



1



2



3

**VIRTUAL LEARNING
GROUP AGREEMENT**

- As in face-to-face training, we will practice respectful communication, honor each other's time, manage our own distractions, and maintain confidentiality of our peers and any case examples shared.
- We will state our names each time we speak and chat to build relationships.

A-4

4

**VIRTUAL LEARNING
GROUP AGREEMENT**

We will ask for clarification even more than we normally do. With virtual learning, communication can be challenging. Not being able to talk things through face-to-face leaves room for misunderstanding. If one of us doesn't understand, we'll ask a clarifying question.

We will spell out acronyms and avoid shorthand to ensure cohesive collaboration.

A-5

5

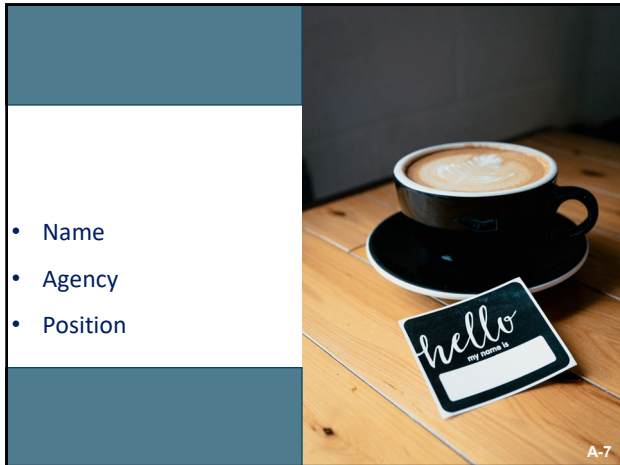
**VIRTUAL LEARNING
GROUP AGREEMENT**

We will expect and accept a lack of closure. With online learning it's not unusual to not be able to get to everything and cover every nuance of a topic. We agree to reach out to trainers and our supervisors for follow-up information.

• What else would you like to add?

A-6

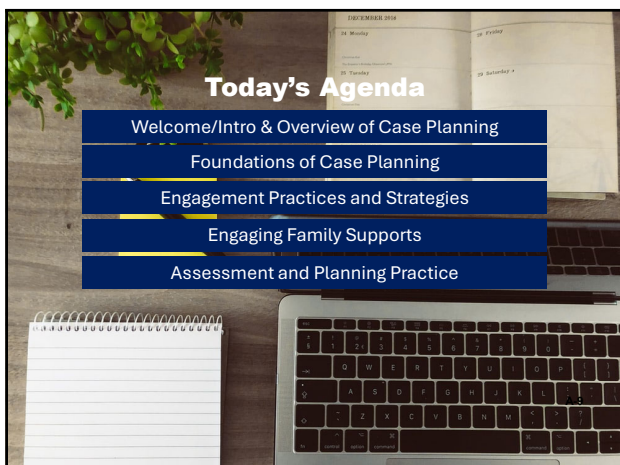
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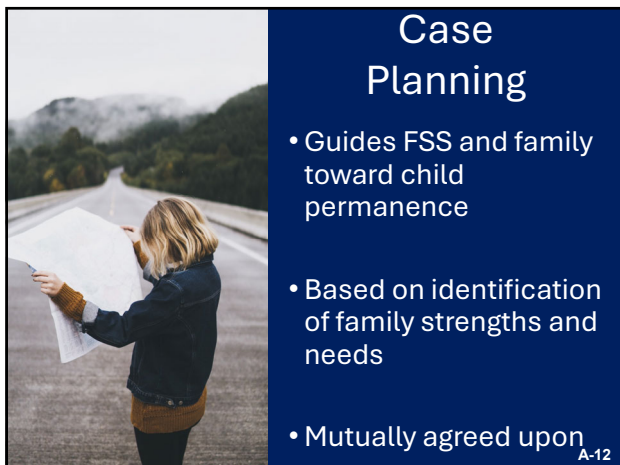
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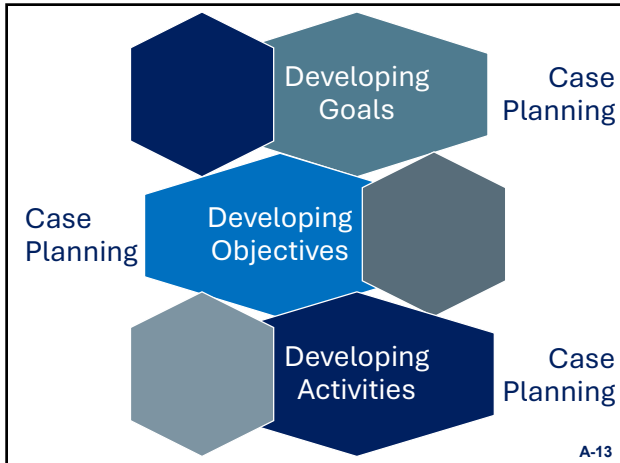
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13



Family-Centered Practice

- Family unit is focus of attention
- Emphasis is on strengthening capacity of families to function effectively

A-14

14

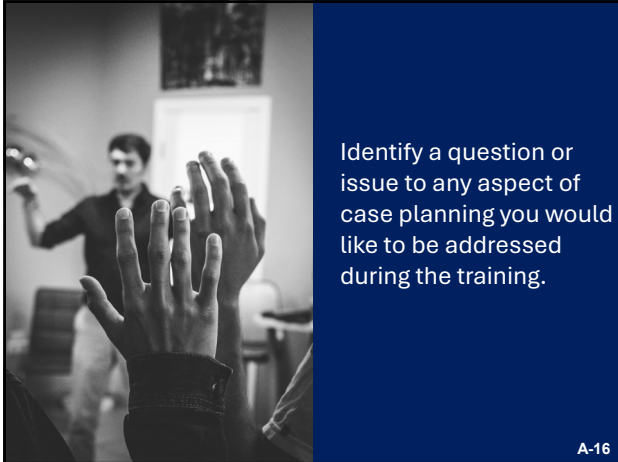
Family-Centered Practice

- Families engaged in designing all aspects of the policies, services, and program evaluation
- Families linked with more comprehensive, diverse, and community-based networks of supports and services

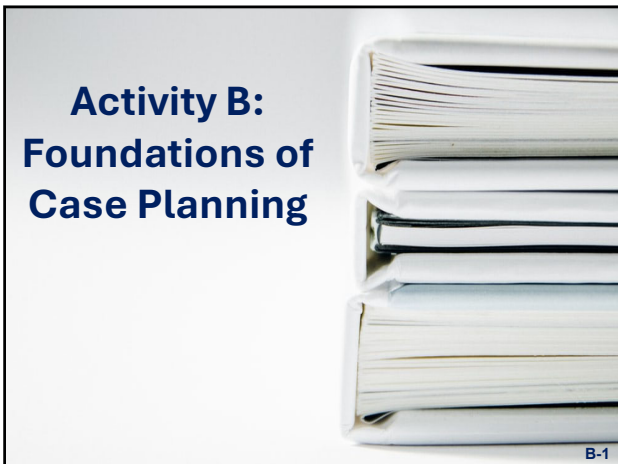


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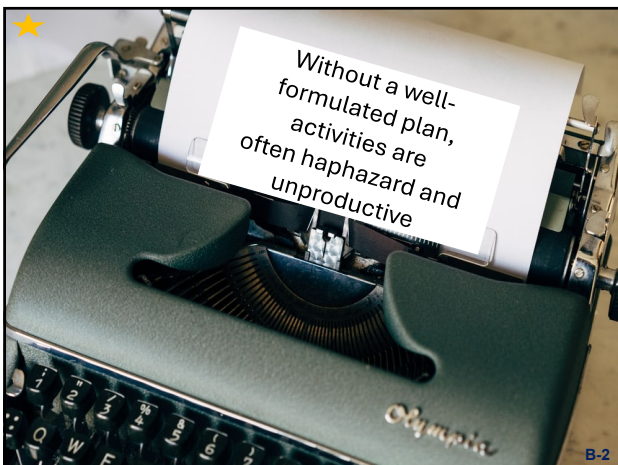
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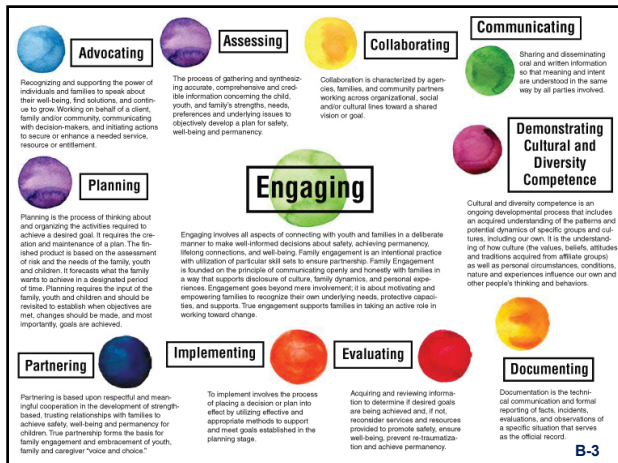
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17



18



19

1. Identify behavioral factors
2. Engage the family in a collaborative partnership
3. Assess underlying factors
4. Formulate case goals and objectives
5. Identify service activities to achieve case goals and objectives
6. Formally review the case plan and revise as needed

B-4

20

- Plan to ensure that a child has a safe, stable, and permanent home
- Specific types of planning occur at various stages of the casework process


B-5

21

★


Planning

- Cognitive process prior to taking action
- Planning to achieve goal
- Planning to solve a problem
- Requires series of steps



B-5

22




Reacting

Responding without fully evaluating or thinking about situation before acting

B-6

23



Swift Response vs. Reacting

- Swift response based on immediate planning
- Different than reacting

B-7

24



25



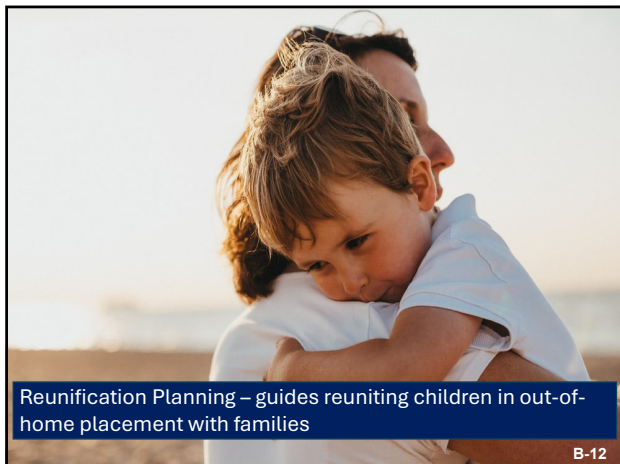
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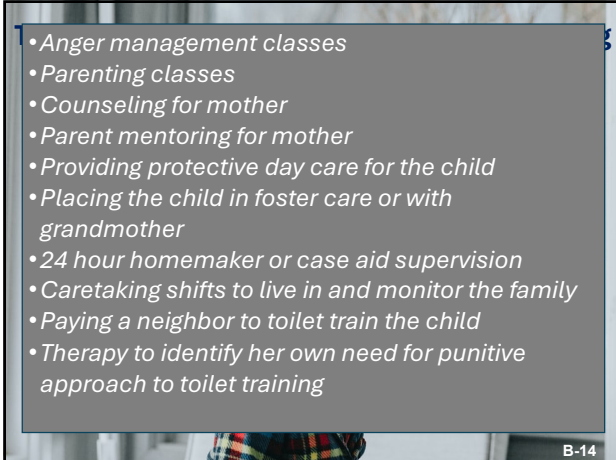
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29



30



- Anger management classes
- Parenting classes
- Counseling for mother
- Parent mentoring for mother
- Providing protective day care for the child
- Placing the child in foster care or with grandmother
- 24 hour homemaker or case aid supervision
- Caretaking shifts to live in and monitor the family
- Paying a neighbor to toilet train the child
- Therapy to identify her own need for punitive approach to toilet training

B-14


31



Always choose solutions targeted at contributing factors and underlying conditions that contribute to maltreatment

B-15

32

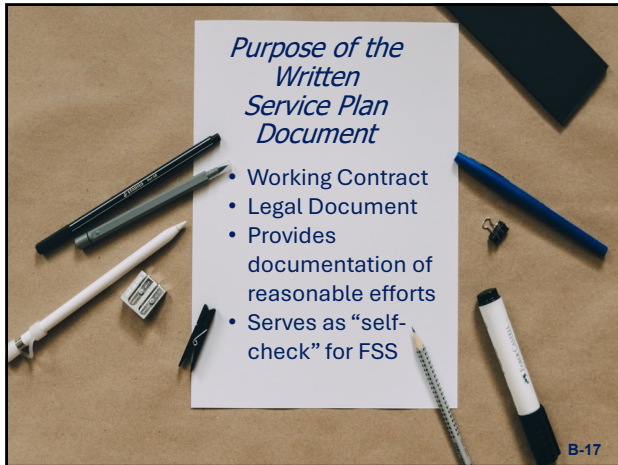


Handout: B

Case Planning in Child Welfare

B-16

33



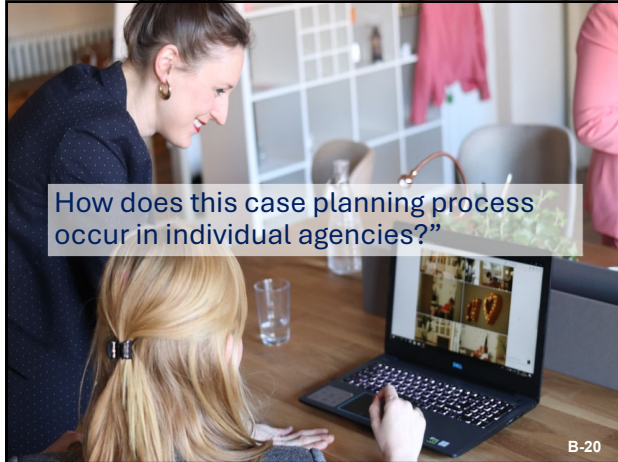
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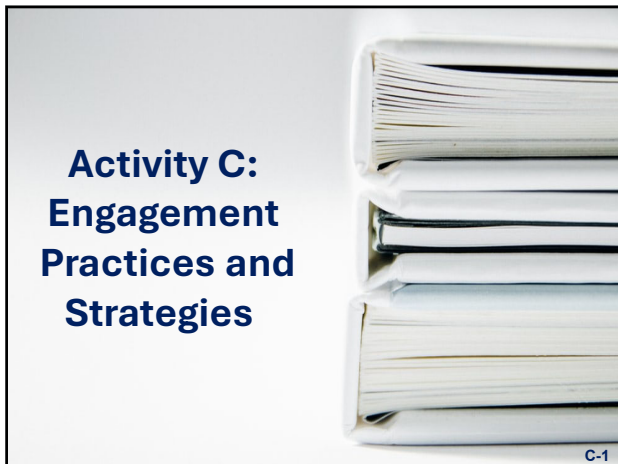
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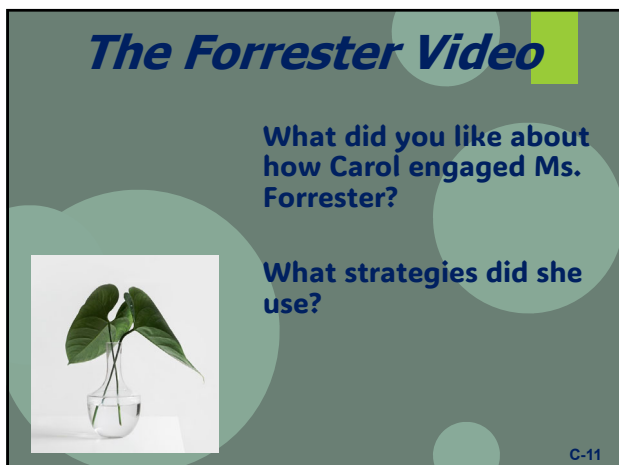
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46



47



48

The Forrester Video

What effect did these strategies have?

Is there anything Carol did that you did not like?

Why?



C-12

49

The Forrester Video

How did Carol negotiate case plan activities with Ms. Forrester?

What would you have done differently?

C-13

50




C-14

51

What is a potential barrier to involving a family in case planning?

What is a potential strategy you could use to enable families to become partners in case planning?



C-15

52



The case planning process is the tool to guide changes.

C-16

53

Handout: C-2

Remembering Changes



C-17

54



55

Stages of Change (General Principles)


Clearly Defining the Problem (Pre-contemplation)

Endings and Loss (Contemplation)

Ambivalence (Preparation)


Practicing the Desired Behavior (Action)

Maintaining the Desired Behavior (Maintenance)



C-19

56




Stages of Change

Clearly Defining the Problem
(Pre-contemplation)

- Not aware of problem
- Deny problem
- Become defensive
- No interest in changing

C-20

57




Stages of Change
Endings and Loss (Contemplation)

- Aware of problem
- Need to think before committing
- Appear ambivalent about change

C-21

58



Stages of Change

- Ambivalence (Preparation)
- Weights negatives against positives
- Decides whether change is worth it

C-22

59



Stages of Change
Practicing the Desired Behavior (Action)

- Take steps to change

C-23

60



61



62



63


Motivated →	For positive outcome	To avoid a negative outcome
Internal Motivation	I wanted to learn something new.	I have my child immunized because I care about their well-being.
External Motivation	I get up and go to work to keep my job.	I had to comply with the court order.

C-27

64

Motivation

- Changes from external to internal
- More likely to maintain intrinsic motivation in helping relationship



C-28

65

Engaging Families and Family Supports



D-1

66



Family Partnership Meetings

- Must serve the child's best interests
- Coordination of a meeting that is supportive, non-judgmental and respectful
- Ultimate agency responsibility

D-2

67



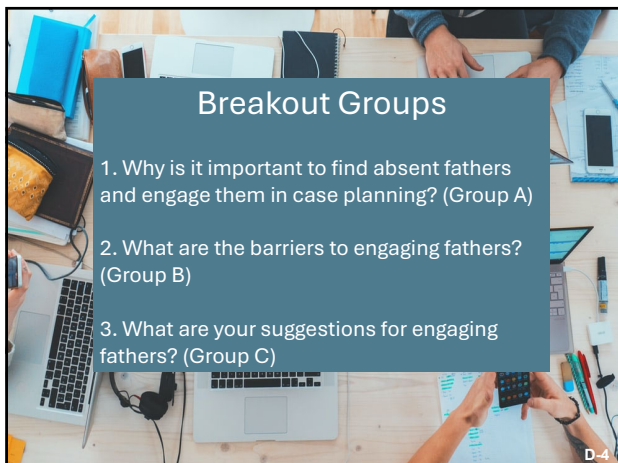
Engaging Fathers in Case Planning



- Importance of
- Barriers to
- Suggestions for

D-3

68



Breakout Groups

1. Why is it important to find absent fathers and engage them in case planning? (Group A)
2. What are the barriers to engaging fathers? (Group B)
3. What are your suggestions for engaging fathers? (Group C)

D-4

69



Why is it important to find noncustodial fathers and engage them in case planning?

D-5

70

Importance of Father Engagement

- Important to child's development
- LDSS have moral, ethical, and legal responsibility
- Father and his extended family may provide emotional support
- May be helpful to short and long term economic security
- Can facilitate termination of parental rights and access to medical records



D-6

71



What are barriers to engaging fathers?

D-7

72

Barriers to Father Engagement

- Attitude of Family Services Specialist
- Difficult to determine child's biological father
- Mothers provide false information
- Print media regarding noncustodial fathers is punitive
- Few resources designed for fathers

D-8

73

Barriers to Father Engagement

- Cumbersome systemic processes
- Additional supports needed
- Significant developmental implications

D-9

74

Explore mother's thoughts
and feelings about father
engagement

D-10

75



What are your suggestions for engaging fathers?

D-11

76

Father Engagement Strategies

- Concurrent case planning can provide impetus to find and explore non-custodial fathers and their families
- FPM involves fathers and their families in decision-making
- Explore with father reasons for non-involvement

D-12

77

Steps in the Child Welfare System

Dad as Part of the Solution:
Overview of the Child Welfare System

Adapted from "Bringing Back the Dads: A Model Program Curriculum for Non-Resident Father Engagement" by the National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System.

D-13

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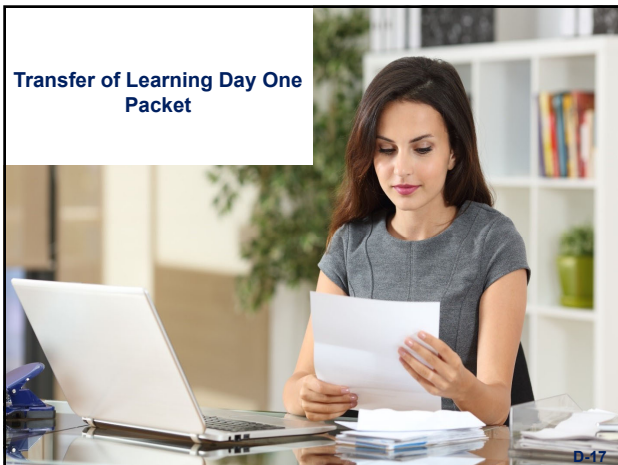
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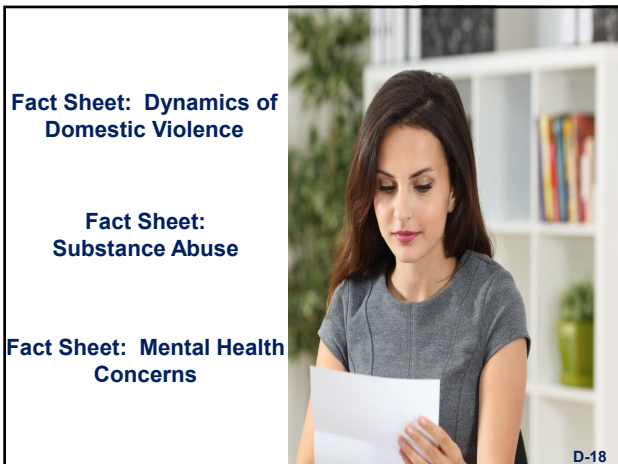
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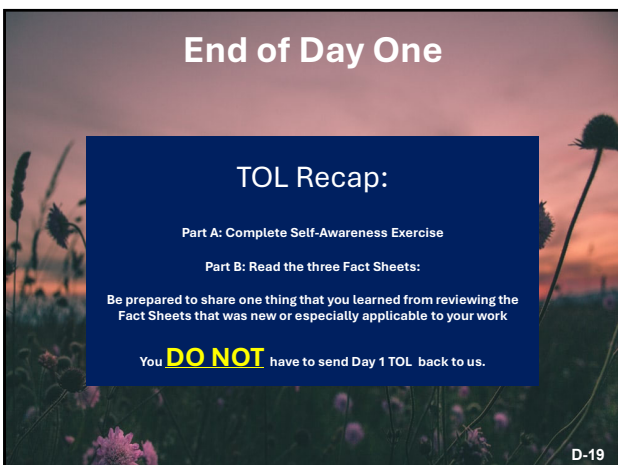
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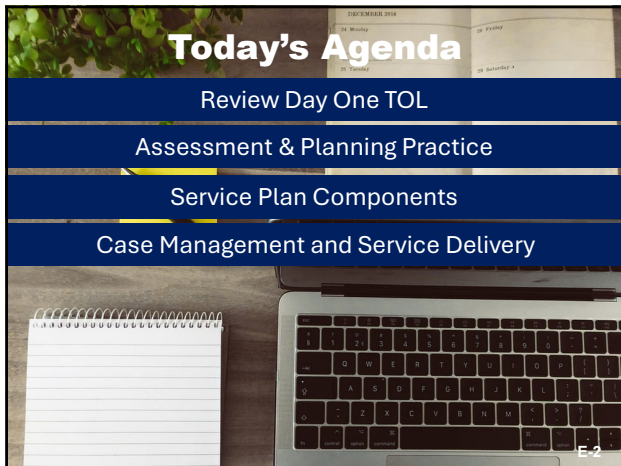
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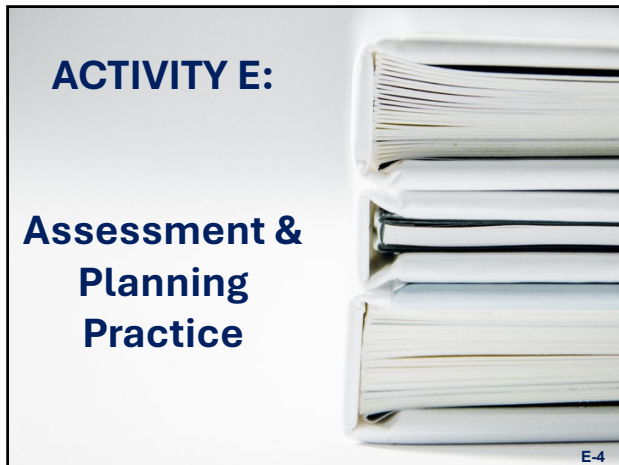
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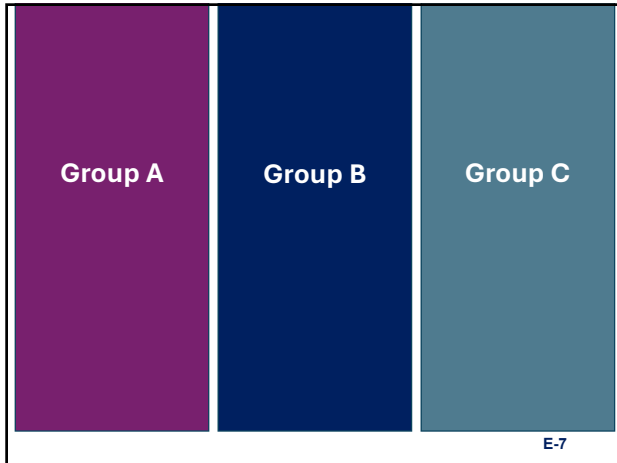
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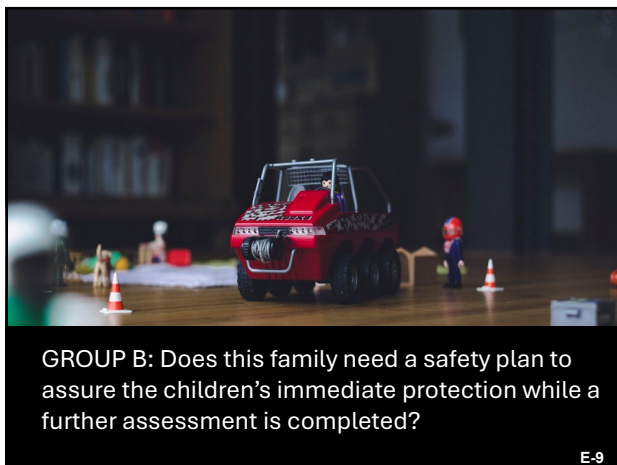
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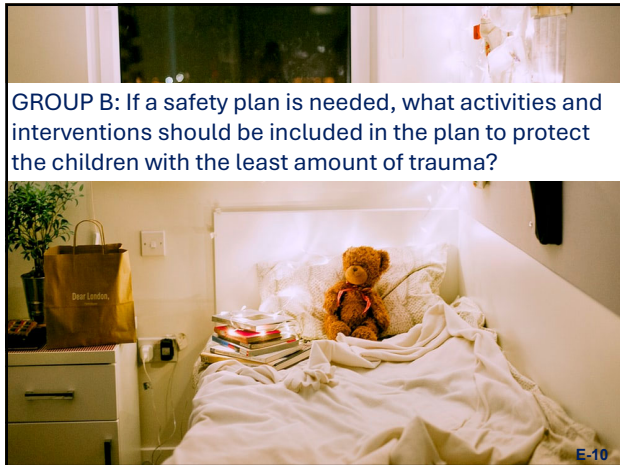
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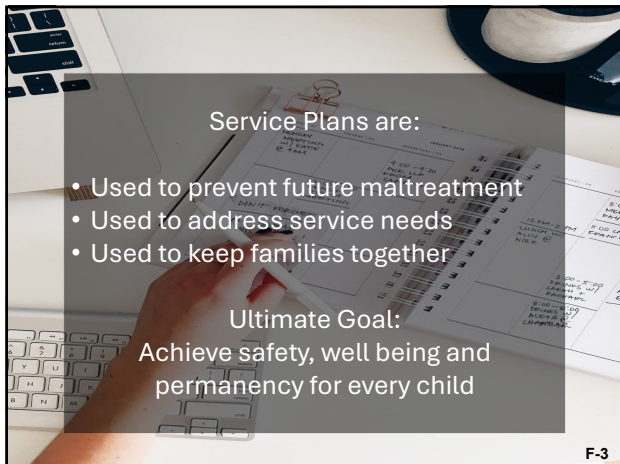
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101



102

S specific - The FSS will visit child monthly.

M measurable - 95% of the time and 50% of those visits shall be face to face in the child's residence.

A attainable/achievable - Yes!

R results-oriented - Ensuring safety, permanency and well being.

T time-limited - Until the case is closed.

F-5

103

Service Plan Terms/Components

Goals

Objectives/Needs

Services

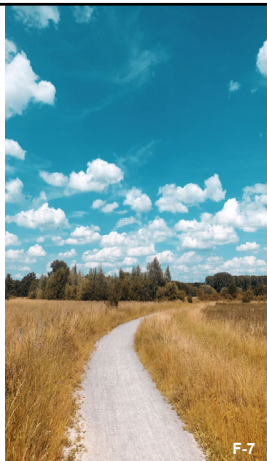
Activities/Tasks/Responsibilities

F-6

104

Goals

Derived from information gained during an assessment



F-7

105

Goals: In-Home Services and Foster Care

In-Home Services Primary Goals:

- Prevent removal of the child from the home
- Prevent future abuse/neglect

Foster Care Primary Goals:

- Children have permanency and stability in their living situations
- The continuity of family relationships and connections are preserved

F-8/A

106

Service Plan Goals

Child will remain with his/her own family.

Child will return to his or her own family.

Child will be legally adopted.

Child will be placed with relatives.

In-Home Services

In-Home Services or Foster Care

Foster Care

In-Home Services or Foster Care

F-8/B

107

Objectives in

In-Home Service Plans

- Objectives are mutual
- Objectives are derived from the family needs and strengths assessment
- Objectives are measurable or observable
- Objectives have end points or reflect behavioral change
- Objectives should be time-limited

F-9

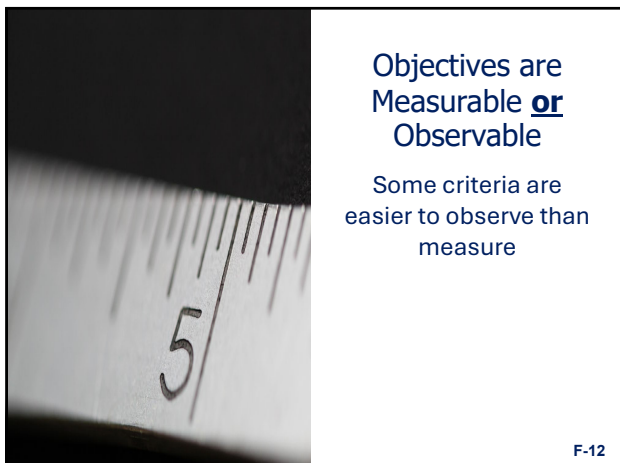
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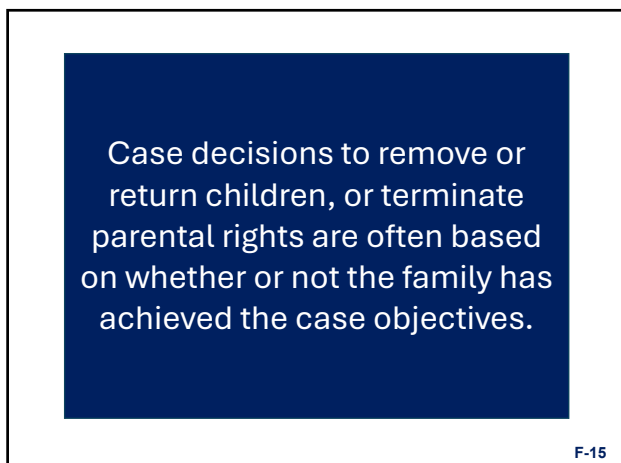
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112



113



114

Needs in

Foster Care Service Plans

- Needs are derived from the family needs and strengths assessment
- Needs initially identify immediate necessities of the family
- Needs identify alternative services and supports
- Needs are never written as..."The parent needs to...(take some action)"

F-16

115

Needs – derived from
family assessment



116

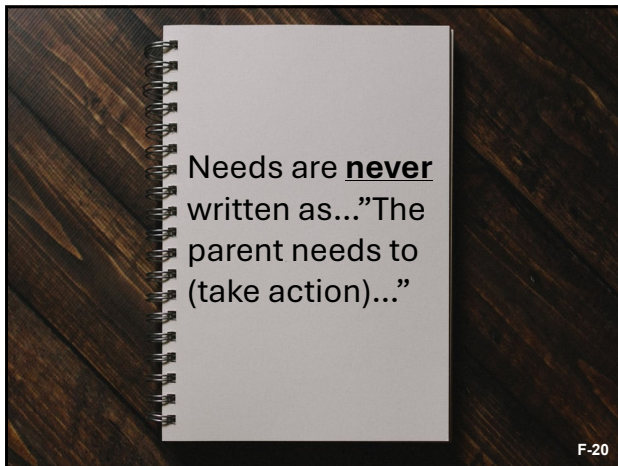
Needs initially
identify immediate
necessities of the
family



117



118



119

Objectives (CPS)	Needs (Foster Care)
<ul style="list-style-type: none"> Mother will have affordable housing for her family by November 1st 2025. Parent will achieve sobriety within three months and maintain it for 12 months per random screens and self report. <p>Services: provided to meet Objectives.</p> <p>Activities: are steps taken by whom, when and where to meet Objectives.</p> <ul style="list-style-type: none"> Mom will review apartment ads online every day and apply for at least one each week until a lease is signed. The FSS will provide transportation to AA 2X week for the first six weeks beginning July 1st 2025. 	<ul style="list-style-type: none"> Children need a home that ensures safety, nurturance and structure that incorporates only non-punitive discipline. The children need clean and sober caretakers who can meet their daily needs for supervision. <p>Services: provided to meet identified Needs.</p> <p>Responsibilities: is who does what by when in response to Services offered.</p> <ul style="list-style-type: none"> Mom will complete a parenting class within 90 days. Mom will complete a substance abuse assessment by Sept. 28th and follow all recommendations.

F-21

120



121

Services

- Prior to formulating activities...
 - Identify services that will achieve each objective
 - Services should be evidence-based and trauma-informed when possible

F-23

122

Services

In-Home Services

- Information or referrals (tangible/intangible support)
- Delivered in home or another environment
- May be court-ordered

Foster Care

- Provision of full range of casework, treatment, and community services for planned period of time

F-24

123

Activities (In-Home Services) and Responsibilities (Foster Care)

- Necessary steps to achieve each objective
- Step-by-step implementation of the plan

F-25

124

Activities/tasks (In-Home) and responsibilities (FC) jointly formulated

- Ensures disagreements are negotiated before action
- Assure family's understanding

F-26

125

Simplify

- Simplify complex activities/tasks (In-Home Services) responsibilities (FC)
 - Increase timeframes
- Do not mistake lack of ability/knowledge with resistance

F-27

126

Maximize Strengths

- Build on areas of competence
 - promotes success
 - provides positive reinforcement
 - increases confidence



F-28

127



Distinguishing Between Objectives and Activities

- **Objectives** – desired end points
- **Activities** – actions needed to achieve objectives

F-29

128



Prioritization

Setting priorities is an important skill in case planning

F-30

129



130

End of Day Two TOL

- Complete Using Descriptive Language Worksheet
- Complete Converting Vague, Imprecise Language Worksheet

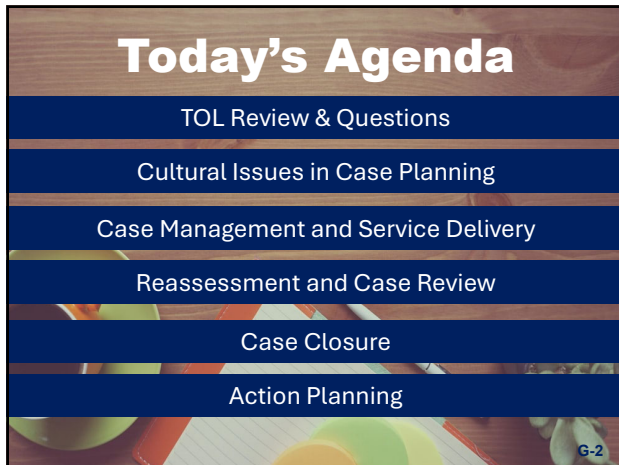
Send completed assignment to BOTH trainers @

raylethea1.dillard@dss.virginia.gov
AND
Krista.Deford1@dss.virginia.gov by 6pm tonight

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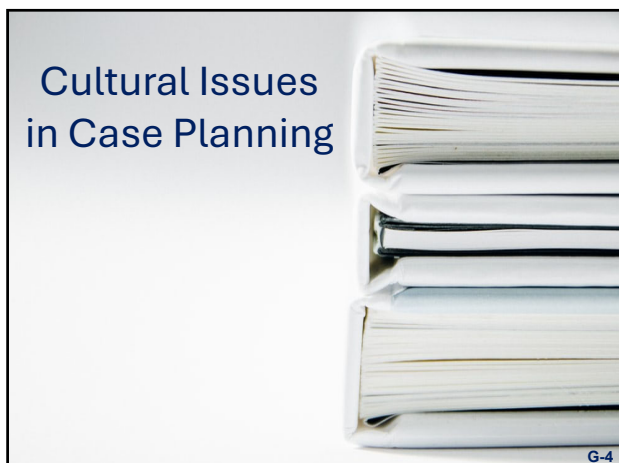
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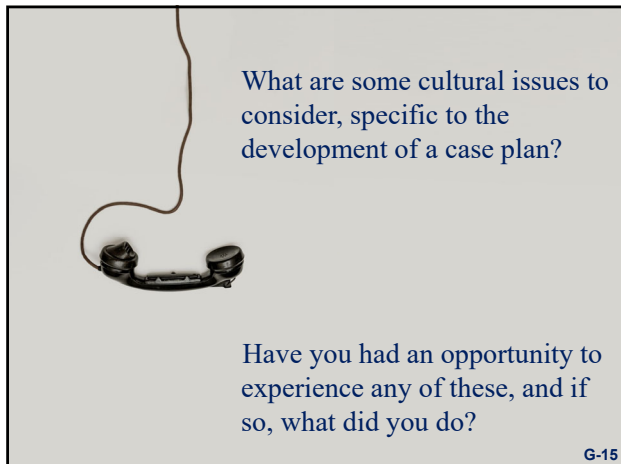
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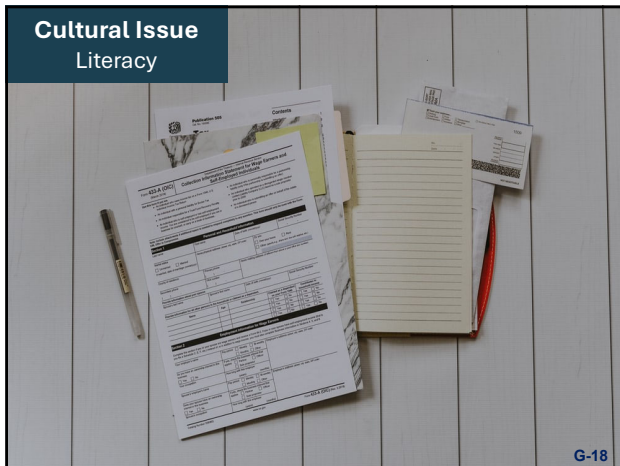
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Slide 145

EN1 Change name of handout to match section (i.e. from D to G?)
Nelms, Elizabeth (VDSS), 2025-07-19T15:38:06.257



148



149



150

How might your family or a family member of your cultural group have reacted if asked to develop and implement a case plan?

G-20

151

What strategies might have been successful in engaging your family?

G-21

152

EN1



153

Slide 153

EN1 Break moves to poss after this section
Nelms, Elizabeth (VDSS), 2025-07-11T17:41:02.931



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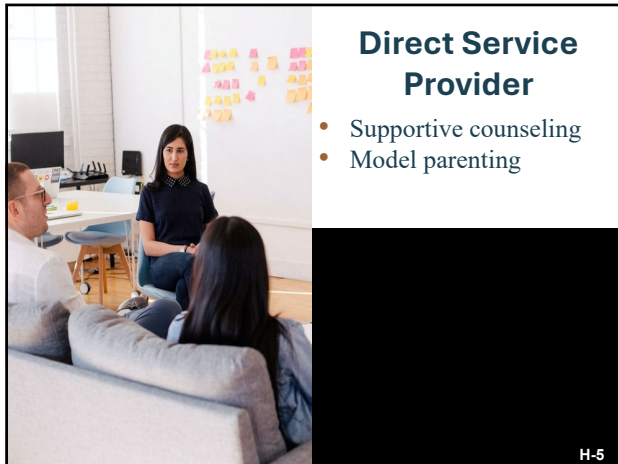
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157



158



159




Direct Service Provider

- Accompany the parent and serve as advocate
- Help implement activities

H-7

160

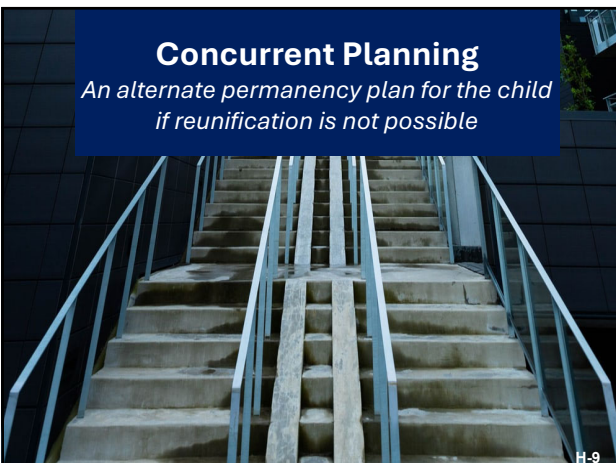


Intervention Variables

- FSS's level of skill and expertise in a particular intervention;
- Availability of resources in community;
- Amount of time available to devote to each case;
- LDSS's definition of FSS's job and types of tasks expected

H-8

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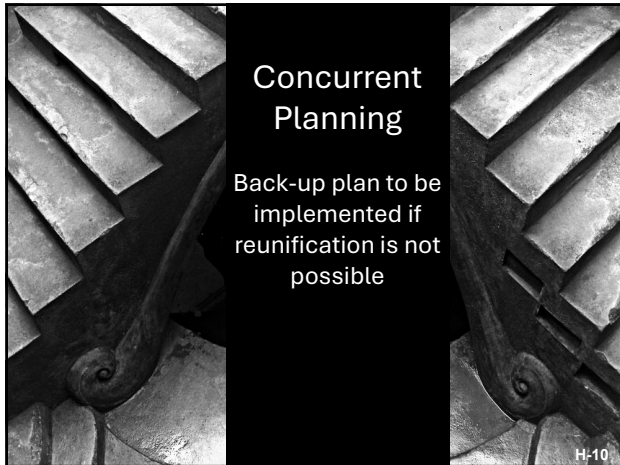


Concurrent Planning

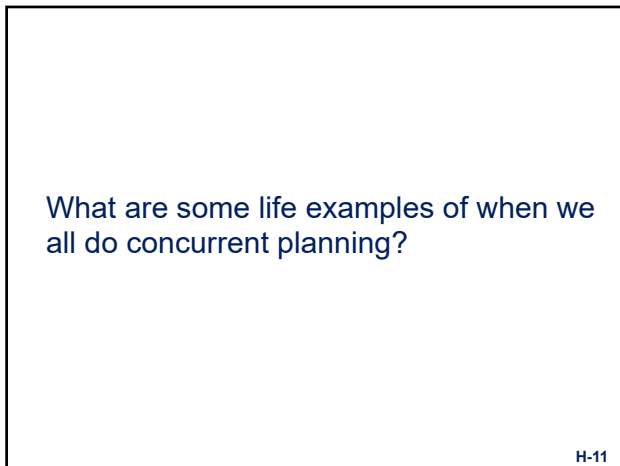
An alternate permanency plan for the child if reunification is not possible

H-9

162



163



164



165

Concurrent Planning

- Intensive, time-limited work
- Early search for birth family
- Early identification of permanent options



166

Concurrent Planning

- Well-written case plans
- Legal clarity about reasonable efforts
- Conduct full disclosure conversations



167

Full Disclosure Conversation Regarding Concurrent Planning (See Handout)



168



169



170



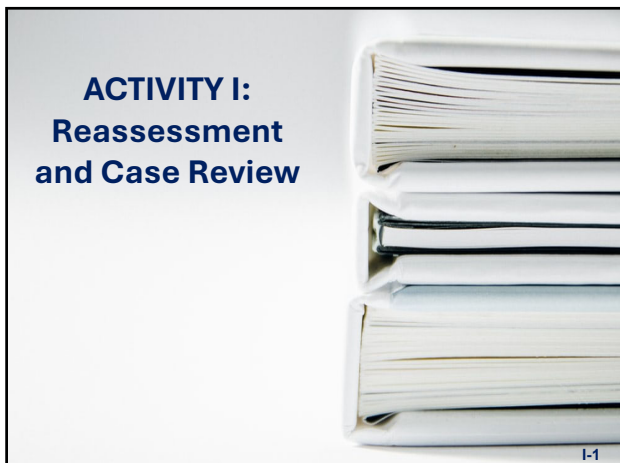
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174

Case Review Purpose

- Monitor progress towards case plan completion and progress towards permanency
- Make changes to goals, objectives, activities discussed and initiated

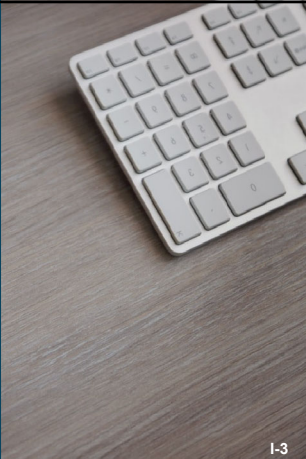


I-2

175

Case Review Purpose

- Considers major decisions regarding case
- Provides formalized method for assuring LDSS is meeting requirements



I-3

176

Case Reviews

Monitor Progress

- Needed every 90 days (or more often)
- Conducted jointly with family
- Include community professional serving family

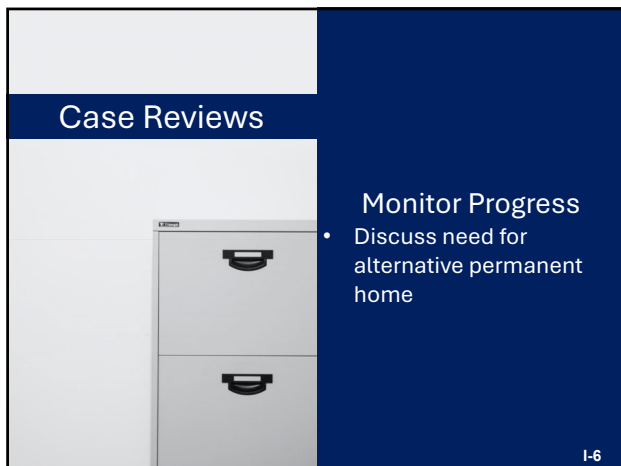


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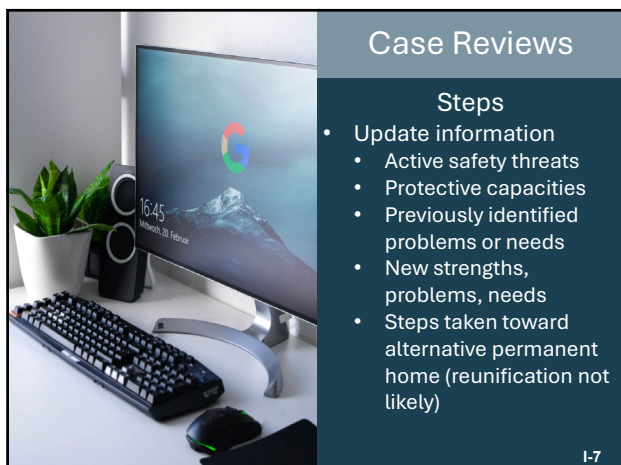
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178



179



180

Case Reviews

Steps

- Revise goals and objectives
 - Build on strengths
 - Discuss problems or needs
 - Include case plan amendment



I-8

181

Case Reviews

Steps

- Revise Activities
 - Develop activities to meet revised case plan goals and objectives
 - Identify new timeframes for completion




I-9

182

Case Reviews

Steps

- Close when plan completed
 - Close if goals and objectives are met
 - Close if no additional services needed



I-10

183

Types of Case Reviews

Ongoing Case Reviews

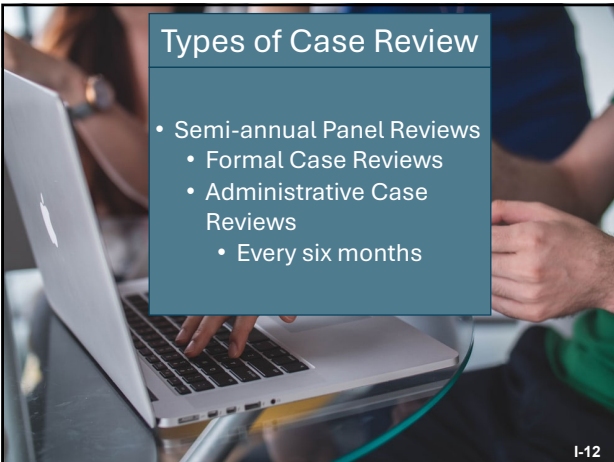
- At least monthly
- Review progress
- Resolve issues impeding progress
- Structure to assure review occurs



184

Types of Case Review

- Semi-annual Panel Reviews
 - Formal Case Reviews
 - Administrative Case Reviews
 - Every six months



185

Administrative Review Panel (Foster Care)

- FSS
- FSS supervisor
- Person not responsible for case plan management
- Key family members
- Service providers
- Foster caregiver (when appropriate)
- Guardian ad Litem (other family advocate)
- Child



186

ACTIVITY J: Case Closure



J-1

187

Importance of
Appropriately Closing
Cases

Improper closure
increases liability

Results in burgeoning
caseloads



J-2

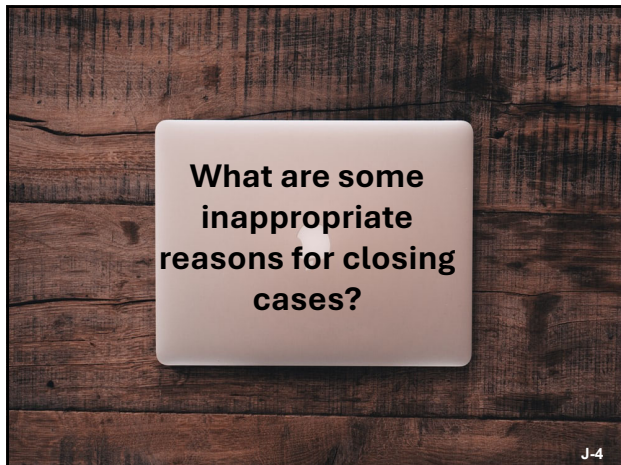
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What are some
inappropriate
reasons for keeping
cases open that
should be closed?

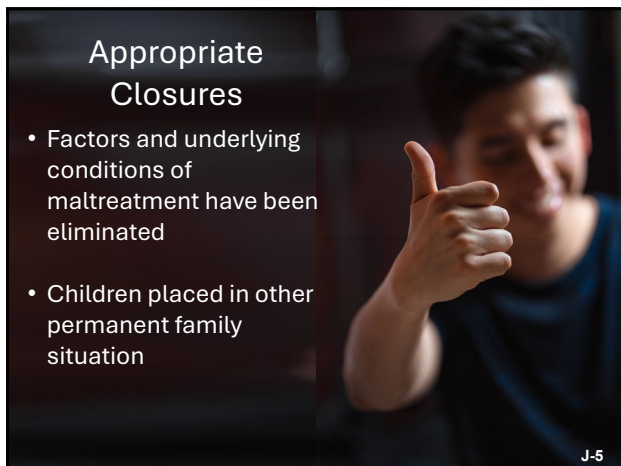


J-3

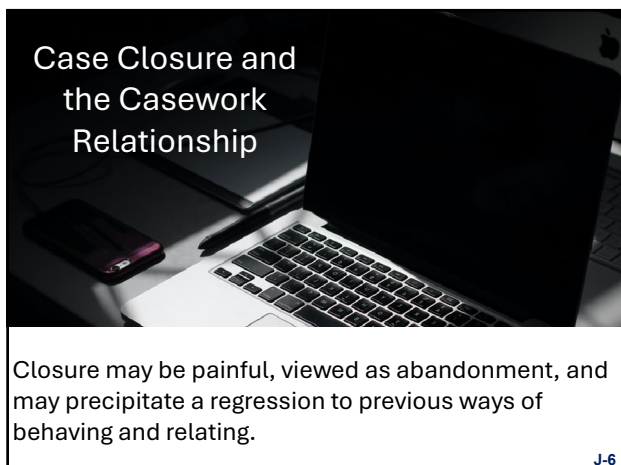
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190



191



192



Separation/Termination Management

Define nature of relationship

- Help family understand utilizing family strengths

J-7

193



Separation/Termination Management

Involve family in planning for closure

J-8

194



Separation/Termination Management

- Link with “naturally occurring” support systems
- Help family identify potential supports

J-9

195



Separation/Termination Management

- Reaffirm concern and caring for family
- When appropriate, follow-up with calls or cards

J-10

196

**ACTIVITY K:
ACTION
PLANNING**



K-1

197

Handout: K

Action Plan



K-2

198



199



200



201
