Family-Centered Practice.
  - Incorporate the Family-Centered Practice Model to reinforce the family centered approach when working with families to provide family preservation services.
- To process the review, involve the entire class.
- Choose groups and/or individuals to present answers to the following questions:

  ? What is the philosophy and purpose of Family Preservation Services?
  - Services provided primarily in the home designed to:
    - prevent the removal of a child due to maltreatment
    - stabilize an out-of-home placement and reduce the length of the child’s stay

  ? What are some examples of Family Preservation Services?
  - Discuss local services in your area as well:
    - parent education programs, family support centers, home visiting programs, respite child care, comprehensive substance abuse treatment, protective services, foster family home, therapeutic group homes, etc.

  ? Describe a strengths-focused model and explain how to implement it in your practice.

  ? How do Family Preservation Services correlate with Florida’s Family-Centered Practice Model?
  - Family-Centered Practice and Family Preservation Services emphasize:
    - working with families to enhance their ability to care for and protect their children
    - needs and welfare of children within the context of their families and communities
    - strengths of family relationships and building on the family’s strengths to achieve the best outcomes
    - the family as a whole and seeing the family in the context of their own culture, networks, and community
    - families as partners in the change process
    - engaging children and their families in the assessment, planning, delivery, and coordination of services when it is safe and in the best interests of the child
    - the importance of staff who understand different cultures and ensure that provided services are respectful of, and compatible with, a family’s cultural strengths and needs