

LESSON PLAN/NARRATIVE

Day 3

Module 2: Case Planning

Time 3.5 hours

Rationale The service plan is the basis of the work between caseworker and client. The service plan defines the nature of the relationship between the family and the caseworker, including the direction of the involvement and the boundaries of the interaction. The service plan serves to maximize the utility of worker and family strengths and resources. Moving from assessment to problem statements, the process demands assessment first, followed by planning. The service plan, then, provides an important source for coaching casework practice and monitoring case progress. Family Solutions is based on creating partnerships with families to help them practice prevention skills in high risk situations

Learning Objectives:

1. Identify the use of CQA components for case planning
2. Describe the use and timing of different types of plans (safety, case, prevention and aftercare)
3. Explain the difference between Family Level Objectives and Individual Level Objectives. Be able to differentiate between types of objectives.
4. Identify components of the cycle of risk. Be able to apply to case example.
5. Identify components of appropriate prevention plan. Be able to develop a prevention plan.
6. Describe the five prevention skills.

Activities

1. Discuss way in which CQA corresponds to Case Plan.
2. Have group identify components of CQA that feed into Case Plan for the Smith Family (using previously completed CQA).
3. Review differences between types of plans in the P&P process.
4. Have group practice placing plans in order to review appropriate timing of plans.
5. Explain difference between Family Level Objectives (FLOs) and Individual Level Objectives (ILOs).
6. Have individuals complete Challenges in Living Exercise, in which they differentiate between FLOs and ILOs.
7. Describe the Cycle of Risk.
8. Have teams apply Cycle of Risk to existing cases.
9. Review purpose of Prevention Plan and prevention skills.
10. Have teams practice writing a Prevention Plan.
11. Review special case of kinship care (requirements of Case Plan for these types of cases).

Materials

- Smith Family Case Scenario
- Challenges in Living Exercise and answer key
- Large, laminated copies of Safety Plan, Case Plan, Prevention Plan, and Aftercare Plan
- Safety Plan and Prevention Plan Tip Sheets
- CQA/Case Plan Correspondence handout
- Cycle of Risk Chart
- Supervising Case Planning and Service Implementation: A Tip Sheet
- Supervisor Evaluation Tool: Case Planning and Service Implementation
- Correctly completed versions of CQA and Case Plan on Smith Family
- Correctly completed Cycle of Risk and Prevention Plan on Smith Family

Glossary of Terms

- Case Plan
- Safety Plan
- Prevention Plan
- Aftercare Plan
- Family Level Objective
- Individual Level Objective
- CQA
- Cycle of Risk
- Prevention Skills|
- Family Centered Practice

1. Introduce the module by presenting the purpose and objectives. Tie theses to Kentucky's case planning model and ASFA, CQI, CFS.

Critical Steps in Case Planning and Implementation (ASFA)

- Continue to review and address child safety, accessing emergency services if the child is in danger.
- Engage families as active partners in all aspects of service identification and planning to understand there needs and build on their strengths.
- Involve other systems and community resources and other individuals important to the family (e. g., religious leader, extended family) in developing the case plan.

- Identify permanency goals and outcomes to be achieved within the ASFA, CQI, CFS time frame that build on the strengths and outcomes desired by the family and identified in comprehensive assessments.
 - Based on the goals and outcomes, determine what special services will be provided, by whom, for how long, and with what frequency.
 - Develop a contingency plan for services if agencies in the community are unable to provide the necessary services or if the services provided (e. g., substance abuse) are not of sufficient quality and intensity for the family to achieve their goals within the ASFA, CQI, CFS time frame.
 - Develop concurrent reunification and permanency plans, including adoption.
2. **Discuss way in which CQA corresponds to Case Plan (how sections fit together). Distribute CQA/Case Plan Correspondence handout. As you read each section, have participants report info from previous day of training for CQA on Smith Family (and how this could be used for Smith Family Case Plan). Use correctly completed version of CQA and Case Plan to check trainee responses.**

You have been studying in the last course how we organize our assessments and how you enter that information in the CQA, as review lets go back over the what you learned about the CQA process and see where and how that information influences the Case Plan.

- ***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*
- **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

This overview gives you some ideas about how to complete the remainder of the case plan. Now we are going to talk about the Family Level Objectives and Individual Level Objectives.

3. Review the differences between types of plans and their timing in the P&P process using the following as a guide:

Case plans are the heart and soul of ongoing casework they are the conceptual map that guides the family and casework team toward accomplishing safety and well-being. Case plans are the written reflection of our partnership with the family; they are not simply what we have told them they have do!

We are going to spend a lot of time understanding how case plans in P & P are organized, and we will be practicing the different parts, but just to get us started lets talk about where case plans fall in the overall process. I am going to have five volunteers come up and hold examples of the different types of plans or

documentation that you are required to complete. Then you all are going to put these plans in order. Ask for five volunteers. Hand one of each of the following to these volunteers: Safety Plan, Case Plan, Prevention Plan and Aftercare Plan. Have audience put plans in order.

- 4. Distribute Challenges in Living Exercise. Explain the difference between FLOs and ILOs. Following explanation, have group break into their own teams and complete the Challenges in Living Exercise (differentiating between FLO/ILO). Come back together and share answers. Discuss any differences between teams.**

In writing a case plan, all of the issues are organized into two main types of projects:

- *Projects for the whole family to work on*
- *Projects that individuals need to work on.*

The projects for the whole family to work on are called Family Level Objectives. In these Family Level Objectives, family members are helped to develop plans they can all work as a family, to make family activities or tasks go better, such as plans to:

- *Improve child supervision,*
- *Keep the house clean,*
- *Become financially stable*
- *Secure good housing*
- *Get their kids up and off to school.*

The projects that individuals need to work on are called individual level objectives. In these Individual Level Objectives, individual members who have personal issues that make the Family Objectives difficult to achieve work on personal Prevention Plans. These plans may be to

- *Overcome their substance abuse*
- *Manage their temper*
- *Stay motivated during tough times*
- *Keep up with their medication*
- *Keep drinking from affecting their family.*

(Have teams complete Challenges in Living Exercise)

- 5. Practice writing FLOs and ILOs. Remind participants of the Smith Family case scenario. Divide participants into groups of 4 or 5 people. Have each group write sample FLOs and ILOs for Smith Family. When groups have finished, have them report FLOs and ILOs. Write these on flip chart. Check responses against correctly completed version of Smith Family Case Plan (trainer key). Remind groups of the following:**

We have been writing these objectives for practice. Just remember, in real casework, you would develop these objectives with the family (building goal consensus)—not write objectives for them. The next step in the process (after completion of this case plan with the family) is to build the prevention plan to achieve objectives.

- 6. Distribute Cycle of Risk Chart. Explain the purpose of the prevention plan:**

With the passage of AFSA, all states are working to re-orient our casework to target specific outcomes and to measure our performance based on those targeted outcomes. Parallel to this process has been an increased focus on measuring whether or not families actually learn the specific prevention skills they need to prevent further risk to family members. In the past, our case plans and casework tended to focus on nonspecific issues that were related to skills but only indirectly.

OK, if we are now going to target the specific skills needed to prevent re-occurrence of the risk behavior, then the question of "what skills are actually needed" becomes very important. Are there skills that we could consider as minimal or basic to all good plans? As it turns out, the research tells us that there actually are some basic skills.... and that everyone in this room uses these skills in your personal life, you just may not know what specific skills you use to keep yourself out of trouble.

The Prevention Plan, that is constructed with the family, is intended to detail the specific actions a family or individual will take to avoid, interrupt, or escape their high risk situations.

*Hopefully it makes some sense to you that if a family is to learn to interrupt their dangerous patterns of behavior, they will have to become very familiar with that pattern. The more they know about themselves, the better they are able to develop a plan to address their old behavior. Let's take a look at this cycle on your handout. **Discuss parts of cycle with group, getting examples from participants.***

There are five primary prevention skills that we want to help families with. We want them to learn how to

- *Identify difficult situations/triggers*
- *Identify early warning signals*
- *A void high risk situations*
- *C ope with risk situations not avoided*
- *E scape situations not interrupted*

Every family's cycle is unique, and so the prevention skills that each family needs will be different. It is part of our job to help families identify the specific skills that will help them manage their high-risk situations through this prevention plan.

7. **Show slide, "Tips for Writing Prevention Plans." Practice writing prevention plans. Have participants get back into same groups from previous activity. Groups should complete two tasks: 1) Draw the Cycle of Risk for the Smith Family, filling in details of their high-risk situation. 2) Construct a Prevention Plan for the Smith Family. Following completion of Prevention Plans, have groups share components of their Prevention Plans. Check responses with correctly completed version of this cycle and plan (trainer key).**

ADDITIONAL ACTIVITY: To emphasize the ideas of parallel process, have participants identify an issue that they are struggling with in their own lives. Have them track their cycle around this activity and identify any prevention skills that they are currently using to handle this activity.