

## **HANDOUTS**

### **CQA-CASE PLAN CORRESPONDENCE GUIDE**

#### ***Maltreatment/Presenting Problems***

- *What actually occurred*
- *What was told about the maltreatment*
- *Case Plan Use:*
  - *Maintains focus on what needs to change*
  - *Helps caseworker and family stay on target*

#### ***CPS Rating and Anchors***

- *Objective criteria for findings*
- *Reminders of behavioral indicators that affect risk assessment*
- *Case Plan Use:*
  - *To establish an overall rating of risk which supports casework decisions*

#### ***Sequence of Events***

- *Surrounding circumstances and events that led up to or accompanied maltreatment and sequence of interview process*
- *Environmental factors that impact family*
- *Documentation of interviews*
- *Case Plan Use*
  - *Places maltreatment in context of family's daily life*
  - *Provides focus for prevention skills*

#### ***Safety Screening Checklist***

- *List of known risk factors to assist in making sound decisions*
- *Link between assessment finding and narrative summary*
- *Case Plan Use*
  - *Keeps critical risk factor information from being overlooked*
  - *Helps determine FLO and ILO*

#### ***Family Development Stages and Tasks***

- *Overall developmental stage and tasks of the family*
- *Current parenting practices related to safety, risks and strengths*
- *Cultural and health factors that affect family*
- *Case Plan Use*
  - *Information linked to FLOs*

#### ***Family Choice of Discipline***

- *Disciplinary approaches used by parents/caretakers, including strengths and exceptions*
- *Correlation between discipline and individual self-control*
- *Case Plan Use*
  - *Linked to ILOs*

## CQA-CASE PLAN CORRESPONDENCE GUIDE(2)

### ***Child/Youth Development***

- *How children function on daily basis, developmentally*
- *Description of health, educational, vocational, independent living skills, emotional, physical and cultural issues*
- *Case Plan Use*
  - *Linked to Child/Youth Action Plan*

### ***Family Support***

- *Social support network and its role in child care and protection*
- *Inclusion of extended family, neighbors, friends, church or other groups*
- *Case Plan Use*
  - *Use of extended family systems to prevent reoccurrence of the problem behavior*
  - *Linked to Safety Plan*



*Linked to Prevention Plan*

## **ASFA TIP SHEET: SUPERVISING CASE PLANNING AND SERVICE IMPLEMENTATION**

### **1. Develop and implement a case plan that ensures safety**

- Child safety must be the first consideration during planning and implementation of services (while the child remains in the home, for reunification, selection of placement resources, visitation arrangements, or termination).
- Ensure the safety of the child in placement by conducting substitute caregiver criminal background checks, reviewing licensing or certification files, and assessing the physical environment.
- Parents must demonstrate safe parenting before a child may be reunified. Parental compliance alone is not sufficient to justify reunification.

### **2. Integrate family-centered practice with protective authority**

- Involve children and parents or other primary caregivers in all aspects of planning and implementation to the degree that they are able and to the extent permitted by any outstanding orders of the court.
- Use family (including extended family) resources first when creating a safety plan. Community members-such as neighbors and community groups-are the second choice, while agency intervention-such as placement-should be the last option.
- Work with the family to identify outcomes necessary for reunification to occur.
- Plan for goals that are immediate, achievable, measurable, and time-limited. Specify what services will be provided by whom, for how long, and with what frequency.
- Offer ideas as choices rather than as advice.
- Clarify what is negotiable and what is not about the case plan and overall involvement with the child welfare system (for example, court orders and safety considerations).
- Present options and alternatives for the family to consider should reunification not appear immediately possible (e.g., voluntary surrender, directed consent, kinship care, guardianship, or independent living).
- For children removed from the home, plan, provide supports, and place children close enough for frequent parent/child visitation (especially for younger children).
- Celebrate success, continually building on strengths and helping parents accept limitations.

### **3. Help parents meet shortened time limits**

- Inform parents of the shortened time frames
- for reunification and the consequences of not meeting the time frames. Knowledge of the shortened time frames may help motivate parents to make more effective use of services, thus actively working toward the changes necessary to regain custody.

## **ASFA TIP SHEET: SUPERVISING CASE PLANNING AND SERVICE IMPLEMENTATION (2)**

- ❑ Ensure that high-quality services called for in the case plan are readily available in the community so parents can make changes within the available time.
- ❑ Frequently and clearly tell the biological parents about their progress in achieving their goals so they are aware of what more needs to be done within the ASFA, CQI, CFS mandated time frame.

### **4. Plan for permanency**

- ❑ Engage the family in discussions about permanency and reach an agreement on the appropriate permanency goal-whether it is for the child to remain in the home, kinship placement, family reunification, substitute care, termination of parental rights, adoption, private guardianship, independence, or long-term care.
- ❑ Use concurrent permanency planning, ensuring permanency for the child through reunification, adoption, or legal guardianship.
- ❑ Use full disclosure as a permanency planning practice in which the worker and family routinely discuss the parents' progress toward the behavioral objectives, progress yet to be made, and consequences of failure to meet these objectives.
- ❑ Reassess the family's prognosis for reunification. If it remains or becomes poor, place the child with a family that will both support reunification and adopt or take legal guardianship if reunification doesn't develop.
- ❑ Inform the court about the prognosis for reunification, the parents' progress towards reunification, and the permanency services provided.
- ❑ When parental rights have been terminated, make timely and reasonable efforts to find an appropriate adoptive home. Termination of parental rights by itself is not a permanency solution.
- ❑ Provide adoption and post adoptive services using Safe Families (IV-B part 2) funds.

### **5. Ensure the well-being of the child**

- ❑ Assess the situation from the child's perspective and prepare the child for reunification, foster care placement, or adoption.
- ❑ Support the child's adjustment to temporary placement in foster homes and/or facilities, placement with an adoptive family, or reunification.
- ❑ Support the child in dealing with feelings of loss, depression, and anxiety due to separation from parents and siblings.
- ❑ Ensure that the plan for the child includes all domains of development (e. g., school performance, health, and physical well-being).

- ❑ Consider the preferences, norms, culture, and experiences of the child and family when making the placement selection.

### **ASFA TIP SHEET: SUPERVISING CASE PLANNING AND SERVICE IMPLEMENTATION (3)**

- ❑ Help the child maintain relationships with the birth family, relatives, informal support systems, and the community. This means children need to be placed in a geographical location that facilitates parental visitation.
- ❑ Use frequent parent/child visitation to maintain or develop healthy attachment behaviors and connections to parents. Visitation should be seen as a service to the child, not the parents, and should therefore not be used as a reward or punishment for parental behavior.
- ❑ Make plans for frequent contact and visitation for siblings when they cannot be placed together.

#### **6. Prepare for court**

- ❑ Court reports should always be detailed, child-specific, and concise.
- ❑ Keep the court informed throughout the length of the case.
- ❑ Prepare the hearings in advance with your agency attorney.
- ❑ Court reports and proposed court orders should be related to each other.
- ❑ Inform the parents and child of what to expect in court.
- ❑ Remember, you and the judge have similar goals. Be prepared so the judge is able to reach the decision you want.

**SUPERVISOR EVALUATION TOOL  
CASE PLANNING AND IMPLEMENTATION**

RATE EACH ITEM ACCORDING TO THE FOLLOWING SCALE: 1 = NOT SATISFACTORY, 2 = ACCEPTABLE, 3 = EXCELLENT

Rating

1. The plan addresses/continues to address the safety concern \_\_\_\_\_
2. The planned outcomes and activities reflect the assessment analysis and address targeted behaviors and the underlying conditions, contributing factors, and needs creating/sustaining those behaviors. \_\_\_\_\_
3. The plan reflects the strengths within the family. \_\_\_\_\_
4. The plan includes ways of influencing change readiness. \_\_\_\_\_
5. The plan reflects mutual understanding of exploration of the family's uniqueness, including culture. \_\_\_\_\_
6. The family understands the outcomes and their role in achieving them. \_\_\_\_\_
7. The worker/service provider activities support outcome achievement clearly and specifically. \_\_\_\_\_
8. Efforts have been made to involve informal, formal, and societal (including neighborhood-based) resources to support the family's efforts to implement and maintain change. \_\_\_\_\_
9. The worker prepared the family to use resources by explaining the purposes and advantages of each and determining how to overcome barriers to using resources, if appropriate. \_\_\_\_\_
10. The worker mutually clarified the service provider/resource's and client's expectations of one another. \_\_\_\_\_
11. The worker and family and service provider/resource achieved mutual understanding regarding confidentiality and the caseworker's role in communicating with the resource. \_\_\_\_\_
12. The amount of work planned for both family and service providers during this period is realistic. \_\_\_\_\_
13. If modification of this plan is or has been indicated, the worker has engaged the family in renegotiating the plan. \_\_\_\_\_

**SUPERVISOR EVALUATION TOOL  
CASE PLANNING AND IMPLEMENTATION (2)**

14. The parties will be able to verify when/whether outcomes/  
goals are achieved. \_\_\_\_\_

15. If children are in foster care, the plan and case record include evidence of discussion of  
timeliness for plan achievement, other permanency options if plan is not achieved, and  
involvement  
of the foster parents in the service plan review process. \_\_\_\_\_

16. The worker has joined with the parent around parenting  
issues and can describe the parent's concerns and hopes for the  
child/youth. \_\_\_\_\_

17. In preventive service cases, the worker has emphasized specific  
activities the parent is able to engage in that will strengthen the parent- child relationship and  
build or maintain the child's sense of attachment.  
\_\_\_\_\_

18. In foster care cases, the worker has encouraged the parent and foster family to work together  
to overcome barriers to visitation and to maintain the parent's sense of attachment and  
significance to the child/youth. \_\_\_\_\_

19. In independent living cases, the worker has recognized the youth's  
needs for permanent attachments and has sought to help the youth identify alternatives (e. g.,  
mentors, extended family members)  
who can support the youth's transition to independence. \_\_\_\_\_

20. In adoption cases, the worker has recognized and attended  
to issues related to separation, loss, and attachment of all  
involved. \_\_\_\_\_

SUNY Research Foundation/CDHS (2000). ASC Supervisory Core Curriculum.