

Practice Guide for Supervisors

Case Planning

MITEAM COMPETENCY

Case planning is a cooperative effort in which the caseworker, in partnership with the parents, children and other team members, develops a road map for moving a child to permanence promptly (as required) while at the same time addressing the child's safety and well-being needs. Effective assessments drive the case planning process.

FIDELITY MEASURES

Observation:

- Acknowledges his/her authority and the disproportionate amount of power in the relationship.
- Prepares the family team members (informal and formal) for participation on the team.
- Facilitates teaming.
- Accesses skilled team members (informal and formal) to serve family's goal.
- Asks the individual(s) what the team member(s) have done to provide support.
- Evaluates strengths.
- Evaluates needs.
- Asks the individual(s) about events experienced by primary/key family members that are potentially traumatic.
- Requests individual(s) input regarding the effectiveness of services.
- Asks the individual(s) how s/he can be of assistance to the family.
- Inquires about the individual(s)'s perspective on the child(ren)/youth's safety (both physical and psychological).
- Inquires about the individual(s)'s perspective on the child(ren)/youth's well-being (both physical and psychological).
- When developing or adjusting the plan, asks for team members' input.
- If a safety plan was created, both proactive and reactive steps were incorporated.
- Asks individual(s) their perspective on the parent's ability to keep the child(ren)/youth safe.
- If child(ren)/youth is not residing with custodial parent: Asks individual(s) their perspective on the caregiver's ability to keep the child(ren)/youth safe.
- If child(ren)/youth is not residing with custodial parent: Inquires about the caregiver's perspective on the impact of traumatic events on the child.
- Inquires about the individual(s) perspective on the safety of all family/household members (both physical and psychological).

Documentation:

- A team that provides support to the child(ren)/youth and family has been formed.
- The worker prepares the family team members for participation on the team.
- The family's suggestions and comments are documented in the case file.
- The team member's suggestions and comments are documented in the case file.
- Documentation indicates the worker maintained contact with the family and support persons between in-person meetings.
- The family's team meets within the required timeframes (FOM 722-6B).
- There is evidence in the documentation that the team implements specific safety activities to address safety concerns of the child(ren)/youth.
- There is evidence in the documentation that the team addresses specific permanency plans.
- There is evidence in the documentation that the team addresses specific issues of well-being for the child(ren)/youth.

	<ul style="list-style-type: none"> • The parent’s ability to keep the child(ren)/youth safe was documented. • The impact of trauma and resiliency on parent’s ability to keep child(ren)/youth safe was documented. • The plan builds resiliency. • Plans are written in a behaviorally specific manner. • If a safety plan was created, it was written to include both proactive and reactive measures. • The team regularly reviewed the plan. • The (re)assessment of progress was written in a behaviorally specific manner. • There is evidence in the documentation that service providers were provided with clear and specific service needs for the family. <p>Interview:</p> <ul style="list-style-type: none"> • The individual(s) reports being satisfied with services offered and/or referred. • The individual(s) described specific examples of the worker acknowledging his/her success (however large or small). • The individual(s) described specific examples where his/her input was utilized in decision making. • The individual reports the worker includes informal resources as support. <p>In Supervision:</p> <ul style="list-style-type: none"> • The worker was able to identify: <ul style="list-style-type: none"> ○ What is most important to the individual/family. ○ How trauma is addressed in the case plan. ○ How the parent participates in the process of change. ○ How successes are acknowledged (however large or small). ○ How case has progressed and what to expect in next 90 days. ○ What progress has been made so the family’s team is taking ownership of the case planning process and fully participating in the shared decision-making. ○ How he/she educates the family about the importance of teaming. ○ How committed the family’s team is to supporting the family plan. 	
<p>POLICY REQUIREMENTS</p>	<ul style="list-style-type: none"> • Casework service requires engagement of the parents and children (when age appropriate) in development of the case plan. • Developing the case plan with parental involvement means making an attempt or effort to identify and locate absent parent/legal caregiver or putative fathers. • Parents must be encouraged to actively participate in developing the Parent Agency Treatment Plan and Service Agreement. • With family input, develop a strength-based Service Agreement which focuses on the issues identified on the risk and needs and strengths assessments. • Help parents assess and be responsive to the needs of their children and youth. • Help parents identify goals, reduce risk to their child and help them provide adequate care for their child. • For American Indian children the worker must collaborate with a child's tribe within three days upon assignment of a CPS complaint for investigation or any case opening for children’s services involving an Indian child. The child's tribe will define the required “active efforts” for the department. 	
<p>KEY CASEWORKERS ACTIVITIES</p>	<p>WHERE IN THE LIFE OF THE CASE</p>	<p>PRACTICE GUIDANCE TECHNIQUES</p>

<p>KCA 10 CASE PLANNING</p> <p><i>Involve families and other team members in a case planning process with a long-term view toward safety and permanency.</i></p>	<ul style="list-style-type: none"> • Within first 30 days of placement. • Every 90 days after initial case opening. 	<ul style="list-style-type: none"> • Observe practice and provide feedback to caseworkers on their ability to work with families to identify relevant family (including extended family, non-custodial parents) who should participate in case planning. • Review documentation to monitor caseworker's progress in the provision of services to support participation, (e.g. transportation, flexible schedule, child care) in case planning. Discuss findings and feedback in supervision with caseworkers. • Review documentation to determine the consistent inclusion of youth in foster care planning unless documented reasons not to. Discuss findings and feedback in supervision with caseworkers. • Educate, model and coach caseworkers on how to talk with family members and children to identify relatives, friends and others who may be supportive resources for the family. • Educate, model and coach caseworkers to encourage family members to identify strengths, their perceptions of needs and services that can address needs, preferences for service providers and to participate in goal setting and assessment of progress. • Educate, model and coach caseworkers to prepare family members to participate in case planning, (how to provide input, importance of plan). • Educate, model and coach caseworkers to arrive at case plan meetings knowledgeable of assessment information and the child and family's circumstances and needs. • Educate, model, and coach caseworkers to develop the case plan in the meeting, with the family, and not in advance. • Review case documentation to determine if families are involved in decision-making, as evidenced by signing of case plan, documentation of questions, concerns or requests, etc. Discuss findings and strategies for improving involvement in supervision with caseworkers.
<p>KCA 11 CASE PLANNING</p> <p><i>Link services to individual strengths, potential traumatic stress and specific needs of each relevant family member to the identified permanency goal or goals.</i></p>	<ul style="list-style-type: none"> • Assessment. • Prior to developing case plan. • Caseworker visits & FTMs • When family's situation changes. 	<ul style="list-style-type: none"> • Educate, model and coach caseworkers on how to use information from the family, the safety and risk assessments, FANS and CANS, case record information, and reports from providers to identify the family's strengths and needs to inform the case plan. • Educate, model and coach caseworkers to match services to address strengths and needs, and the permanency goal and to support creation of the conditions for return/permanency that must exist in the home in order for the child to achieve safe permanency. • Monitor whether identification and referral is done in collaboration with the child and family that will best meet identified needs and engage families in service participation and provide feedback to caseworkers. • Monitor case planning to ensure that services have a reasonable chance of supporting the conditions for return/permanency and provide feedback to caseworkers. • Educate, model and coach caseworkers to collaborate with families to determine which services are most appropriate for their needs before considering the availability of services. See DPG help family ID services.
<p>KCA 12 CASE PLANNING</p> <p><i>Develop plans that have behaviorally</i></p>	<ul style="list-style-type: none"> • Within first 30 days of placement. • Every 90 days after initial case opening. 	<ul style="list-style-type: none"> • Educate, model and coach caseworkers on how to develop plan objectives that specify the exact steps and milestones that indicate progress toward resolving the problems, which led to the maltreatment. Departmental involvement and the steps that will create the conditions necessary for safe permanency/return should be included in the plan. Objectives should consist of a series of small

<p><i>specific and achievable goals and action steps.</i></p>		<p>steps and be written at a level that the family members can understand and achieve.</p> <ul style="list-style-type: none"> • Educate, model and coach caseworkers on how to develop a parenting time plan that identifies measurable, observable goals and progress milestones and outlines type, frequency, location and duration of parenting time and if parenting time must be supervised. • Monitor the quality and substance of caseworker practice by reviewing case plans to ensure goals, objectives and action steps are SMART - specific, measurable, attainable, results-oriented and timely and provide feedback to caseworkers.
<p>KCA 13 CASE PLANNING</p> <p><i>Use visits with the child and parent to make progress on goals and action steps.</i></p>	<ul style="list-style-type: none"> • Caseworker visits. 	<ul style="list-style-type: none"> • Educate, model and coach caseworkers on how to discuss with families and children progress toward goals, emerging issues, changing needs in service delivery, or changes in goals/activities/steps in case plans. • Ensure caseworker is actively engaging and visiting with both parents throughout the life of the case. • Monitor the quality and substance of caseworker practice by reviewing case documentation to determine if the worker is having individual visits with parents and children and if the content of these discussions is being used to drive and support case planning. Provide feedback to caseworkers on compliance and quality of visits.
<p>KCA 14 CASE PLANNING</p> <p><i>Track progress on case plan implementation and adjust as needed.</i></p>	<ul style="list-style-type: none"> • Reassessment • Case Plan Reviews • Caseworker visits • Case plan monitoring • FTMs 	<ul style="list-style-type: none"> • Observe caseworker practice to assess the caseworker's ability to monitor case plans, determine that change is needed and negotiate needed changes with families, children/youth and service providers in FTMs and provide feedback to caseworkers. • Educate, model and coach caseworkers on how to determine a change in permanency goal is necessary and how to meet with parents/children/youth to discuss changes in permanency goals, case plans or service providers. • Educate, model and coach caseworkers on how to evaluate effectiveness of services to produce desired results/changes and discuss these assessments with service providers to refocus treatment. • Monitor quality and substance of caseworker practice by scheduling regular case conferences with each worker to review case plans to ensure their relevancy to progress and events and that case plans can reasonably be expected to achieve permanency goals timely. • Educate, model and coach caseworkers on how to team with parents, caregivers and service providers to evaluate responsiveness and relevancy of current services in achieving designated permanency goals/ addressing needs. • Monitor the quality and substance of caseworker's activities by reviewing if and how caseworkers use re-assessments to re-evaluate strengths and needs of parents and children, based on changing circumstances, progress in achieving goals, emerging issues. Review with and provide feedback to caseworkers.