

TRAINER TIP SHEETS

READINESS FOR CLOSURE

- Review questions to assess readiness for case closure. Begin by asking participants the following, “What are some of the issues that need to be addressed in order to close a case?” Write answers on flip chart. Use the following SLIDES to supplement their responses. Also distribute HANDOUT: Questions for Case Closure. Have participants look back to previous module on assessing/documenting/celebrating change. Questions for assessing client change are similar to questions for assessing readiness for case closure. The process of assessing ongoing change is what helps workers know when a case is ready to be closed.
- Brainstorm barriers to case closure for both the worker and client. Ask participants, “What are some of the things that prevent cases from being closed? Are there ever times that workers are a barrier to case closure?” Write answers on flip chart. Use the following SLIDES to supplement their responses. Have supervisors give recommendations on how these barriers might be addressed.

PROCESS OF CLOSURE

- Review basic guidelines for case closure using the following SLIDE.
- Discuss Cabinet steps in case closure process. Have participants brainstorm each of the Cabinet requirements for case closure. Use the following SLIDE to supplement their answers.
- Also have them brainstorm the ASFA requirements for case closure (what needs to be addressed). Distribute HANDOUT: ASFA Closure Checklist.

RECIDIVISM AND AFTERCARE

- Review factors to reduce recidivism. Draw table on flip chart. On one side, have participants identify some of the risk factors for recidivism in CPS cases. On the other side, have them identify strategies or steps they can take to reduce this risk. Use the following SLIDE to review recidivism material.
- Discuss purpose and requirements of aftercare plan using the following SLIDE. Have participants report times that they have used aftercare plans and some of the components they included.
- Practice writing an Aftercare Plan. Distribute HANDOUT: Aftercare Plan Tip Sheet. Have group break into work teams. Use the Smith Family case example to write an Aftercare Plan. Supervisors should facilitate this process and report their team's ideas to the large group.

IMPLEMENTATION STRATEGIES

- Have workers and supervisors move into separate rooms for Implementation Strategy exercise.
- Review basic concepts of Day 4 modules of training. Have supervisors report what they learned or remember from the day. This review should include the following:
 - Ways to measure and document client change (e.g. Documentation Charts)
 - Ways to celebrate client change
 - Goals for working with collaterals
 - Strategies to prepare clients and collaterals for work together
 - Considerations in case closure
 - Required steps in case closure
 - Actions to prevent recidivism, including development of Aftercare Plan
- Distribute the following Implementation Strategy Worksheets for each module: Assessing/Documenting/Celebrating Change, Working with Collaterals, Case Closure.
- Review the purpose of developing implementation strategies at the end of each day of training. Training covers a significant amount of material. Some material is new; other material is familiar and already being used in practice. In order to maximize transfer of new information and skills to practice, we need to develop specific plans for this implementation. This implementation may simply be a continuation of existing practices that reflect the use of training information or skills (solution-focused). There are many things supervisors and teams are already doing right—the strategy is to do more of this!

- Review the components of the implementation strategies if necessary:
 - Goal
 - How you want to perform in a specific area
 - Strategy
 - May include specific tasks to be completed
 - Persons Involved
 - Includes supervisor, team members, administrators, clients and others
 - Target Date
 - When you are going to measure this goal for progress
- Have participants develop Implementation Strategies. Have each share at least one strategy with the group.