

# DEEP DIVE MODULE 8: FAMILY TIME AND PERMANENCY

SAFETY-ORGANIZED PRACTICE

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## REVIEW AND REFLECT

- What have you tried from the last module?
- What worked well? What were the challenges?
- How did you handle those challenges?

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## SHARED AGREEMENTS

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## WORKSHOP WARM-UP

1. Think of a family that experienced a successful reunification.
2. How did the visitation process contribute to the success?

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## LESSONS FROM RESEARCH



Children will have **contact** even after years of separation and adoption



**Regularly scheduled visits** are associated with shorter placements and higher rates of reunification



**Non-office locations** increase parental participation in visits



Children's **discomfort** and reactions are the norm



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## MOVING FROM VISITATION TO FAMILY TIME



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## GOAL OF FAMILY TIME IS TWO-FOLD

1. Parents can demonstrate acts of protection
2. Children can have FUN with their parents and other network members



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## ASSUMPTIONS ABOUT FAMILY TIME



VS.



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## MOVING BEYOND STANDARD VISITS



In addition to in person family time, how many other ways can our families stay connected with one another?

- Facetime/video calls
- Phone calls/texts
- Letters/emails
- What else?

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## SAFETY-DRIVEN FAMILY TIME



- Teaming:** Build a plan with the entire network
- Activities:** Find ways to move from the worry statement to the goal statement, always keeping an eye on culture
- Location:** Graduate toward "real-world," challenging contexts
- Coaching:** Move from professionals to network providing monitoring and support
- Length and frequency:** Increase as safety/protective actions increase
- Debrief with parents:** Use the Three Questions!

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### RETURN HOME GOAL STATEMENT

Cheryl will work with CPS and a network of family, friends, and providers to show everyone that **she will always ask for help** if sadness or depression start to get in the way of caring for the girls during family time, or if she ever starts to think about hurting herself again.

This plan will be in place and working continuously until a pattern of safety has been established.



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13

### CASE CLOSURE GOAL STATEMENT

Cheryl will continue to work with CPS and a network of family, friends, and providers to show everyone that **she will always ask for help** if sadness or depression start to get in the way of caring for the girls, or if she ever starts to think about hurting herself again.

This revised plan will be in place and working continuously until a pattern of safety and reliance on the network has been maintained for **case closure** to be considered.



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### PROGRESSIVE FAMILY TIME



Supervised



Unsupervised



Overnight stays



Reunification



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## FAMILY TIME EVOLVES

PROFESSIONALS NETWORK ACTS OF PROTECTION

What would Cheryl be doing at 2? 5? At 8?

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# THE FAMILY TIME PLANNING AND REFLECTION WORKSHEET

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## MAKING KEY AGREEMENTS

- Is everyone on the same page about worries and goals?
- What would parents and children want family time to be like?
  - » What activities? Where? How often?
- Who will transport?
- Can caregivers accommodate?
- How will we determine whether monitoring is needed?
  - » If monitoring is needed, who will monitor? (least restrictive option is best)
- What's truly in the family's best interest? Do we need to amend current order?
- How flexible can we be, and what if we need to revise the plan?

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18

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### BUILDING CONSENSUS: GRADIENTS OF AGREEMENT

The diagram shows a horizontal line with five numbered circles (1-5) representing a scale of agreement. Above each circle is an icon: 1. A stop sign; 2. A thumbs down; 3. A neutral face; 4. A thumbs up; 5. A heart. Below each circle is a label and a short description.

Point	Label	Description
1	Serious Objection	No way, no how!
2	Not Comfortable	I can live with the plan.
3	Neutral	I could go either way.
4	Endorse With Reservation	I like it.
5	Endorse	I love it!

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## LET'S CHECK OUT AN EXAMPLE

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### LET'S PRACTICE!

#### PART 1: INTRODUCING AND PREPPING FOR FAMILY TIME

- One person plays the worker, and one plays the parent
- Practice how you *introduce* family time coaching to the parent and help prepare them for family time sessions and other contact options

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## LET'S PRACTICE!

### PART 2: PLANNING

- In pairs, one person shares a current case where family time sessions are about to begin or have already started and for which they have harm/worry and goal statements.
- The worker with the case plays the parent. The other person facilitates the worksheet completion using solution-focused questions.
- Share in the large group debrief.



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## LET'S PRACTICE!

### PART 3: REFLECTION

- When reflecting, share your rating and ask the parent to share their rating. After that, plan for the next family time session.
- How and when could you incorporate the **reflecting after family time section of the worksheet** into the work you are already doing with the family (so that this does not seem like one more thing to do)?



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## WHEN SOMEONE ELSE IS MONITORING FAMILY TIME . . .

### TABLE TALK



Discuss how you would prepare the person (resource parent, another agency worker, network member) who is going to observe family time to make sure they are looking for the "acts of protection." How will they support/coach the parent if they are struggling in some way during family time?



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## WHEN IS IT OKAY TO CANCEL FAMILY TIME?

IN PAIRS, CREATE A TWO-COLUMN LIST

LEFT COLUMN	RIGHT COLUMN
List the reasons you think family time is <b>most often</b> canceled	List the reasons family time should <b>never</b> be canceled

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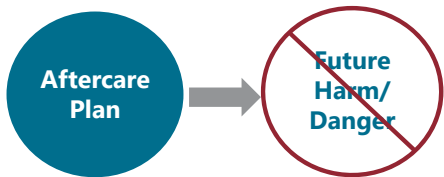
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## AFTERCARE PLAN

This is the plan the family creates to maintain safety with their network after we close the case.



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## PERMANENCY

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## PLACEMENT ≠ PERMANENCY

- Reunification and concurrent planning begins on Day 1!
- Children are 42% more likely to die in foster care than the general population
- The sooner we get everyone on the same page about what needs to change, the better

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## PERMANENCY AT ITS BEST

The best permanency work we do is when we create plans that allow children to remain safely in the home!

TDM™ and other family team meetings can help us do that.



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## TWO KINDS OF PERMANENCY



Relational



Legal

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## RELATIONSHIPS WITH SUPPORTIVE ADULTS LEAD TO SUCCESS

### Birth parents AND parental figures

- High competence
- Low vulnerability

### Minimal with birth parents and parental figures

- Most vulnerable in early adulthood
- Most at risk regarding early trauma
- Experienced multiple placements

### Parental figures only

Differences in adaptation noted compared to those who also had birth parent relationships

Cushing, Samuels, & Kerman (2014)

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## WHAT DO THE YOUTH SAY?

Let's listen to what Johnny has to say about how placement instability affected him



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## WHAT DOES CONCURRENT PLANNING REALLY MEAN?



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## CONCURRENT PLANNING DEFINITION

**Concurrent planning** is the practice of simultaneously pursuing more than one option for permanency for children placed by child welfare in out-of-home care.

- Primary plan is typically reunification with child's family of origin.
- An alternative permanency goal is pursued **at the same time** rather than being pursued after reunification is ruled out.



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## SMALL GROUP EXERCISE

- Think about a time when concurrent planning led to timely permanency for a child on your caseload or on one you supervise
- List the top five things that made the process successful or that you would recommend to a worker doing concurrent planning with a family



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## WORKING WITH RESOURCE PARENTS

### TABLE TALK

1. Think of a concurrent planning case with a resource parent who is unsupportive of the reunification plan
2. Share one or two things that could be done to deepen a resource family's understanding of their role in concurrent planning.



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## CONCURRENT PLANNING TIPS

- Networks help!
- Encourage storytelling by families of origin
- Motivate parents to help get their children to their best outcomes
- Keep child's needs and well-being front and center
- Empathize with parents that concurrent planning may feel threatening, and help them understand that it has been proven to improve the lives of children who don't get to go home
- Help resource families understand that "open" adoptions have shown better outcomes for children

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## CORE COMPONENTS OF FAMILY FINDING

1. Urgency
2. Expanded definition of permanency
3. Effective relative search
4. Family-driven process
5. Development of multiple plans
6. Well-defined roles

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**WHAT  
HELPS? A  
SUITE OF  
PRACTICES**

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## GET CREATIVE WITH SOP TOOLS

### EXAMPLES OF CREATIVE SOP TOOL USE

- Mapping and circles of support with a resource or pre-adoptive family to build their network and prevent placement disruption
- Three Houses or Safety House with a cognitively limited adult instead of CAP Framework
- Circles of Safety and Support with older youth to create lifelong connections and clarify their roles
- Mapping and Safety House with resource home with new allegations to create future safety

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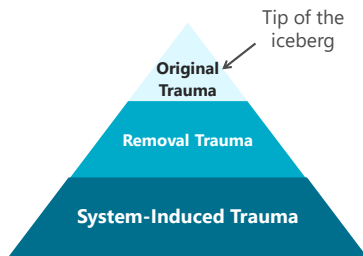
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## CONFUSING TRAUMA REACTIONS AND PSYCHIATRIC CONDITIONS



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## LESSONS FROM EXPERIENCE

Watch Lerone, former permanency worker in San Diego, share his creative use of the Three Houses with a youth who had an adoption disruption

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## UNPACKING THE “NO”

- We must always be urgent and relentless in our pursuit of permanency
- Discuss sensitively with the child where they might like to belong, and address the strong feelings that might underlie a child's statement that they do not want to be adopted
- A concurrent permanency plan must include plans to help the child “unpack the no” and find out what underlies their reluctance to consider family-based permanency options

***“No” is usually a trauma response!***



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## PERMANENCY ACTIVITY

**Pick a case where a youth has not reached permanency, and as a team answer the following questions**

- What is the current status and what will it take to achieve permanency?
- What have we tried in the past that we could try again?
- What can we try that has never been tried before?
- How many things can we try concurrently, and who, aside from the assigned worker, can work on them?
- How can we engage the youth in planning for permanency?

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## WORKING WITH OLDER YOUTH IN LONG-TERM CARE

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## LESSONS FROM EXPERIENCE

Watch Alex's Story and reflect on your practice with older youth



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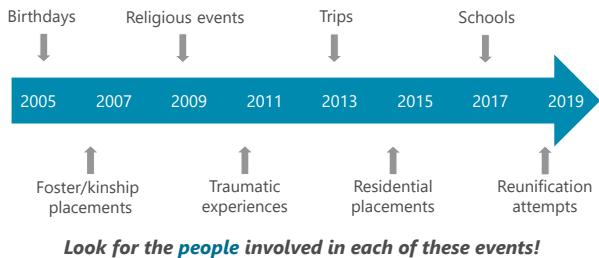
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## A STRATEGY FOR EXPANDING YOUTH NETWORKS: TIMELINES



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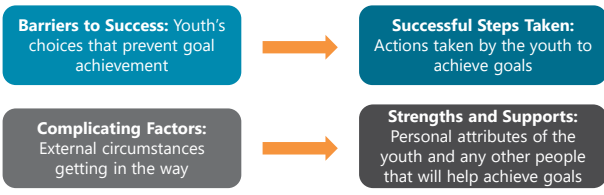
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## "SUCCESS" CAP FRAMEWORK

What would it look like to adapt the mapping process used in the CAP Framework for youth over age 18 who are seeking connections and are living on their own?



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**PRACTICE**



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**DOCUMENTATION**

Family Time Planning and Reflection worksheets can be documented in the division information management system (CHRIS) when PAs or FSWs document family time

For other activities, like the timeline exercise, type it up and file in the hard case record



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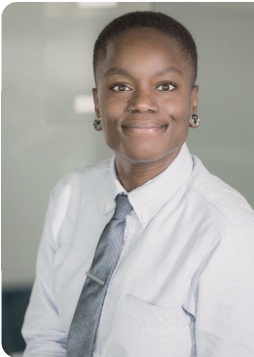
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**STARTING TOMORROW**

Choose *one* family you work with, and complete the Family Time Planning and Reflection worksheet with them and their network

Use the timeline activity for a youth seeking permanency

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**CHECK OUT THE THINGS TO TRY**



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**WHAT IS NEXT**

- SOP advanced series will be coming next year with a focus on domestic violence, substance misuse, and mental health
- SDM® assessment tools
- The Coaching Institute
- Other resources

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 What was most helpful?

 What could be upgraded for next time?

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## THANK YOU & QUESTIONS

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