

Planning

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your skills in planning with families, this guide can support you.

Explore:

When you think about planning with families, what do you see as your strengths?
What changes would you like to make in the way you relate to families?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself?
(Record on the Functional Assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Personal planning is based on needs, wants, and desires.	1. Is the plan based on the needs that the family and team have identified?	1. Demonstrate facilitation of a plan based on family's needs as identified by the team.
2. Personal goals are based on strengths.	2. Are steps based on the strengths that the family and team identified?	2. Demonstrate facilitation of a plan based on family's strengths as identified by the team.
3. Personal plans are achievable and motivate worker toward success.	3. Plan is based on family culture, competence, and knowledge.	3. Demonstrate guiding plan development based on family culture, competence, and knowledge.
4. Personal plans have clear steps that tell you when you have achieved your goal.	4. Planning steps instill hope in families for success and motivate progress.	4. Mentor caseworker in finding personal success through planning and how to facilitate that success and motivate families.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
	5. The plan is developed by and belongs to the family, and the family feels that ownership.	5. Model writing clear steps that tell the family what constitutes successful completion of the plan.
	6. There are clear steps that tell a family what constitutes successful completion of the plan.	

Planning

1. What will it look like when you are planning with families in an effective way?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Review several good plans with caseworker and process what makes the plans good.		

Knowledge Base

Concept:

Developing child and family plans with the family and team.

Basic Elements:

Principles of an effective plan
Steps for the planning process
Three essentials of planning
Child and family plan

Definitions:

- Principles of an effective plan
- a. The child and family planning process will build on the relationships developed with the family during the assessment process. If the case is being transferred during the time of plan development, prior worker(s) will remain

- as part of the child and family team until the transition is accomplished. The family will partner with others to provide leadership to the team.
- b. A team will take responsibility for planning. Members of the child and family team who develop the assessment will be considered for membership in the planning team. When a child is in out-of-home placement, caseworkers, parent(s), child, and resource families will be part of the team.
 - c. Plans will be designed to address: risk to the child and family, needs identified through the functional assessment, the child's needs relative to the effects of maltreatment, and the cognitive, developmental, health, educational, and emotional issues of family members.
 - d. The planning team will be developed to include members that assure necessary combination of technical skills, cultural knowledge, and personal interest in the well-being of the family.
 - e. The planning team will have the technical and cultural competence, family knowledge, authority on behalf of funders and the authority to commit resources, and the ability to flexibly assemble resources and supports in response to specific needs.
 - f. The planning team will have a single point of coordination and accountability for the assembly, delivery, and results of services.
 - g. Child and family plans will be built on the strengths of families.
 - h. Child and family plans will specify goals, roles, strategies, resources, and schedules for coordinated provision of assistance, supports, supervision, and services for the child, family, caregiver, and teacher.
 - i. Plans will be realistic and instill hope for the family.
 - j. Child and family plans will be individualized for the family, using services that are customized and unique to the family.
 - k. Caseworkers will provide the parent and other members of the team full disclosure of information from which to base their planning decisions
 - l. Successful planning depends on an array of services that comes from homes, school, and community.
 - m. Transitions are planned to ensure that successful functioning occurs in daily settings throughout the transition.
 - n. Plans are tracked to determine if progress is being made and if new needs have emerged.
 - o. Plans are adapted based on what is learned.
 - p. Child and family plans will address the possible crises a family may face and will start with a safety plan when needed.
 - q. The achievement of overall outcomes is determined in reviewing the plans.

Steps for the planning process

- a. Join with the family about their desire to have a change in their life. Gain agreement with the family about the problem or need. Provide assistance to stabilize the crisis.
- b. Review the assessment of strengths, needs, and desires. Answer the following question: "What does the family want to happen now?"
- c. Set priorities based on the assessment and wants and desires of the family.

- d. Assist the family in developing the child and family team that will be involved in planning. The nucleus of this team often will come from the assessment team.
- e. Educate and prepare the team related to roles and responsibilities, including the responsibilities for concurrent planning.
- f. Facilitate planning meetings that identify strengths, needs, goals, outcomes, activities, and resources.
- g. Develop a written plan that specifies who, what, why, when, and how it will lead to accomplishment of the objectives. Include safety plans and crisis plans as needed.
- h. Continuously update the assessment based on the work of the family and its team.
- i. Review the plan, adapting as necessary.
- j. Plan for transitioning that will affect the family.
- k. Ensure that the goals and outcomes are being achieved.

Three essentials of planning

Principles

Steps

Elements

Child and family plan

A child and family plan is a written guide to achieving permanency and meeting needs for a child and family. A child and family plan assembles supports, services, and interventions into a holistic and coherent service process that provides a mix of elements uniquely matched to the child and family situation and preferences.