

# Out-of-Home Unit 10

## *Trainer Resources*



MidSOUTH  
COLLEGE OF BUSINESS, HEALTH,  
AND HUMAN SERVICES  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK



**GUEST SPEAKER CHECKLIST**

Job Title	Name	Day	Contact Information
Resource Worker		1	
Foster Care Supervisor		1	
Health Service Worker		2	
UAMS Representative		2	
DCFS Education Specialist/Liason		3	

**Notes**

---

---

---

---

---

---

---

## SCAVENGER HUNT ANSWERS

**Placement Issues**

1. When a child comes into out-of-home care, what is the preferred type of placement?

- a. **Relative/ Fictive Kin**
- b. Shelter
- c. Foster Home
- d. Adoptive Home

*Policy VI; Procedure VI-A1*

2. What publication needs to be given to the family at the time of removal?

- a. Publication 85
- b. Publication 6
- c. **Publication 10**
- d. Publication 357

*Procedure VI-B2*

3. Placements must be:

- a. Least restrictive
- b. In the best interests of the child
- c. Matched to the child's unique physical and emotional needs
- d. Siblings placed together
- e. **All of the above.**

*Policy VI*

4. Who must initiate the CFS-450 to assess relatives as placement resources?

- a. The investigator
- b. The resource worker
- c. The foster care worker
- d. **Any of the above may end up initiating the CFS 450**

*Procedures II-D11, VI-A1, VI-B2*

5. Children and youth can be placed directly with relatives identified by the family.

- a. True
- b. **False**

*VI-B, or VI-B2 or VII-A*

This will be a discussion point when the guest speakers arrive. Quick placements into provisional or fictive kin homes are possible, but minimal checks must be made.

**SCAVENGER HUNT ANSWERS*****Paying for Out-of-Home Care***

6. What is the major source of Federal Funding for children in out-of-home care?

- a. **Title IV-E**
- b. Title IX
- c. Title XX
- d. Title V

*Online Handout 10.1.2*

7. When a child comes into foster care on an emergency basis, in which court order must the court make a finding that it was contrary to the welfare of the minor to remain in the parent's (or caregiver's) home?

- a. The order from the Permanency Hearing
- b. The order from the Review Hearing
- c. The order from the Adjudication Hearing
- d. **The order from the Ex-parte hearing**

*Policy III-A or Policy VI-G*

8. What date starts the clock for establishing IV-E eligibility?

- a. Date of the maltreatment report
- b. Date of abuse incident
- c. **Date of removal**
- d. Child's birthdate

*Policy III-A*

***Medical Issues in Out-of-Home Care***

9. When a child comes into care, when does the child have to be examined by a physician?

- a. Within 24 hours (initial health screen), if it was severe maltreatment or the child appears to be ill or injured
- b. Within 72 hours (initial health screen) when the reason for removal was something other than severe maltreatment
- c. Any time after coming into care
- d. Within 60 days of removal
- e. **Answers a and b are correct**

*Procedure VI-D1*

10. When must the comprehensive health assessment be completed on children in care?

- a. 30 calendar days from the date of removal
- b. 45 calendar days from the date of removal
- c. **60 calendar days from the date of removal**
- d. 90 calendar days from the date of removal

*Procedure VI-E1*

## SCAVENGER HUNT ANSWERS

11. What form is filled out by the Health Care Provider at the Initial Health Screening according to VI-D1?

- a. CFS-6010
- b. CFS-911
- c. CFS-366-A
- d. CFS-366-B

**e. Both c and d are correct answers**

*Procedure VI-D1*

12. Which medical passport forms are provided to Resource Parents at the time of placement?  
Circle all that apply.

- a. CFS-362**
- b. CFS-352
- c. CFS-365**
- d. CFS-6012

*Procedure VI-D4*

### ***Maintaining Family Ties***

13. What is the minimum acceptable visitation between parents and children in out-of-home care?

- a. Weekly**
- b. Twice per week
- c. Every two weeks
- d. Once per month

*Policy VI-C*

14. There is a legal presumption that parent/child family time sessions will be unsupervised

- a. True**
- b. False

*Policy VI-C*

15. If a judge orders supervised sessions, there is at least one hour in the DCFS office per week.

- a. True
- b. False** - The minimum amount of time per week is 4 hours. This may be spread over more than one family time session during the week.

*Policy VI-C*

16. The FSW for the child in out-of-home placement must visit no less than once per week during the first month of a new placement. If the FSW cannot fulfill this requirement, a Program Assistant (PA) may visit instead.

- a. True
- b. False**

*Policy VII-I*

## SCAVENGER HUNT ANSWERS

***Educational Needs***

17. Which of the following statements about meeting the educational needs of a foster child is correct?

- a. A foster child cannot continue in a “School Improvement” school (even if that is the school they are enrolled in prior to entering care.)
- b. Parents are never allowed to participate in school conferences or decisions about their children’s education as long as the child remains in care.
- c. There are no circumstances under which a foster child may be home-schooled.
- d. Recommendations about the child’s education needs are part of the comprehensive health assessment.**

*Policy VI-K*

18. With regard to a child’s education and a child’s entry into care, the FSW does all of the following except:

- a. Accompany the child to school and let the school counselor know the child is in care.
- b. Tell the counselor that the parents cannot receive information about the child’s progress and cannot attend parent-teacher conferences.**
- c. Gather available school and health records to guide the Comprehensive Health Assessment.
- d. Give the resource parents the name of the child’s teacher and counselor.

*Procedure VI-K1*

***Supporting Resource Families***

19. Can resource families receive confidential information about the child that is being placed in their home, such as the reason the child entered care:

- a. Yes**
- b. No

*Policy VII-H*

20. Family preservation services may also address problems in a resource home to prevent placement disruption.

- a. True**
- b. False

*Policy VII-L*

**ASSESSING FOR APPROPRIATENESS AS FICTIVE KIN  
ONLINE HANDOUT 10.5.2 DISCUSSION POINTS**

Fictive Kin are defined as persons with a strong, positive emotional tie to the child and a positive role in the child's life but not related by blood, adoption, or marriage. Your first determination is to see if Melissa Rogers meets this definition. List the questions you would ask Tamela to explore her relationship with Ms. Rogers. Be specific. Identify appropriate SOP questions, tools, and techniques. Use the skills you have acquired to date to formulate the questions. Realize that there is not necessarily a "right" answer.

The scenario does not present evidence suggesting that Melissa Rogers has a strong emotional tie to Tamela. She may have a positive role in Tamela's life right now as a teacher that Tamela looks up to, but this does not meet the definition of fictive kin. You may want to play "what if" with the class and ask how this would change if Melissa Rogers were not only Tamela's teacher but also a close family friend or had had other positive contacts with Tamela over several years.

List questions you might use to explore why Tamela would rather stay with her teacher than her grandmother.

You might ask the class if there would be any "show stoppers" when considering Shirley (maternal grandmother) as a placement resource. Answers that indicate that there is an immediate safety threat or complicating factors are legitimate – such as a history of Shirley abusing Tamela, a history of Shirley receiving a disclosure of sexual abuse and not believing, or a statement from Shirley that she did not feel she could keep Ernest out of her home.

Explain how you would explain the Agency's decision to the grandmother as a potential resource home instead of Tamela's choice.

This is a difficult conversation. It is especially tough if you – the FSW – are attempting to give Tamela a voice in the decisions that impact her and then you have to explain that Tamela's choice is not a viable resource for an expedited placement. Challenge the class as to how they could keep/involve Ms. Rogers in the ongoing casework as part of Tamela's support network.



## SUGGESTED COMMENTS FOR BOYERS CANS

This is a sample for trainers to follow. If class discussions lead students in a different direction, explore their reasoning. This can be a good teaching point since CANS is designed to facilitate discussion.

**Note:** On Strengths, comments are only required on scores of 0 or 1. Good practice dictates that workers make comments on areas. If they were to pick up a CANS on a case from a worker who came before them and all they had was a series of numbers, they would not know much about this family.

**Child Strengths Scoring and Comments - Example**

**Family Nuclear (2):** Tamela cannot look to her mother or father for emotional support. Tamela is not able to talk with her mother about her abuse, and her father has said she is not truthful.

**Family Extended (1):** Tamela has a positive, life-long relationship with her grandmother, Shirley Owens.

**Interpersonal (2):** Tamela can develop some relationships but needs help forming and maintaining friends and a support network.

**Educational (3):** No evidence at this time.

**Talents/Interests (0):** Tamela is a talented artist with an extensive portfolio. Art is the one area in which she excels at school.

**Spiritual/Religious (3):** No evidence at this time.

**Community Life (3):** No evidence at this time.

**Relationship Permanence (2):** Tamela has had stable relationships but is currently experiencing disruption in those connections.

**Child Involvement with Care (3):** No evidence at this time. Discussion Question: How might this ranking change if Tamela participates in Transitional Youth Services?

**Natural Supports (3):** No evidence at this time. Note: This is an area that the class might rightly rate as a 2 because Tamela has identified her Art Teacher.

**Adaptability (2):** Tamela will need support in the transitions in her life.

**Building Relationships (1):** Tamela can form relationships in some areas, not others.

**Resilience (2):** Although Tamela may be able to identify some of her strengths, she will need help building protective factors to reduce the risk of all the stressors in her life.

**Resourcefulness (3):** No evidence at this time.

## SUGGESTED COMMENTS FOR BOYERS CANS

## Life Domain Scoring and Comments - Example

**Family Nuclear (2):** Tamela has relationship problems with her parents.

**Note:** While our training example has this rated as a 2, this could also very well be rated as a three in terms of significant dysfunction in the nuclear family. The father is sexually victimizing her, and the mother – at least in the initial phases of the case – is not supportive and does not believe her.

**Family Extended (1):** Tamela has an identified support system since her grandmother is willing to take her in. They have a lifelong positive relationship.

**Living Situation (0):** No evidence at this time.

**Note:** Looking at the current living arrangement, there is no evidence that she has problems with her grandmother. The comment might read: Tamela is adapting to living with her grandmother and feels safe and protected in her home.

**Sleep (0):** No evidence at this time.

**Social Functioning Peer (2):** Tamela has few friends.

**Social Functioning Adult (0):** No evidence at this time.

**Development (0):** No evidence at this time.

**Communication (0):** No evidence at this time.

**Cultural (0):** No evidence at this time.

**Legal (0):** No evidence at this time.

**Medical (2):** Tamela has complained of stomach pains, especially when stressed. She needs a thorough medical evaluation to identify the cause and treatment options.

**Physical Health (0):** No evidence at this time.

**Note:** The training example sets this as a 0. However, if you look at consistency and ranking in terms of whether something needs to be addressed, the class could rank this as a 2.

**Daily Functioning (0):** No evidence at this time.

## SUGGESTED COMMENTS FOR BOYERS CANS

## School Scoring and Comments - Example

**School Behavior (1):** Tamela has some behavior problems in school.

**School Achievement (2):** Tamela is two years behind in school but is improving.

**School Attendance (2):** Tamela has extensive absences but is now attending regularly.

**Special Education (0):** No evidence at this time.

## Child Behavioral/Emotional Needs Scoring and Comments - Example

**Note:** The Psychosis, Attachment, Impulsivity/Hyperactivity, Depression, Anxiety, Oppositional, and Conduct categories should not receive a score of 2 or 3 unless there is a confirmed medical diagnosis. While adjustment to trauma, anger control, and substance abuse can be left more to the worker's discretion, caution should still be used when rating these categories as 2 or 3 as well unless there is a confirmed medical diagnosis.

**Psychosis (0):** No evidence at this time.

**Attachment (1):** Tamela and her mother are not close, and there are inappropriate boundaries, as indicated by the mother's response to Tamela's disclosure of sexual abuse. Tamela and her father have some degree of attachment; however, he has used their relationship for sexual gain.

**Impulsivity/Hyperactivity (0):** No evidence at this time.

**Depression (1):** Tamela is "overwhelmingly" sad that her mother discounts her disclosure and needs a professional evaluation, especially to assess how this has affected her functioning in other areas of her life.

**Anxiety (1):** Tamela is "very anxious" and needs professional evaluation.

**Oppositional (0):** No evidence at this time.

**Conduct (1):** During an argument at school, the situation escalated, and Tamela threatened to hurt others.

**Adjustment to Trauma (1):** There is a long history of sexual abuse, and so we are in watchful waiting. Because we are still close to the abuse and disclosure, we do not yet know how she will adjust.

**Anger Control (1):** There is some mild evidence that Tamela may have difficulty controlling her anger; we need to wait and watch.

**Substance Use (0):** No evidence at this time.

## SUGGESTED COMMENTS FOR BOYERS CANS

## Child Risk Behaviors Scoring and Comments - Example

**Suicide Risk (1):** Tamela wonders if it would be better if she “just wasn’t around.” Must wait and watch.

**Self-Injurious Behavior (0):** No evidence at this time.

**Other Self Harm (0):** No evidence at this time.

**Danger to Others (0):** No evidence at this time.

**Sexual Aggressions (0):** No evidence at this time.

**Runaway (0):** No evidence at this time.

**Delinquent Behavior (0):** No evidence at this time.

**Sexually Reactive Behavior (0):** No evidence at this time.

**Bullying (0):** No evidence at this time.

**Intentional Misbehavior (0):** No evidence at this time.

**Aggressive Behavior (1):** During an argument at school, the situation escalated, and Tamela threatened to hurt others. We need to watch and see how Tamela behaves.

**Exploited (0):** No evidence at this time.

**Note:** This could possibly be rated as a one (1) if staff consider Esther telling Tamela, “Baby, we have to do whatever we have to do to keep him happy.” This could lead staff to believe Tamela was exploited by her mother to appease her father. Be prepared for a discussion about whether Tamela was exploited.

## SUGGESTED COMMENTS FOR BOYERS CANS

## Trauma Scoring and Comments - Example

**Sexual Abuse (Y):** Tamela describes sexual abuse beginning at least at kindergarten (for “as long as she can remember”), and since she was 9 years old, her father has had both vaginal and anal intercourse with her several times per week.

**Physical Abuse (S):** Although Tamela did not disclose physical abuse at this time, we need to gather more information. Tamela’s father regularly physically abused Tamela’s mother.

**Emotional Abuse (Y):** Tamela’s father intimidated her and her mother for years.

**Neglect (Y)**

Note: This could possibly be rated as a (Y) if staff consider Esther not responding to previous allegations of sexual abuse against Ernest. “At one time, Tamela told her mother about some of the abuse. Her mother responded, “Baby, we do whatever we have to do to keep him happy.”

**Medical Trauma (N)**

**Natural Disaster (N)**

**Witness to Domestic Violence (Y):** Tamela witnessed her father repeatedly physically and emotionally abuse her mother.

**Witness to Community Violence (N):** No evidence at this time.

**Witness/Victim to Criminal Activity (Y):** Tamela was intimidated and threatened by her father.

**War/Terrorism Effected (N)**

**Disruption in Caregiver (Y):** Tamela was removed from her parents and placed with her grandmother. At this time, she is unable to reside in her parents’ home.

**Grief and Loss (Y):** Tamela is grieving the loss of her home life as she knew it. She is no longer able to live at home, and her relationship with her mother is uncertain because the mother doesn’t believe the allegations are true. Her relationship with her father is uncertain because her actions to protect herself may lead to his imprisonment.

## SUGGESTED COMMENTS FOR BOYERS CANS

**Permanency Planning Caregiver Strengths and Needs (Esther)  
Scoring and Comments - Example**

**Supervision (3):** Esther needs help with skills of supervision given that she has not been aware of the child being sexually abused on a regular basis.

**Parenting Skills (3):** Esther has issues appropriately parenting her child, given that she does not understand the need to provide Tamela with a safe, nurturing environment free from sexual assault.

**Knowledge of Child (3):** Esther does not seem to understand Tamela's need for safety and security.

**Knowledge of Rights & Responsibilities (0):** No evidence at this time.

**Organization (0):** No evidence at this time.

**Social Resources (0):** No evidence at this time.

**Residential Stability (0):** No evidence at this time.

**Empathy with Children (3):** Esther is struggling due to the disclosure of abuse and, at this time, is discounting her daughter's statement and feels that she is either lying or attempting to manipulate the family.

*Discussion Point: The original statement here was, "The mother has no idea of what Tamela needs following a disclosure of ongoing sexual abuse for most of the child's life." Trainers might ask the class to make a more solution-focused statement about the situation.*

**Boundaries (3):** Esther has problems with boundaries, as evidenced by her belief that both of her daughters "seduced" Ernest. Discussion Point: Is there a better way to state this, given that Esther will read this assessment?

**Involvement (0):** No evidence at this time.

**Posttraumatic Reactions (0):** No evidence at this time.

**Knowledge of Family/Child Needs (3):** Esther does not seem to grasp the need to provide a safe, abuse-free environment for her child and herself.

**SUGGESTED COMMENTS FOR BOYERS CANS****Permanency Planning Caregiver Strengths and Needs (Esther)  
Scoring and Comments - Example Continued**

**Knowledge of Service Options (0):** No evidence at this time.

**Ability to Listen (0)**

**Ability to Communicate (0)**

**Satisfaction with Services Arrangement (0)**

**Physical Health (0):** No evidence at this time.

**Mental Health (0):** No evidence Substance Use 7-(0) No evidence at this time.

**Developmental (0):** No evidence at this time.

**Accessibility to Child Care Services (0):** No evidence at this time.

**Family Stress (0):** No evidence at this time.

**Employment/Educational Functioning (0):** No evidence at this time.

**Educational Attainment (0):** No evidence at this time.

**Legal (0):** No evidence at this time.

**Financial Resources (0):** No evidence at this time.

**Transportation (0)**

**Safety (3):** There is domestic violence within the home.

**Marital/Partner Violence (3):** There is domestic violence within the home.

## SUGGESTED COMMENTS FOR BOYERS CANS

**Permanency Planning Caregiver Strengths and Needs (Ernest)  
Scoring and Comments - Example**

**Supervision (3):** Ernest sexually abused Tamela while she was in his care.

**Parenting Skills (3):** Ernest clearly needs counseling and information to improve his parenting skills to provide Tamela with a safe, nurturing environment free of domestic violence.

*Discussion point: See if the class can create a better comment here.*

**Knowledge of Child (3):** Ernest does not understand Tamela's need for safety and security and appears to put his own needs before hers.

**Knowledge of Rights & Responsibilities (0):** No evidence

**Organization (0):** No evidence

**Social Resources (0):** No evidence

**Residential Stability (0):** No evidence

**Empathy with Children (3):** The father has no idea of what Tamela needs following disclosure of ongoing sexual abuse for most of the children.

*Discussion Point: Ask the class to come up with a better statement regarding Ernest's fears about his empathy with his daughter.*

**Boundaries (3):** Ernest has complex problems with boundaries, as evidenced by the ongoing sexual abuse of both Angelina and Tamela.

**Involvement (0):** No evidence

**Posttraumatic Reactions (0):** No evidence

**Knowledge of Family/Child Needs (3):** Ernest does not acknowledge the need to provide a safe, abuse-free environment for his child.



## SUGGESTED COMMENTS FOR BOYERS CANS

**Permanency Planning Caregiver Strengths and Needs (Ernest)  
Scoring and Comments - Example Continued**

**Knowledge of Service Options (0):** No evidence at this time.

**Ability to Listen (0)**

**Ability to Communicate (0)**

**Satisfaction with Services Arrangement (0)**

**Physical Health (0):** No evidence at this time.

**Mental Health (2):** Ernest sexually abused both young girls in his care for years and was physically and emotionally abusive toward his wife and the children's mother. He needs a thorough mental health evaluation by a professional with experience in assessing and treating family violence and sexual abuse.

**Substance Use (0):** No evidence at this time.

**Developmental (0):** No evidence at this time.

**Accessibility to Child Care Services (0):** No evidence at this time.

**Family Stress (0):** No evidence at this time.

**Employment/Educational Functioning (0):** No evidence

**Educational Attainment (0):** No evidence at this time.

**Legal (3):** Ernest was arrested and charged with multiple counts of child sexual abuse.

**Financial Resources (0):** No evidence at this time.

**Transportation (0):** No evidence at this time.

**Safety (3):** Ernest is responsible for domestic violence that threatened Tamela's safety within the home.

**Marital/Partner Violence (3):** There is domestic violence within the home.

## SUGGESTED COMMENTS FOR BOYERS CANS

## Transition Age Module Scoring and Comments - Example

**Independent Living Skills (0):** No evidence

**Residential Stability (0):** No evidence

**Transportation (0):** No evidence

**Peer/Social Experience (1):** Tamela has a limited peer network and has problems making friends.

**Health Management and Maintenance (1):** Tamela complains of stomach pain, which needs to be assessed.

**Self-Care (0):** No evidence

**Educational Attainment (2):** Tamela is two grades behind.

**Resiliency (1):** Tamela shows resiliency in handling the adverse effects of ongoing sexual abuse.

**Resourcefulness (0):** No evidence

**Financial Resources (0):** No evidence

**Caregiving Roles (0):** No evidence

**Military Transitions (0):** No evidence

## Sexual Abuse Module Scoring and Comments - Example

**Emotional Closeness to Perpetrator (3):** Perpetrator is the biological father.

**Frequency of Abuse (3):** There was a progression of sexual abuse since “she can remember,” and her father was abusing her several times per week (both vaginal and anal intercourse) for the past six years.

**Duration (3):** Sexual abuse has been occurring for as long as she can remember.

**Physical Force (1):** Need more information.

**Reaction to disclosure (3):** Tamela’s mother discounts Tamela’s disclosure, and her father denies abusing her.

**SCRIPT - Transitional Life Plan Meeting**

**Worker (or Supervisor) [person leading the meeting]:** Welcome. I am glad to see you all here today, and we appreciate your coming. This is an important day for Tamela. We are together to help her plan for the immediate future so that she is growing, learning, and preparing to succeed in life.

**Introduce yourself:** I'm (your name), and I have been working with Tamela for years/months. She has many positive qualities, and I particularly appreciate her sense of humor. I'd like to have Tamela introduce herself.

**Tamela:** Hi, thanks for coming. I have a lot of plans and need your help. I hope you can help me.

**Worker: (or Supervisor) to Tamela:** Now, will you go around the room and introduce the people who are here? Just say their names, and then each person can tell us a little about themselves.

[Tamela goes around the room and says each person's name. Each person tells the group what they do (Transitional Services coordinator, resource parent, therapist, etc.), may say how long they have worked with Tamela, and make one positive statement about Tamela.]

**Worker (or Supervisor):** Thank you all. We have a lot of work to do, so we need to get started. First, I want to remind everyone that this is a planning meeting for and about Tamela. This is about her life. The meeting needs to stay strength-based and positively focused, with all of us making every effort to devise a workable plan to benefit Tamela.

We need to begin with the end in mind – for Tamela to be self-sufficient and have permanent connections as she matures into adulthood. We are going to work with Tamela to develop a Transitional Life Plan for the next 1-3 months (maybe 6 months in some areas – it just depends). Our focus is on the present and near future.

We all need to agree to and sign the Confidentiality statement. There is a copy for each of you on the table. (This may or may not be a part of the Team meeting. It is not standardized at this point.)

**[Have everyone read and sign the form and place it face down on the table to collect later.]**

The meeting will proceed by concentrating on plans for the next 1-3 months in the areas outlined in the Life Plan. Eventually, all of the categories will need to be addressed, but we don't have to address all of them today. Remember, all of the categories need to be addressed eventually (by age 17 ½), but they do not all have to be addressed at the first meeting.

Before this meeting, staff will have met with the youth to help her prepare and prioritize her goals for the meeting. These priorities may have to be altered at the time of the meeting if key people in a specific area of focus do not attend.

**SCRIPT - Transitional Life Plan Meeting**

Everyone should have received a copy of the Transitional Life Plan and Agreement with your invitation to this staffing (or staffing notice). Hopefully, you've had a chance to look at it and begin to think about how you can assist Tamela in planning in some of these areas. Tamela has spent some time thinking about the plan and has made some notes she brought today.

**Worker to Tamela:** Tamela, where do you want to start? Please share some of your ideas.

[This allows Tamela to start with her priorities rather than going straight down the list of categories. Also, broad definitions of these categories should be kept in mind. For example, regarding housing for a 15-year-old, the group may need to discuss what is going on at her current placement to preserve it rather than discussing housing for a college/technical program (or leaving foster care).]

**Tamela (*Starts with Life Connections*):** I want to see and spend more time with my sister Angela.

[Angelina is underage, is in school, and currently does not drive without an adult also in the car (limited permit). She has been picked up and brought to the meeting.]

**Angelina to Tamela:** I would like that too.

**Worker to Tamela and Angelina:** I hear you say you want to spend more time with each other. You have been having family time sessions about every 3 weeks.

**Tamela:** Yeah, but I want to spend some more time with her, do stuff on the weekends, go over to her house.

**Shirley:** Angelina can come over and spend the night if that's okay.

**Worker:** Okay, so we are working on Tamela's being able to spend more time with Angelina on the weekends. We will need to work out the details about time and transportation.

**Tamela:** [Exclamation of glee! ]

**Worker:** If you have a sleepover planned and it doesn't happen, you can FaceTime or video chat. Do you already chat online?

**Tamela and Angelina together:** Yes!

**Worker:** Great! I hope that you talk to each other as often as possible that way. It is easy and quick for everybody, especially when we're all so busy.

**SCRIPT - Transitional Life Plan Meeting**

**Worker to Tamela:** Do you have other items in the Life Connections area that you want to address?

**Tamela:** I would like to talk to my cousin Shane. He's also 15, and we used to hang out.

**Worker to Tamela:** Where does your cousin live?

**Tamela:** They did live in Smalltown (about 2 hours from Shirley).

**Shirley:** Shane is my son's boy. They know what's going on. Shane lives with his mother and stepfather. My son and Shane's mother divorced when he was about 8.

**Therapist:** Tamela, I remember you talking about another family member. Aunt DeeDee?

**Tamela:** She's not really an aunt. When we were younger, she was my mom's best friend. They lived next door to us. We called her Aunt Dee Dee, but she wasn't our aunt.

**Tamela:** She took care of us some when mom wasn't around.

**Worker:** Jill, when we get together afterward, we can see if you have any information to help us find this Aunt Dee Dee.

**Shirley:** Why would we want to find her? She was just Esther's friend, and that was a long time ago.

**Therapist:** She was an important person to Tamela for a little while. Even if she is not related by blood, she may be someone who could support you both. [Turning to Tamela] Tamela, you said she was good to you, like a second mom. Is this someone you might want to try to reconnect with?

**Tamela:** Yeah, I guess.

**Worker:** Okay, well, we can try to find information and see if we can get in touch with Dee Dee.

**Worker (to Tamela):** Are there other things in Life Connections that you want to plan for today?

**Tamela:** Nah.

[The worker quickly recaps the Life Connection plans: trying to find the fictive kin, "Aunt Dee Dee," contacting cousin Shane, and spending more time with Angelina. The idea of spending more time with Angelina seems to re-energize Tamela. The worker calls for a 10-minute break (for the bathroom, to get drinks, snacks.)]

## SCRIPT - Transitional Life Plan Meeting

Resume meeting promptly.

**Worker:** That was good work we did before the break. We accomplished a lot and addressed an important concern for Tamela. Tamela, what is the next area of planning that you want the group to focus on?

**Tamela:** Well, I guess it has to be school and grades. I need help. I am behind in everything except Art. That's the only thing I seem to be good at.

**Worker:** What are your grades?

**Tamela:** D's.

**Shirley:** She usually tells me she doesn't have any homework or that she finished it in class.

**Art Teacher:** Tamela has an A in Art and is working on a very impressive portfolio.

**Angelina:** I can help her. We can FaceTime, and I can help her with English and social history. Math and science, not so much, but I could try.

**School counselor (or School-based social worker):** Tutoring will help, but you will also have to do some work on your own. Is there anyone at home who can help?

**Shirley:** I don't know how much help I can be. I've been out of school for a LONG time. It's just the two of us living there.

**School counselor (or School-based social worker):** That's okay. She may need to come to tutoring several days a week for a little while to get caught up.

---

Areas of employment, health, and housing are not covered in this script. This concludes the script. We have provided enough information to give the trainer an idea of the tone that needs to be set. The most important teaching/learning points for the activity are:

1. To make the meeting youth centered and youth led when possible.
2. To make the meeting about the immediate and short term goals that can help the youth develop skills needed to become more self-sufficient.