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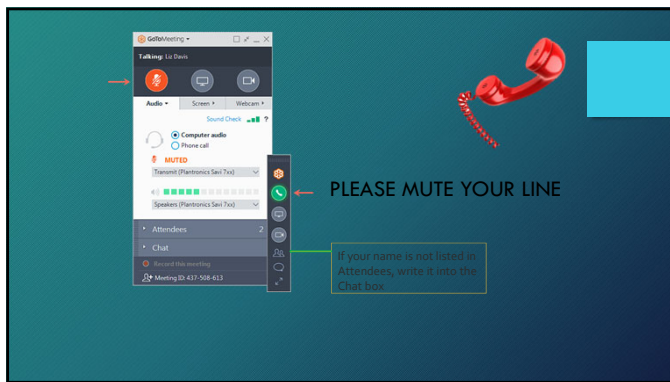
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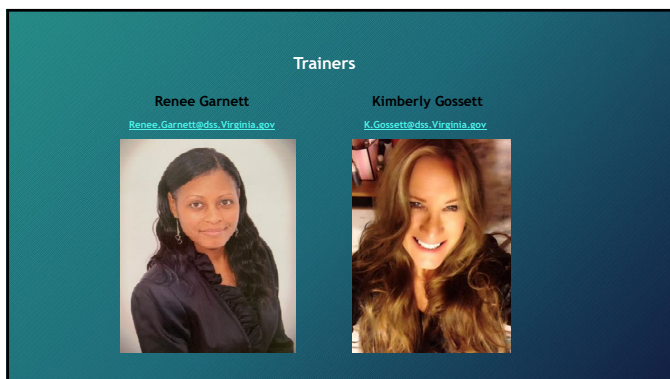
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As in face-to-face training, we will practice respectful communication, honor each other's time, manage our own distractions, and maintain confidentiality of our peers and any case examples shared.

- We will state our names each time we speak and chat to build relationships.

#### VIRTUAL LEARNING GROUP AGREEMENT




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- 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.

#### VIRTUAL LEARNING GROUP AGREEMENT




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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?

#### VIRTUAL LEARNING GROUP AGREEMENT




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## Course Competencies Trainees will:

Handout A-1

- Understand the **principles** of concurrent permanency planning and the **negative effects** inconsistent and non-permanent living arrangements have on children.
- Understand the potentially traumatic **effects of the separation and placement experience** for the child and child's family.
- **Work collaboratively** with biological parents, foster/resource families and relatives/kin, involving them in assessment and planning and supporting them in coping with special stresses and difficulties.
- Conduct **effective ongoing concurrent service assessment and planning** and make appropriate modification to the concurrent service plan.
- Demonstrate knowledge of specific **laws, policies, and terminology** related to concurrent permanency planning.

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## Course Topics

Impact of ASFA on permanency  
for children in foster careStrategies to facilitate movement  
through the cycle of changeSix essential processes in  
Concurrent Permanency  
PlanningPractice full disclosure with  
biological parents, caretakers, and  
childrenUse of the prognosis  
assessment in the planning  
processDocumenting the concurrent plan in  
the case record

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## Agenda

- Welcome
- Virtual Learning Agreement
- Course Overview
- Introductions
- Impact of ASFA on permanency for children in foster care
- Six essential processes in Concurrent Permanency Planning and three practices
- Use of the prognosis assessment in the planning process

Handout A-2

Roll Call: Please type your  
name in the chat box so we  
know you are here if you do  
not see your name listed!

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We BELIEVE that all children and communities deserve to be SAFE.

We BELIEVE in family, child, and youth-driven practice.

We BELIEVE that children do best when raised in families.

We BELIEVE that all children and youth need and deserve a permanent family..

## Virginia Children's Services Practice Model

### HANDOUT A-3

We BELIEVE in partnering with others to support child and family success in a system that is family-focused, child-centered, and community-based.

We believe how we do our work is as important as the work we do.

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## Course Requirements

### Course Completion Requirements

- Attend Webinar Both Days
- Complete TOL Assignment
- Complete Post-Test and Pass w/ 80% proficiency

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## Activity A -Concurrent Planning (CP)

### The History Begins.....

Developed in Response to children in FC for lengthy time frames

- Started on the West Coast
- Came to Virginia in the 2000s

Negative Impact for families without Concurrent Planning

Place

To

Place

Foster Care Drift      Lack of Connections

Multiple Placements      Unplanned Futures

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## The Origin of Concurrent Planning

1960s - 1970s - Chicago  
Linda Katz (Mother of "Concurrent Planning")

1980 - Adoption Assistance and  
Child Welfare Act  
(required service plans)

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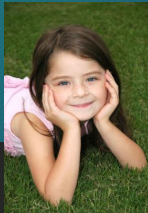
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**Virginia Guidance Indicates:**

As of July 1, 2015 guidance states that: "concurrent planning should be used for ALL foster care cases to ensure that if reunification cannot be achieved within the time frame permitted by law, the child will still achieve permanency promptly."




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## If NO Concurrent Plan:

The Director must approve, and the service worker should notify the Regional Permanency Consultant that a concurrent plan will not be developed.

Workers should also document this email conversation in OASIS

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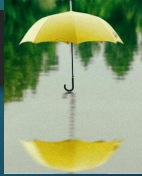
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## Introduction Activity

Enter into the "Chat" Box the following:

- Name
- How you concurrently planned for something in your own life today.



It's Nice to Meet You!

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## Concurrent Planning is.....

- The National Resource Center for Permanency and Family Connections defined Concurrent Planning as:

The process of working towards one legal permanency goal (typically reunification) while at the same time establishing and implementing an alternative permanency goal and plan that are worked concurrently to move children/youth more quickly to a safe and stable permanent family (Permanency Roundtable Project, 2010).

Handout A-4

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## Federal and State Mandates Includes:

- The support of kinship care;
- Family engagement initiatives;
- Funding for youth who leave care through adoption or relative placement after the age of 16;
- Stronger family-time guidelines;
- Maintaining sibling connections; and
- Adoption incentives for children with special needs.

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## What Others and Guidance Say About CP and How Can We Help?

National Resource Center, CWLA and the Casey Foundation

Section 7 of our FC Guidance Manual

"Concurrent Planning is not just how we write our service plan, it is truly "how we do our work."

Emphasize the use of Family Partnership Meetings

ASK: How do you see concurrent planning helping your families?

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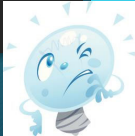
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## Research Findings:

- Sense of urgency
- Prompt access to services
- A foundation for on-going connections is established





ASK: What are the benefits for children, youth, and older youth?

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## What happens to children/youth who do not have permanent families?



Become homeless	Do not graduate high school	Lack of financial resources
Lack of health care	Sex trafficking	Increased unemployment
Experience abuse	Incarceration	Early Pregnancy

These are not the outcomes we are working towards in FC, Concurrent Planning can HELP us!



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## Agencies' Benefits:

- Developing and implementing concurrent planning practice is responsive to federal and state law.
- Concurrent planning is a key strategy in enhancing performance in the outcomes and performance standards of the Children and Family Service Reviews (CFSR).

Case planning and case outcomes are SHARED responsibility.




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## CFSR Findings (2017):

- Item 5. Permanency Goal for Child Purpose of Assessment: To determine whether appropriate permanency goals were established for the child in a timely manner. Virginia received an overall rating of Area Needing Improvement for Item 5 because 64% of the 42 applicable cases were rated as a Strength.
- Item 6. Achieving Reunification, Guardianship, Adoption, or Other Planned Permanent Living Arrangement Purpose of Assessment: To determine whether concerted efforts were made, or are being made, during the period under review to achieve reunification, guardianship, adoption, or other planned permanent living arrangement. Virginia received an overall rating of Area Needing Improvement for Item 6 because 25% of the 44 applicable cases were rated as a Strength.

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## Concurrent Planning Roadmap:

- Provides a provision of services.
- Identifies what must be offered or provided to families.
- Workers' efforts need to continue services until the case resolves.
- The "speed bump" along the road represent the usual review points.
- The length of the road shows the court process followed in Virginia.

Material A-2




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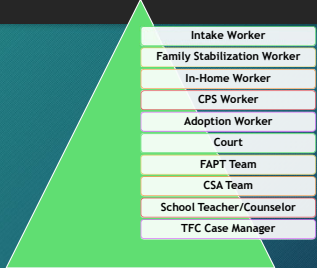
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**Key Partners:**



Intake Worker
Family Stabilization Worker
In-Home Worker
CPS Worker
Adoption Worker
Court
FAPT Team
CSA Team
School Teacher/Counselor
TFC Case Manager

Can you think of anymore?

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**Remember: Concurrent Planning applies to:**

- ALL children in foster care




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**Fostering Connections to Success Increasing Adoptions Act of 2008**

Goal is for Every youth in care to achieve PERMANENCY  
But if Reunification fails the worker **MUST** pursue other goals

Placement w/ Relative

Adoption



Handout A-4  
Handout A-5:

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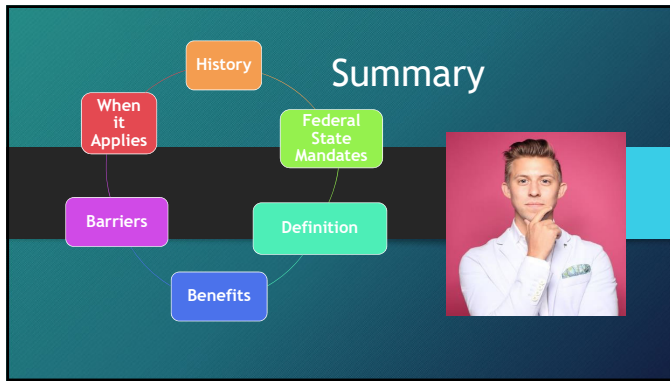
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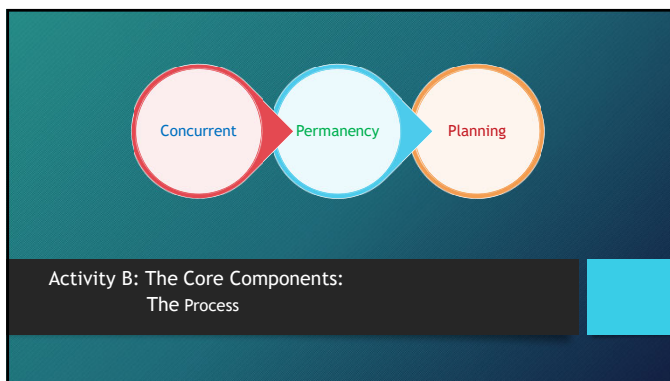
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## Guided Imagery

Take out a picture of a child you love

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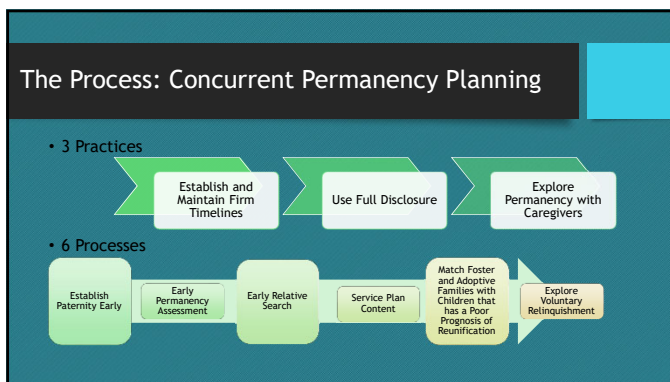
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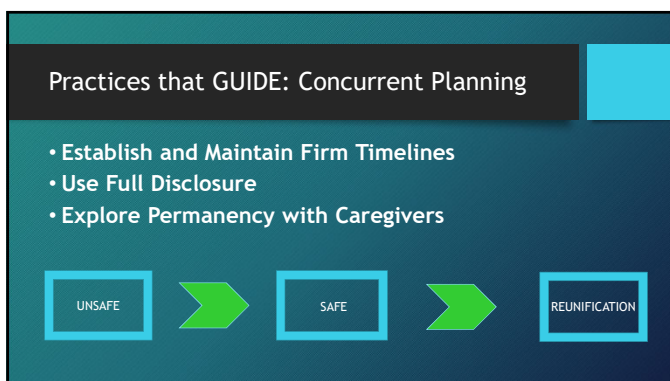
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## Nine Core Components:

Handouts B-1 to B-10

- Differential Assessment and Prognostic Case Reviews
- Full Disclosure to all Participants
- Family Search and Engagement
- Family Group Conferencing/Teaming
- Visiting Between Family, child/youth
- Setting Clear Time-Lines for Permanency Decisions
- Transparent Written Agreements and Documentation
- Committed Collaboration Between Child Welfare, the Courts, and Service Providers
- Specific Recruitment, Training, and Retention of Dual Licensed Resource Families

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## Introducing Permanency Planning Indicator: Differential Assessment & Prognostic Review

Component 1

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## Full Disclosure to all participants

Component 2



Handout B3

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## Family Search and Engagement



Component 3

Handout B-4

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## Family Group Conferencing/Teaming

Handout B-5

Component 4

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Handout B-6



## Family-Time for Children and/or youth.



Component 5

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Handout B-7



## Setting Clear Time-Lines for Permanency Decisions

Component 6

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Handout B-8



## Transparent Written Agreements and Documentation

Component 7

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## Committed Collaboration:

Component 8



Handout B-9

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Specific Recruitment



Training



Dually Licensed

## Resource Families:



## Component 9

Handout B-10

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## Challenges for Substance Users



- Entering a drug court program or substance use program
- Attending weekly substance use treatment
- Clean drug screenings
- Forming a healthy support system with non-substance user
- Stable housing
- Gainful employment



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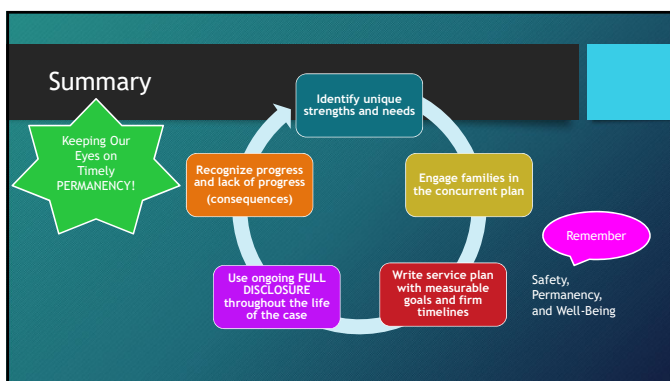
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**FAMILY WHAT'S YOUR STORY**

**Activity C:**  
Permanency Planning Assessment




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**Child Safety Factors**

Concurrent Planning starts with an **ASSESSMENT** of a family's **STRENGTHS** and **NEEDS**.

- Recognizing strengths and barriers are essential.
- The way we assess what **HAS** happened, what is **NOW** happening, and what **NEEDS** to happen.
- Throughout the process, the **WAY** we assess must be within the context of culture.




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**Importance of Culture**

**Video**




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### Video Discussion Questions:

How might families perceive us immediately?

What cultural challenges might you anticipate?

How can we support LGBTQ youth and their families?

What are some strategies you've used to mitigate misperceptions?

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### Differential Assessment is the Process of:

- **Individualizing** our understanding of the individual, family or group in the context of their present circumstances, past experiences and potential for future functioning; - e.g. **history of functioning**
- Deepening our **family-centered understanding** of the child in the context of family, culture and community; and
- Strengthening our understanding of the personal, interpersonal and **environmental context** in which children and families exist and interact.

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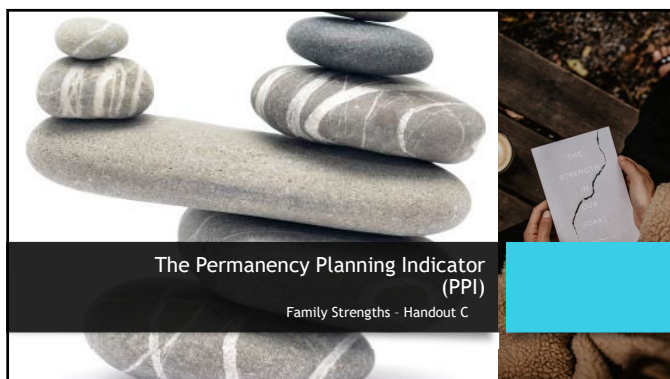
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The Permanency Planning Indicator (PPI)

Family Strengths - Handout C

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Reunification



**RED FLAG**

Indicators of Concern About Reunification: Red Flags

Handout C-2




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Permanency Planning Indicator (PPI)

Found on Fusion under FC forms here:  
<https://fusion.dhs.virginia.gov/dfs/Home/Foster-Care/Foster-Care-Forms>

Handout C-3

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Permanency Planning Indicator (PPI) Should:

- Should be done soon after placement
- Is based on consensus research and best practice knowledge
- Assists in assessing whether a child is likely to be in foster care for more than a few months
- Assists the worker in looking for family strengths and problem indicators in the history of family functioning
- Helps to avoid foster care drift
- The tool is done with regard to both parents

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## Permanency Planning Indicator (PPI) Application

The tool is meant to help identify those children who need to be placed in a resource family home in case reunification does not work out and those families who would benefit from more intensive outreach, engagement, and services (reasonable efforts) to give reunification every opportunity to work.

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## Permanency Planning Indicator (PPI) The Document

### Section 1 6 - Categories

- Parent-child relationship
- Current parental support system
- Past parental support system
- Family history
- Parent's self-care and maturity
- Child's development

### Section 2 4 - Categories

- Catastrophic Prior Abuse
- Dangerous Lifestyle
- Significant History
- Parental Conditions

### Section 3 - Need for Concurrent Plan

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## Points to Make.....

- Balance the Strengths against the poor prognosis indicators.
- The strengths and concerns about one parent can be impacted by the other.
- When in doubt about the potential for reunification, confer with your supervisor.
- If there is a weak potential for reunification, consider placement with a resource parent.
- Continue reunification services until the court has determined reasonable efforts have been provided.
- Don't over interpret. Don't guess. If you don't know for sure it a FACT, don't check it off.

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## Permanency Planning Indicator

A poor prognosis for timely reunification is NO EXCUSE for failing to provide services to the family!

### Summary

The Permanency Planning Indicator (PPI).  
The PPI is an Assessment Tool we can use when children enter foster care.  
Complete the PPI based on what is KNOWN about the family.  
Complete a PPI for each child.

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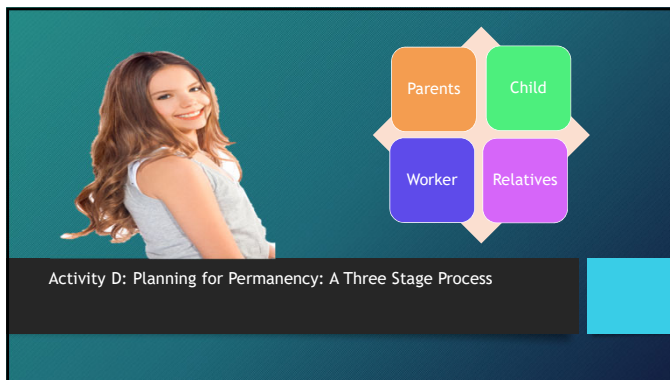
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Activity D: Planning for Permanency: A Three Stage Process

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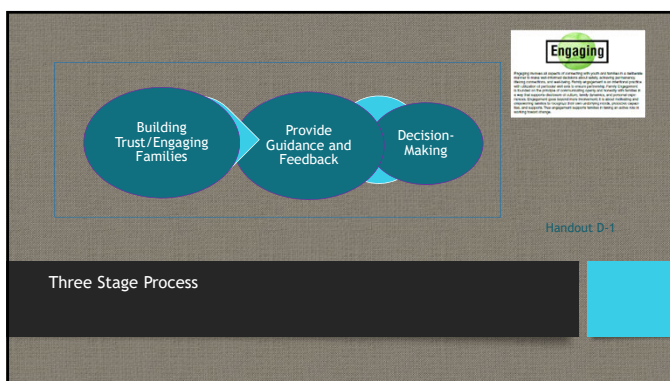
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Handout D-1

Three Stage Process

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Timely Permanency: **The clock is ticking.....**




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Stage 1: Engagement

Engage Families  and  Build Trust


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Stage 2: Provide Guidance and Feedback




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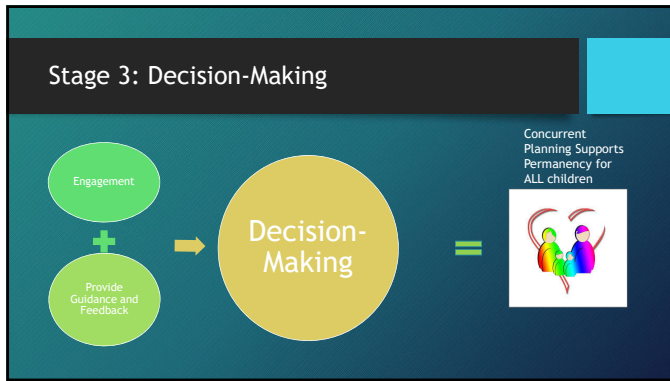
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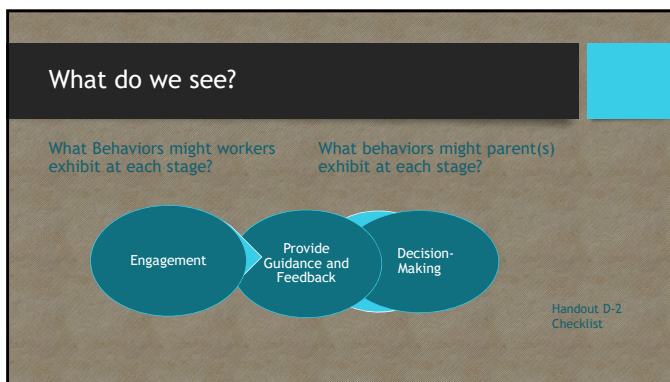
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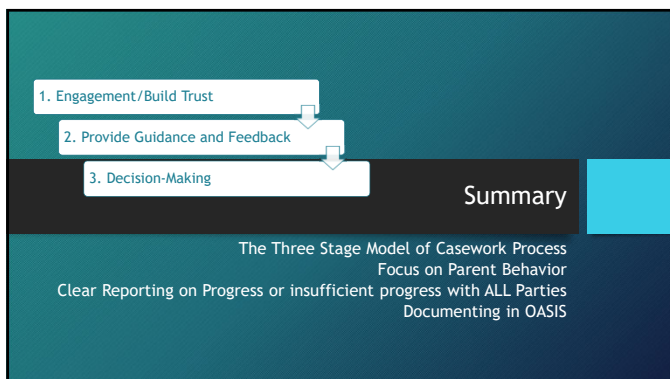
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Transfer of Learning (TOL)

Homework

Go to your confirmation email for Day 1 then look for "TOL - Day 1"

- Complete the Permanency Planning Indicator (PPI) for Danielle (Scenario 2). Read the scenario on Handout C-5 and record your responses on the PPI, Handout C-3. You can download the PPI and place an "x" in the selected boxes and submit the form or you can send your responses to the trainer directly.
- Listen to the Podcast by Jay Day & Liz Archambault entitled "Two sides of Reunification : A Dad and a Foster Mom." The Podcast link is included on your TOL - Day 1. Answer the two questions.

Your TOL is due by 7:00pm to [renee.garnett@dss.virginia.gov](mailto:renee.garnett@dss.virginia.gov)

  
 Thank You!

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Trainers

**Renee Garnett**  
[Renee.Garnett@dss.Virginia.gov](mailto:Renee.Garnett@dss.Virginia.gov)



**Kimberly Gossett**  
[K.Gossett@dss.Virginia.gov](mailto:K.Gossett@dss.Virginia.gov)



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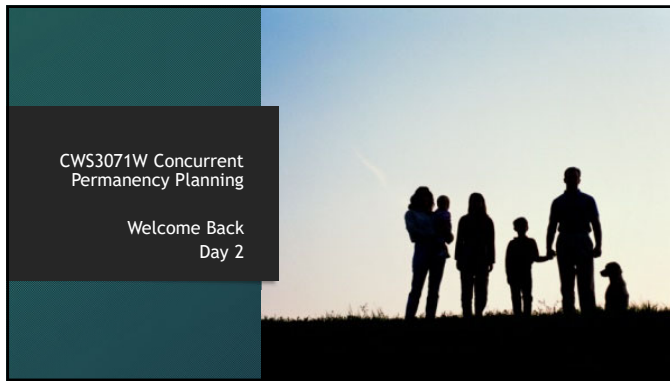
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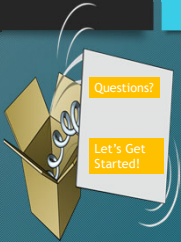
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## AGENDA

- Welcome
- TOL
- Planning for Permanency: The Document
- Full Disclosure Interviewing
- Building the Child-Centered Relationship
- Review and Wrap-Up



Roll Call: Please type your name in the chat box so we know you are here if you do not see your name listed!

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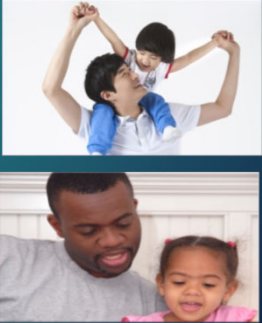
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## Video: Jay & Liz

- Teamwork (include both parents)
- Motivating families to CHANGE
- Thinking about our own biases
- Building trust in relationships
- Bridging the GAP
- Helping families build support systems
- What happens when parents commit to reunification plans
- Understanding what it takes to get CLEAN and maintain sobriety
- Find ways to Encourage and Engage families




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**Great JOB!**  
 Thank You for completing your TOL  
 We enjoyed hearing your responses and feedback

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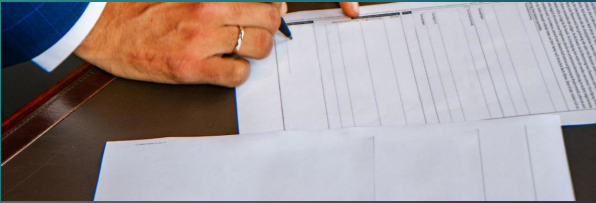
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**Activity E:**  
 Planning for Permanency - The Document

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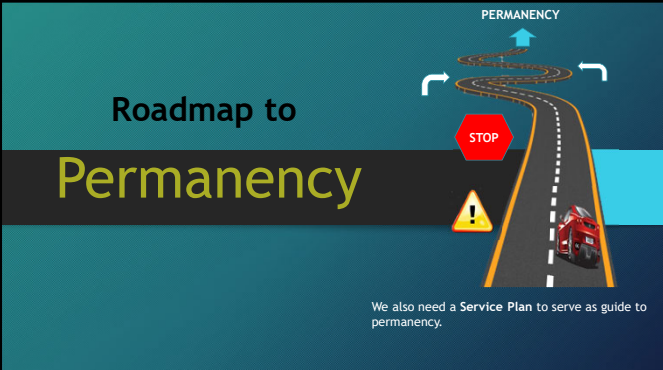
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**Roadmap to  
 Permanency**

We also need a Service Plan to serve as guide to permanency.

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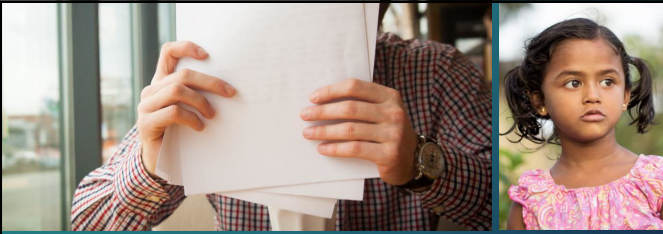
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How can you recognize a Concurrent Plan?  
Danielle's Service Plan

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SMART Service Plans



<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Foster-Care-Resources-and-Job-Aids>

Handout E-1  
Handout E-2

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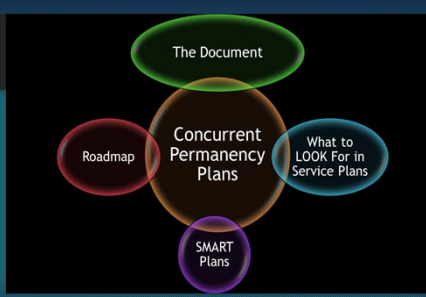
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Summary




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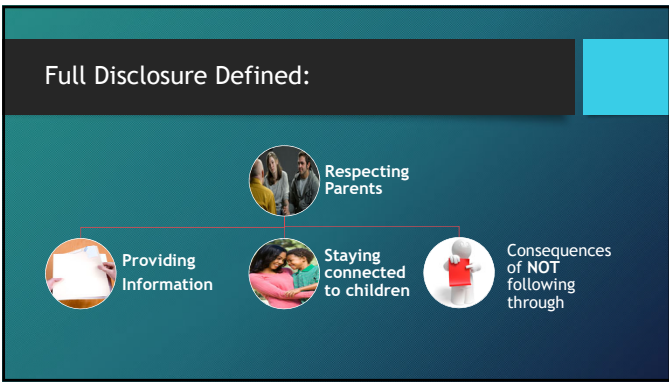
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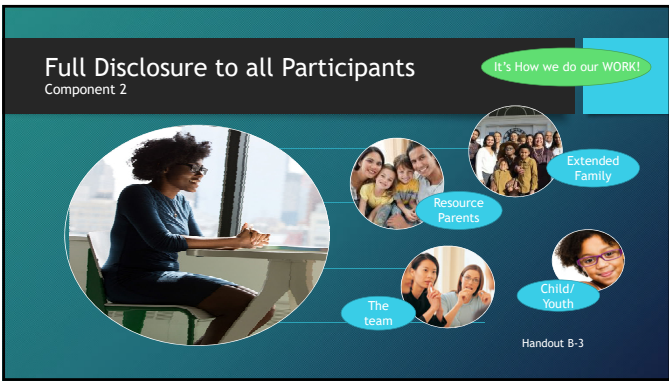
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## Full Disclosure Components

- Put all the cards on the table, face up.
- Sharing Information - openly.
- The standards of what HAS to happen; progress towards reunification and what STILL needs to be done.
- The remaining time is dedicated to the ability to reunify.




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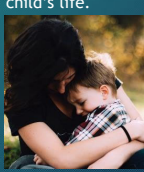
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## Full Disclosure Values

Handout F-1

- Show respect for paternal responsibility and capacity.
- Reinforce the importance of their role as parents in their child's life.




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## Disclosure with Parents Should Include:

- Foster care is temporary
- Urgent need for permanency through reunification with a parent or another legal permanent family
- Their rights & responsibilities
- The identified problems that led to their child's placement in foster care
- The changes needed and the expectations of the agency and the court
- Available assistance and supportive services
- Permanency timelines
- Possible consequences

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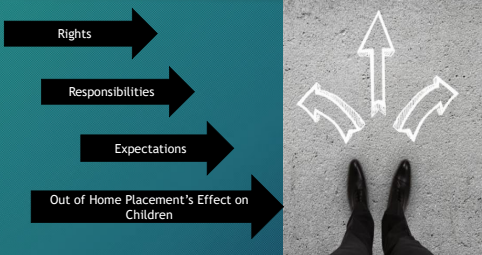
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### Communication Tips to Discuss During Full Disclosure Interview



Parents have **CHOICES** to make and **PATHS** to choose.

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### Full Disclosure is a Process that:

- Provides positive information
- Addresses difficult information

Full Disclosure Interviews follow the **Up-Down-Up** technique.




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What are your concerns about using full disclosure?  
What strategies do you use to engage families?

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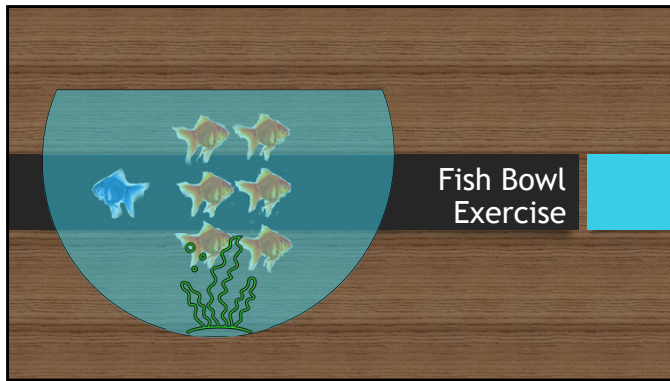
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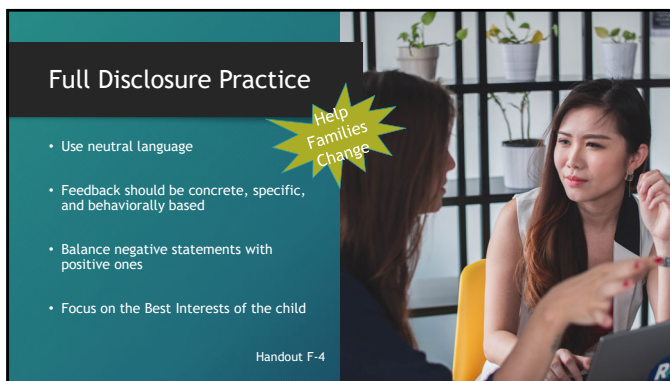
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### Points to Make (Resolving Ambivalence)

Workers might feel uncomfortable talking to families about the service plan goals and the need to meet goals.

Talking about alternative goals does not undermine reunification efforts.

Families have a right to know what will happen if he/she cannot fulfill the service plan.

Research shows that feedback and explicit goals are vital to create the motivation to change.




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### Activity G:

Building the Child-Centered Relationship

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### Working with the Child's BIRTH PARENTS and RESOURCE PARENTS

1  
Work as a TEAM

2  
Develop and Maintain a Positive, Trusting Relationship

3  
Set Clear Boundaries

4  
Establish Ground Rules

5  
Reassure Parent the Goal is REUNIFICATION




Handout G-1

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Points to Make.....

The Frequency of Parent-Child Visits Effects:

How children view their parents

How well they adapt to foster care

And how long they are in care



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The Frequency of Parent-Child Visits Effects:

How children view their parents

How well they adapt to foster care

And how long they are in care

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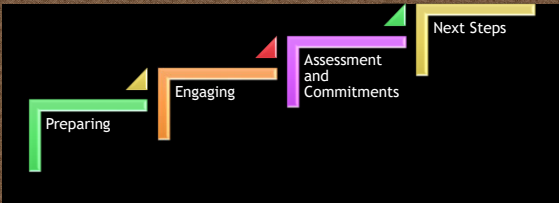
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The Cycle of Conducting Purposeful Family Time (Visits): The Four Step Process

Handout G-5



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### Preparation:

- Scheduling
- Reading the record
- Identify concerns or priorities
- Prepare an agenda
- Informing the child and caregiver of the agenda so they can prepare for the visit
- Take time to prepare yourself




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### Engagement: The Visit

**Warm-up**

- Establishing the purpose of the visit
- Making a connection with the child/youth
- Gathering the information




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### Assessment and Commitments:



Elements of Assessment of the information gathered during the contact:

Information Gathering	Analysis	Decision-Making
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Making commitment/plans with the child

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Sharing information with the caregiver

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### Full Disclosure: Issues to Address with Parents and Caregivers

- The need for child welfare intervention.
- The assessment and planning process for where the child will live.
- Expectations of the agency.
- Identification of family **STRENGTHS**.
- Children's developmental need for safety, connections to family, and continuity of care.
- The obligation to give first consideration to potential relative.

Handout G2

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### Full Disclosure Checklist: Birth and Caregiver Families

**Definition:**

Open, honest, respectful discussion of rights, responsibilities, time frames, permanency options, consequences, expectations of the agency; gentle confrontation about ambivalence to plan or be involved in planning.

Handout G-3





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### The Caregiver's Desire Conversation




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graph TD
    A[Locate and Screen Relatives] --> B[Lead the Family to a Decision]
    B --> C[Determine Caregiver's Willingness to Offer Permanency]
  
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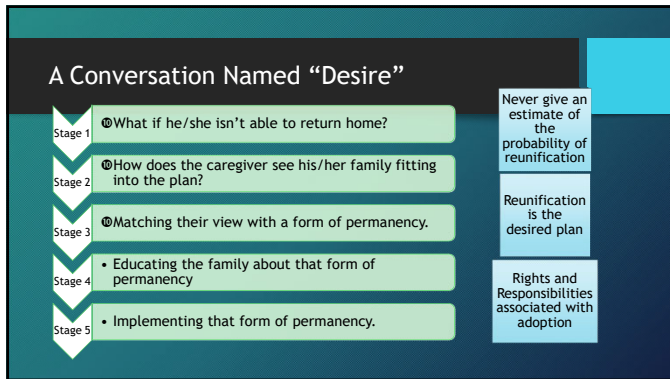
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### Caregivers Need to Know:

- Reunification is the desired plan
- Never give an estimate of the probability of reunification
- Rights and Responsibilities associated with adoption
- Don't forget to sign the full disclosure of information form

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### What Information do Caregiver's Need to Know?

- Psychological Evaluation
- Medical & Treatment Records
- Case plan as it pertains to each child
- Immunization records
- Educational reports, IEP, 504 Plans
- School documents
- Behavioral ramifications (sexual abuse/drug exposure)

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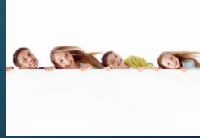
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## Points to Make....

- ✓ Sometimes families decide not to become the permanency plan may recant when it's time to move the child.
- ✓ Explore the difference between grief and loss of a child and the desire to make the child a permanent member of the family.

Ask caregiver's to help by:  
 Identifying anyone who cares about the child.  
 Sharing what kind of family the child would need.  
 Discussing how to tell the child about searching for a permanent family




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Sharing what kind of family the child would need.

Discussing how to tell the child about searching for a permanent family




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## Supporting Resource Families

How can you be supportive of Resource Families?

- Put families in touch with each other.
- Form support groups.
- Realize the emotional roller coaster resource families experience.
- Listen.
- Don't make reassurances that TPR is a "sure thing."
- Help the family focus on needs of the child.




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You should discuss the plan with the resource parents prior to filing TPR. Ensure the youth is placed in permanent resource home.

## Making the DECISION

This conversation should not take place at the end of a "consecutive" planning process.




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### Working with Children in Care: What They Say



Don't know where we'll be living

Retain dreams about living with their parents

Resource parents are reluctant to discuss permanency with children

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### Supporting Foster Parents as Facilitators of Relationships Between Child & Birth Parent

- All children have a relationship with their birth family, be it real or imagined.
- Help foster parents draw on their own experiences to understand birth family issues with loss and grief issues of child.
- Expect foster parents to conduct visits & use them as a way to develop relationships and lessen child's anxiety and possible loyalty issues.
- Use Life Book preparation as a technique for placing the parent-child relationship "in context" for the child.

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### Tips for Supporting Children's Relationships with Birth Family

1. Reassure children that their parents love them, even if they cannot be with them in their home.
2. Do not speak negatively about birth families to or in the hearing of the child.
3. Treat the possessions children bring from their homes or from their birth families with respect.
4. Answer questions with honesty and sincerity.
5. Encourage them to talk about their family.
6. Display family photographs and keep taking them.
7. Let child know it is okay to care about BOTH families.

Handout G4

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### Think about children at the developmental ages of 5, 10, and 15

- How will you discuss the concept of concurrent planning?
- What development factors do you need to consider as you start/continue this conversation?
- What do they need to know?
- How often, do others need to be present?
- What questions do you think they might ask?

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Using full disclosure is "best practice" for child welfare workers. Visitation is crucial to Concurrent Planning and to Reunification.

**Summary**

We can examine the role of visitation for each team members and develop effective strategies to enhance permanency. Full disclosure refers to ALL parties including service providers




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**Activity H: Review and Wrap-Up**




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**Barriers to Concurrent Planning**

- High Caseloads & Staff Turnover
- Lack of Time
- Courts
- Private Providers not understanding caseloads
- Lack of placement resources
- Lack of meaningful parent-child visitation
- Lack of quality assessment of resource families
- Insufficient time for case managers to support resource parents

**Barriers**




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### What Works Well

- Active extended family support as a back up to the parent
- Good communications as to what concurrent planning really means
- All parties have ownership in a good outcome for the child
- Use of family teams
- Use of permanency timeliness as a tool to help parents understand the sense of urgency
- Partnerships between birth and resource families
- Liberal parent-child visitation
- Court support for concurrent planning

It's How We Do  
Our Work!

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### Course Completion:

Attend class BOTH days

Complete the TOL assignment

Complete the Post-Test and  
pass with 80%




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### Post-Test & Survey

From the Virginia Knowledge Center Home page:

#### Post-Test

- Click on Catalog
- Type CWS3071W in the search box and click search
- Click on VDSS - CWS3071W Post-Test

#### Survey

- Click on Transcript
- Click VDSS - CWS3071W: Concurrent Permanency Planning
- Click VDSS Training Evaluation

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In closing....



*For your attention and patience*  
*We appreciate you and all you do!*

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