



About this webinar

This webinar was developed through funding from the North Carolina Division of Social Services by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.



In the future a recording of this webinar will be available on ncswLearn.org.


Goals for this Webinar


We hope this event will provide you with tools, information, and tips for:

- Engaging families, particularly through the use of:
 - Coaching questions and
 - Child and family team meetings
- Overcoming FSA challenges
- Using FSAs as:
 - Working documents
 - Tools for communicating with the court


A Special Note About Questions

- We will monitor questions via the chat box and answer them as possible throughout the webinar.
- There will also be a **follow-up document** that answers questions asked during this webinar; this document will be e-mailed to all registered participants and posted with the webinar recording.
- The webinar recording will be on ncswLearn.org and on the Family and Children's Resource Program webpage (<http://fcrp.unc.edu/webinars.asp>).




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<p>Moderator</p> <p>Rick Zechman</p>	<p>Tech Support</p> <p>Phillip Armfield John McMahon</p>

Agenda





- Comprehensive assessment is the foundation of a family service agreement
- Child and family team meetings (CFTs) are the catalyst for developing FSAs
- FSAs are a working document
- Case example
- Questions and answers



**Service Agreement:
More than a Piece of Paper!**



- Assessment
 - Building rapport
 - Using questions
- Engagement and motivation
 - Building a partnership
 - Developing a plan driven by the family/youth
- Support and evaluation
 - Using services
 - More questions!



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Assessment



- Questions, questions, questions!
 - Seek first to understand
 - Scaling
 - Exception
 - Survival
 - Dreams and hopes
- Case Decision Summary/Initial FSA is the bridge
- Developing the child and family team



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Engagement



- Culture
- Direct/indirect services
- Balancing formal and informal services
- Quality CFTs
- Family/youth-driven!



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Follow ^{JM1} and Support



- More questions
 - Scaling progress
 - What's better?
 - What's different?
 - Collateral questions
- Checking in
- Using the CFT throughout life of case



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Educate the Court



- Find ways to talk with judges:
 - Invite them to in-service or CFT training
 - Get on their meeting agenda
- Give judges information on why CFTs are effective
- Make recommendations that allow for the CFT to develop *specific* activities



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"Out-of-the-Box" Activities



Finish the phrase:
Thinking outside the box is helpful because...



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Think Outside the Box!


- Resources are scarce
- No one method works for every family
- Use information from multiple sources for cross-referencing
- Use your coworkers' knowledge and ideas
- Use the creative thinking of those closest to the child/family (CFT)
- Use the family: they know more about themselves



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Introducing... The Blancos


- From the Dominican Republic
- 3 kids: teenager, 8-year-old, 3-year-old
- After witnessing her mother being assaulted during a home invasion, the 8-year-old is acting up at home, not sleeping well, lying etc.
- Family does not seem to see connection
- Family is isolated



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The Blanco Family CFT

- How might you explain the purpose of the Blanco CFT?
- Who might the family invite to the CFT? What questions would you ask?
- Where might the meeting take place?
- What cultural issues would we need to take into consideration?
- What about the kids?




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The Family Service Agreement



**Common Challenge:
Describe Behaviors of Concern**

1. Susan, the mother, left her young children home alone while she went out to use drugs.
2. Mr. and Mrs. Blanco leave their young children home alone while they go to work.
3. Mr. and Mrs. Blanco spank their children with a hairbrush and leave multiple welts and bruises.



Set Realistic Target Dates

- Target dates are an important part of achieving an activity to eliminate the need.
- They identify the date for starting or accomplishing the activity.

Activity	Who's responsible	Target Date
Attend weekly treatment group for substance abuse at Union County MHC	Mrs. IM Urfamily	Start by 11/14/16
Transport Mrs. IM Urfamily to appointments at MHC weekly and to Child Development class	Susan McCracken, Lincoln County DSS	Start by 11/14/16
Successfully complete a 6-week class on child development that focuses on nutrition and age-appropriate supervision at the Agricultural Extension office	Mrs. IM Urfamily	Complete by 1/31/17



North Carolina Division of Social Services
County # _____ Case # _____ Plan date: _____

II-a. Plan to Address Identified Needs:

- Need (from Strengths and Needs Assessment) **for all involved parents**
- Describe behaviors that are of concern.

3. Objective

4. Activities/Responsibilities/Target Dates

Activities	Who is Responsible	Target Date

Review Status


Review Status: Date / /	Status: Date / /	Status: Date / /
Achieved in full	Achieved in full	Achieved in full
No longer appropriate	No longer appropriate	No longer appropriate
Partially Achieved	Partially Achieved	Partially Achieved
Not achieved	Not achieved	Not achieved

Comments regarding the review status and/or areas of concern:

Primary Plan Is Not Reunification

SW includes the barriers to the child's primary plan and develops objectives based on those barriers during the CFT. Example:

- Child is a fire starter
- Child does not have an identified potential legal guardian
- Child does not have a relationship with his paternal family



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County # _____ Case # _____ Date ____/____/____

VII. Barriers to Accomplishment of Primary Permanency Plan



- Barrier to permanency
- Describe current status of efforts to overcome this barrier
- Desired outcome

Activities	Who is Responsible	Target Date

1000-0740 (Rev. 09/2015)

Be SMART

Specific
Measurable
Achievable
Realistic
Time limited



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Activities

- Keeping it family/youth-driven
- Choosing activities
 - Scaling:
 - Confidence
 - Capacity
 - Willingness
- Who's doing what?
- Building in accountability



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**Reinforce the
Family Service Agreement**



- Go over during every home visit
- Discuss during phone contacts with the family
- Discuss with collateral contacts



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Role of the Supervisor

- Coach, coach, coach!
 - Before CFT's
 - During supervision
 - At case closure
- Use a parallel process
- Develop learning plans that parallel service agreements
- Give feedback - positive and constructive



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Questions

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