Case Planning Power Point Slides

Slide 1

Case Planning

Ongoing Safety and Services Management
Ongoing Family Functioning Assessment

Slide 2

Module One: Learning Objectives

Participants are able to:

• Recognize dual, sometimes conflicting roles of case management.
• Define and illustrate the actions and tasks associated with ongoing family functioning assessment.
• Define the assessment of caregiver protective capacities and child needs to inform case plan outcomes;
• Describe decisions related to family needs, services and child placement.
• Identify statutory requirements for the case plan.
• Apply case planning methodology and statutory requirements to draft a case plan.
• Able to evaluate case information to develop case plan outcomes.

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Foundational Knowledge

Introduction to Ongoing Safety and Services Management
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**Creating a Frame of Reference**

- What should be the primary reason for deciding a family should have a case opened for ongoing case management?
- What is the ideal success in ongoing case management?
- What is the intervention focus of the case plan?
- What is the ongoing case manager role in working with caregivers?

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**From Great Wall of China to the Panama Canal**

- CPI
  - Safety
  - Danger Threats
  - Caregiver Protective Capacities
  - Safety Plans

- Case Management
  - Safety
  - Danger Threats
  - Caregiver Protective Capacities
  - Treatment-Change

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Ongoing Family Functioning Decisions

- Are danger threats being managed?
- How can existing protective capacities –STRENGTHS– be built upon to make changes?
- What is the relationship between danger threats and the diminished caregiver protective capacities—What must change?
- What is the parent’s perspective or awareness of their caregiver protective capacities?
- What are the child’s needs and how are the parents meeting or not meeting those needs?

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Ongoing Family Functioning Decisions

- What are the parents ready and willing to work on in the case plan?
- What are the areas of disagreement with what needs to change?
- What change strategy (case plan) will be used to assist in enhancing diminished caregiver protective capacities?
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Philosophy: Ongoing Family Functioning Assessment

• Safety is paramount and the basis for intervention.
• Case planning process and interventions can be more clearly defined through the use of safety concepts.
• Case planning processes can be structured in a way that encourage and direct parent’s involvement and establish consistent intervention decisions and objectives.

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Knowledge and Essential Skill Associated with the Family Functioning Assessment: Case Manager

Core Concepts of Safety
• Ongoing Safety Management Focused

Engagement of Families
• Change Focused

Child Needs and Caregiver Protective Capacities Assessment

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FSDMM: Motivation for Change

– Pre-Contemplation
– Contemplation
– Preparation
– Action
– Maintenance
– Relapse
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Hotline/CPI

Intervention Protocol
Danger Threats
Safety Plans
Caregiver
Protective Capacities

Intervention Standards
Managing Safety
Reconciling Caregiver
Protective Capacities and Danger
Developing Change Strategies

Ongoing Case Management

Intervention Standards
Managing Safety
Reconciling Caregiver
Protective Capacities and Danger
Developing Change Strategies

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Four Stages of Intervention

Preparation Introduction Exploration Case Planning

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Preparation

What does it mean to be prepared?
What does preparation in ongoing case management look like?
What is the purpose of preparation—for the worker? For the Supervisor?
Preparation

Preparation is the act of getting ready, being prepared. In ongoing case management and services this entails key actions and tasks:

- Review of the family functioning assessment
- Review and analysis of the safety plan
- Review of case information and content
- Contact with collaterals
- Response to any immediate safety management needs
- Consultation with the supervisor to reconcile information and prepare for family contact.

When reviewing information, the ongoing worker and supervisor are working towards reconciling information and identifying strategies for involvement with the family.

Small Group Exercise

What is the purpose of preparation?

What does preparation look like in practice and tasks are typically associated with preparation?

What is the role of the supervisor in preparation?

Introduction

What does it mean to be introduced?

What does introduction in ongoing case management look like?

What is the role of the case manager in introduction? Supervisor in introduction?
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Introduction

Introduction is the act of introducing you as a worker, clarifying the agency’s role, describing what ongoing case management is and is not, and providing clarification as to the role of the ongoing worker.

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Small Group Exercise

- What is the purpose of introduction?
- What does introduction look like in practice?
- What tasks are associated with introductions?
- How does preparation assist the worker and supervisor in their introduction?

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Exploration

- What does it mean to explore?
- What does exploration in ongoing case management look like?
- What is the purpose of exploration— for the worker? For the Supervisor?
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**Exploration**

Exploration is the act of exploring with families how they are functioning in relationship to their protective capacities, understanding how danger threats or negative family conditions have manifested, exploring motivation for change, resistance, or ambivalence, identifying family strengths, creating danger statements, and finding mutuality for continued work.

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**Small Group Exercise**

- What is the purpose of exploration?
- What does exploration look like in practice? What tasks are associated with exploration in this context?
- How does preparation and introduction assist the worker in their exploration work with families?

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**Case Planning**

- In what context do you view case planning?
- What tasks are associated with case planning?
Case Planning

Case planning with families is the act of establishing outcomes and motivation for change.

Small Group Exercise

? What is the purpose of case planning?
? What does case planning look like in practice, actions and associated interactions?
? How do preparation, introduction, and exploration assist the worker and supervisor with case planning?

Ongoing Family Functioning Assessment
Application of Intervention Standards

- Preparation
  - Caregiver Protective Capacities
  - Child's Needs Assessment
  - Sufficiency of Information
  - Introduction
- Discovery
  - Obtaining and Analyzing Information
  - Caregiver Protective Capacities and Child's Needs
  - Danger Statements and Family Str
- Case Planning
  - Developing Outcomes for Change
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Ongoing Family Functioning Assessment

Actions/Tasks Through the Lens of Intervention Standards

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Commencing Preparation

To know what is necessary to adequately prepare for conducting the ongoing family functioning assessment.

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5 Primary Areas of Critical Evaluation for Intervention Standards: Prepara

• Sufficiency of information known—Identify information gaps;
• Sufficiency of safety plans to control for danger;
• Identify information that is relevant;
• Baseline information regarding Caregiver Protective Capacities from CPI;
• Information that must be known—what information I needed to inform the Caregiver Protective Capacity or Child Needs Assessment.
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Preparation
Knowing How and What Informs the Caregiver
Protective Capacities Assessment

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Preparation
Knowing How and What Informs the Child Needs
Assessment

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Preparation Sufficiency Checklist
Ensuring the next steps are well guided and reconciliation of known information
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**Preparation Exercise**

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**Intervention Standards: Introduction**

**Objectives of Introduction for Case Manager**

- Begin to establish rapport with family;
- Establish a working relationship with the family;
- Provide clarification and process with family for ongoing case management.

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**What Would YOU Want to Know?**

- You are a parent who has been transferred to ongoing case management.
- You have had a child removed from your home.
- You have been told “you have been opened to ongoing services.”
- You are meeting your new worker today.
- As your new worker introduces herself and what she is going to do, identify something that you would like to know from her.
- Write the things that you would like to know on a piece of paper or in your participant guide.
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Introduction Stage: Working with Families to Build Trust and Gather Information

Handout and Discussion

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Dutton-McAdams Ongoing Family Functioning Assessment Intro: Engagement and Explanation of the Ongoing Family Functioning Assessment

Group Exercise

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Exploration

Discussion
Exploration Seeks to....

- Identify and reach agreement about diminished caregiver protective capacities.
- Reach agreement about what must change for children to be safe through discussions about impending danger and caregiver protective role and responsibilities.
- Encourage caregivers to invest themselves to participate and work toward changes.
- Reach agreement about how to enhance diminished caregiver protective capacities.
- Join with caregivers in all efforts to enhance diminished protective capacities.
- Focus services and activities and support on enhancing diminished protective capacities.
- Measure progress toward enhancement and restoration of the protective and responsibilities.
- With the ultimate goal of identifying what must change.


Family Strategy and Danger Statement

The Process of What, not Why
THE "WHAT" QUESTIONS THAT FORMULATE THE DANGER STATEMENT and FAMILY STRATEGY

- What is happening that requires CPS involvement?
- What is the threat?
- What have you been doing?
- What must be different?
- What must you do?
- What can you do?
- What are you willing to do?
- What will be necessary for you to do what you must do?

Crafting the Danger Statement and Family Strategies

Large Group Exercise

Demonstrating: Exploration

Small Group Exercise
Concluding Exploration
Identifying Caregiver Protective Capacities, Child Needs, and Creating the Danger Statement

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Statutory Requirements for Case Planning

Case Plan Defined

FS 39.01(11)

• document prepared with input from all parties
• follows the child from voluntary services through any dependency, foster care, termination of parental rights proceeding or related activity or process F.S. 39.01(11)
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**Rilya Wilson Act F.S. 39.604**

Requires coordination between CBC, Local School Readiness, and licensed early education programs.

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**Zahid's Law HB 381**

"Zahid Jones, Jr., Give Grandparents and other Relatives a Voice Act"

- Goal: To establish a more effective protocol for engagement of relatives and assurance that their voice will be heard during investigative and judicial processes.

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**Case Planning**

Purpose and Creation of Outcomes
Evaluating Case Plan Outcomes

Case Exercise

Putting it All Together

Case Planning Exercise
Dutton-McAdams

Module 2: Integrating Child & Family Needs into Case Plan

Objectives:
• Describe how to integrate child’s mental health needs w/other interventions & case plan services.
• Name case planning issues related to domestic violence.
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**Problem/Need Statement**

**Problem:**
- Marcus is acting out aggressively with classmates.

**Need:**
- Marcus needs to demonstrate positive methods for dealing with his aggression.

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**Outcome**

- Marcus will attend counseling sessions to learn to deal with his aggression until the LCSW determines that substantial progress has been made.

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**Task Statement**

- Marcus’s caregivers will arrange for him to be transported to the Community Mental Health Clinic for counseling on Thursday afternoons until his therapist ends the treatment.
- Case Manager will call the clinic at least monthly, to ensure attendance.
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**Children Jointly Served by CBC and DJJ**

- Children in DCF’s legal or physical custody in paid out-of-home care, &
  - in secure detention facilities & residential programs through commitment to DJJ program, or
  - on probation in lieu of commitment to a DJJ program

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**CBC/DJJ Relationship**

- **You must**
  - Share information with DJJ regarding child’s background, family history, service history
  - Participate with DJJ during initial planning and during transition back into the community

- **DJJ must**
  - Provide monthly progress reports to you regarding services and sanctions

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**Responsibilities for Assessment & Provision of Mental Health Services**

- **DJJ Counselor:**
  - children in secured detention on a long-term basis
  - children in licensed care
  - children in temporary, short-term secured detention
  - (Within 5 days of any placement change between agencies, must meet with DJJ counselor to transition services)

- **You:**
  - (Within 5 days of any placement change between agencies, must meet with DJJ counselor to transition services)
Day Treatment

**You**
- retain responsibility for treatment provision and monitoring

**DJJ**
- retains responsibility for monitoring progress at day treatment program

Commitment

You participate in commitment hearing for service transition

You/DJJ/Child/Family/Others meet to develop case plan

DJJ coordinates services w/ you & provides monthly progress reports & ongoing JRSS/CPU information

You continue visitation planning in accordance with DJJ facility visitation policy

Principles of Intervention

- Protect children
- Increase children’s well-being by increasing their mother’s safety
- Increase children’s safety by supporting the autonomy of the adult victim
- Hold the batterer, not the victim, responsible for the abusive behavior
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Supportive Services Network

• Social Services
• Counseling
• Al-Anon meetings
• Church
• School

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Module 3: Concurrent Case Planning

Objectives:

• Identify basis for concurrent case planning
• Describe key concepts of concurrent case planning
• Identify when to use concurrent case planning

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Concurrent Case Planning: 39.01(19)

What is concurrent case planning?

• Establish case plan permanency goal using reasonable efforts to reunify the child with the parent, while at the same time establishing another goal.
• Concurrent efforts to more quickly move children from foster care to a permanent family.
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Good Prognosis Indicators

- Parent-child relationship
- Parental support systems
- Past support systems
- Family history
- Parent’s self-care and maturity
- Child’s development

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Poor Prognosis Indicators

- Dangerous lifestyle
- Significant child welfare history
- Inherent deficits