



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**

**Division of Social Services**

## **North Carolina Department of Health and Human Services Permanency Planning Services Track Training**

### **Participant's Workbook Day Four**

**October 2024**



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This curriculum was developed by the North Carolina Department of Health and Human Services, Division of Social Services, and revised by Public Knowledge® in 2024.

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## Table of Contents

Instructions.....	5
Course Themes.....	5
Training Overview .....	6
Learning Objectives.....	8
Day Four Agenda .....	10
Welcome.....	11
Partners in the Permanency Planning Process .....	12
Child and Family Teams .....	12
Handout: PPR and CFT Meetings.....	13
Juvenile Court System.....	15
Placement Resource .....	17
Handout: Foster Parent Bill of Rights .....	19
Reflection and Check-In.....	20
Permanency Planning with the Family .....	21
Planning.....	21
Planning for Change.....	23
Worksheet: Stages of Change .....	24
Worksheet: Accountability and Support .....	27
Engaging Families in Case Planning .....	28
Activity: Principles of Partnership .....	29
Permanency Planning with Special Populations.....	32
Activity: Key Factors Impacting Families.....	33
Reflection and Check-In.....	35
Permanency Planning Family Services Agreement.....	36
Activity: FSA Bulletin .....	36
Handout: Safety Organized Practice: Goal Setting .....	39
Reflection and Check-In.....	42
Child and Family Team Meetings.....	43
Child and Family Team Meetings .....	43
Video: Family Group Conference in Camden Community Co-Design in Child Protection.....	44
Activity: What Does it Look Like? .....	46
Crucial Conversations: Group Conflict Management.....	49

Reflection and Check-In.....	51
Authentically Engaging Children and Youth .....	52
Social Worker Responsibilities with Children and Youth .....	52
Video: North Carolina Child Welfare Lived Experiences: The Youth Perspective ..	52
Worksheet: Social Worker Responsibilities with Children and Youth.....	54
Skills Practice: Tasks with Special Populations.....	60
Reflection and Check-In.....	62
End-of-Day-Values Reflection .....	63
Bibliography of References .....	65
Appendix: Handouts .....	1
PPR and CFT Meetings.....	2
Foster Parent Bill of Rights .....	4
Safety Organized Practice: Goal Setting .....	5
Record of Reflections and Values .....	6

## Instructions

This course was designed to guide child welfare professionals through the knowledge, skills, and behaviors needed to engage with families in need of child protection services. The workbook is structured to help you engage in the lesson through reflection and analysis throughout each week of training. Have this workbook readily available as you go through each session to create a long-lasting resource you can reference in the future.

If you are using this workbook electronically: Workbook pages have text boxes for you to add notes and reflections. Due to formatting, if you are typing in these boxes, blank lines will be “pushed” forward onto the next page. To correct this when you are done typing in the text box, you may use delete to remove extra lines.

## Course Themes

The central themes of the Permanency Planning Track Training are divided across several course topics.

- Purpose, Practice Standards, and Legal Aspects
- Diversity, Equity, Inclusion, and Belonging
- Indian Child Welfare Act of 1978 (ICWA)
- Communicating
- Family Engagement
- Assessing in Permanency Planning Services
- Trauma-Informed Care
- Permanency Plans and Concurrent Planning
- Attachment
- Family Time
- Shared Parenting
- Working with Relatives
- Partners in the Permanency Planning Process
- Permanency Planning with the Family
- Permanency Planning Family Services Agreement
- Child and Family Team Meetings
- Authentically Engaging Children and Youth
- Family-Centered Permanency Planning
- Quality Contacts
- Preparing for Permanency
- Engaging Relatives
- Placement
- Placement with Relatives

- Monitoring the FSA
- Achieving Permanency
- Adoption
- Documentation
- Worker Safety

## Training Overview

Training begins at 9:00 a.m. and ends at 4:00 p.m. If a holiday falls on the Monday of training, the training will begin on Tuesday at 9:00 a.m. This schedule is subject to change if a holiday falls during the training week or other circumstances occur. The time for ending training on Fridays may vary and trainees need to be prepared to stay the entire day.

Attendance is mandatory. If there is an emergency, the trainee must contact the classroom trainer and their supervisor as soon as they realize they will not be able to attend training or if they will be late to training. If a trainee must miss training time in the classroom, it is the trainee's responsibility to develop a plan to make up missed material.

### Pre-Work Online e-Learning Modules

There is required pre-work for the [Insert Track Name] Track Training in the form of online e-Learning modules. Completion of the e-Learnings is required prior to attendance at the classroom-based training. The following are the online e-Learning modules:

1. North Carolina Worker Practice Standards
2. Safety Organized Practice
3. Understanding and Assessing Safety and Risk
4. Understanding and Screening for Trauma

### Transfer of Learning (TOL) Tool

The Permanency Planning Track Training Transfer of Learning (ToL) tool is a comprehensive and collaborative activity for workers and supervisors to work together in identifying worker goals, knowledge gain, and priorities for further development throughout the training process. In four distinct steps, the worker and supervisor will highlight their goals and action plan related to participating in training, reflect on lessons and outstanding questions, and create an action plan to support worker growth. The tool should be started prior to beginning the Permanency Planning Track Training and re-visited on an ongoing basis to assess growth and re-prioritize actions for development.

Part A: Training Preparation: Prior to completing any eLearning and in-person Track Training sessions, the worker and supervisor should meet to complete Part A: Training Preparation. In this step, the worker and supervisor will discuss their goals for participation in training and develop a plan to meet those goals through pre-work, other opportunities for learning, and support for addressing anticipated barriers.

Part B: Worker Reflections During Training: The worker will document their thoughts, top takeaways, and outstanding questions regarding each section. This level of reflection serves two purposes. First, the practice of distilling down a full section of training into three takeaways and three remaining questions requires the worker to actively engage with the material, subsequently forming cognitive cues related to the information for future use in case practice. Second, prioritizing takeaways and questions by section allows workers to continually review information to determine if questions are answered in future sessions and supports the development of an action plan by requiring workers to highlight the questions they find most important.

Part C: Planning for Post-Training Debrief with Supervisor: The worker considers the takeaways and questions they identified in each section and creates a framework to transfer those takeaways and questions into an action plan.

Part D: Post-Training Debrief with Supervisor: Provides an opportunity for the supervisor and worker to determine a specific plan of action to answer outstanding questions and to further support worker training.

While this ToL is specific to the Track Training in North Carolina, workers and supervisors can review the takeaways and questions highlighted by the worker in each section of training on an ongoing basis, revising action steps when prior actions are completed, and celebrating worker growth and success along the way.

### **Training Evaluations**

At the conclusion of each training, learners will complete a training evaluation tool to measure satisfaction with training content and methods. The training evaluation tool is required to complete the training course. Training evaluations will be evaluated and assessed to determine the need for revisions to the training curriculum.

**All matters as stated above are subject to change due to unforeseen circumstances and with approval.**

## Learning Objectives

### Day 4

<b>Partners in the Permanency Planning Process</b>
Learners will be able to explain the role of CFT meetings in achieving safety, permanency, and well-being outcomes.
Learners will be able to identify the important players to include in conversations about permanency.
Learners will be able to discuss how the court and child welfare agency work together to achieve safety, permanency, and well-being outcomes for children and families.
Learners will be able to describe the Foster Parent Bill of Rights and their responsibilities in supporting foster parents.
<b>Permanency Planning with the Family</b>
Learners will be able to define the specific positive behavioral change required for reunification based on the unique needs and strengths of the child's parent.
Learners will be able to discuss cultural barriers families may face when receiving Permanency Planning Services.
Learners will be able to identify and clearly document indicators of behavioral change to support reunification decisions.
<b>Permanency Planning Family Services Agreement</b>
Learners will be able to explain how the Permanency Planning Family Services Agreement guides case planning and services provision.
Learners will be able to discuss the importance of inclusion of the child and family's voice in the completion of the Permanency Planning Family Services Agreement and will be able to provide examples of how to do so.
Learners will be able to describe the purposes of the Permanency Planning Family Services Agreement and why the agreement is used in achieving safety, permanency, and well-being outcomes.
Learners will be able to develop plans to transition to reunification that highlight the support needs of the child(ren), parents, and other important case participants.
Learners will be able to engage in skill development with children and families before permanency is achieved so they have the skills to consistently meet their needs.
<b>Child and Family Team Meetings</b>
Learners will be able to describe and provide examples of how to include child and family voice before, during, and after CFT meetings.



Learners will be able to create case plan goals that balance the perspectives of all team members.
Learners will be able to engage in collaborative planning for permanency that includes out-of-home care provider voice, as appropriate.
<b>Authentically Engaging Children and Youth</b>
Learners will be able to identify the child, family, and case-related benefits of educational stability.
Learners will be able to describe considerations for placement and permanency associated with the identified special populations.
Learners will be able to demonstrate support strategies for children who are exposed to substances, domestic violence, sexual abuse, human trafficking, and mental health issues.
Learners will be able to describe options to connect with those supportive individuals to cultivate deeper, supportive relationships with the youth.
Learners will be able to engage the youth's entire network to build skills for adulthood and a path to independence.
Learners will be able to describe their role in providing independent living support and the North Carolina policy requirements associated with that support.
Learners will be able to identify services and make appropriate referrals to support youth transitioning to adulthood.
Learners will be able to identify services and make appropriate referrals to support youth over 18 years old in foster care.

## Day Four Agenda

### **Permanency Planning Services Track Training**

Welcome

#### **Partners in the Permanency Planning Process**

Child and Family Teams

Juvenile Court System

Placement Resource

#### **Permanency Planning with the Family**

Planning

Planning for Change

Engaging Families in Case Planning

Permanency Planning with Special Populations

#### **Permanency Planning Family Services Agreement**

##### **Child and Family Team Meetings**

Child and Family Team Meetings

Crucial Conversations: Group Conflict Management


#### **Authentically Engaging Children and Youth**

Social Worker Responsibilities with Children and Youth

#### **End-of-Day Values Reflection**

## Welcome

- How are people feeling today?
- What was your main “takeaway” from yesterday?
- Is there any clean-up we need to do?

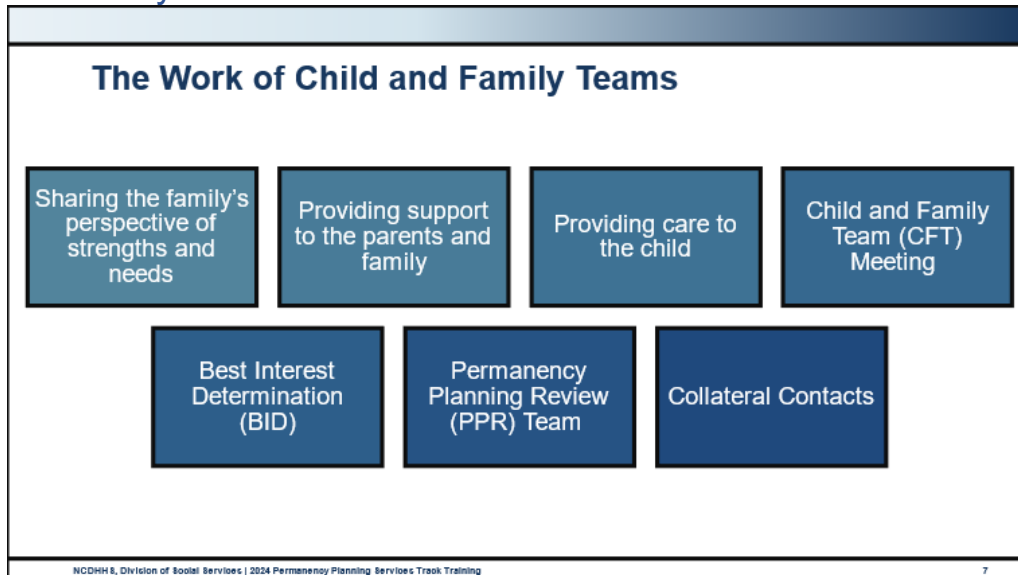


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## Partners in the Permanency Planning Process

### Child and Family Teams



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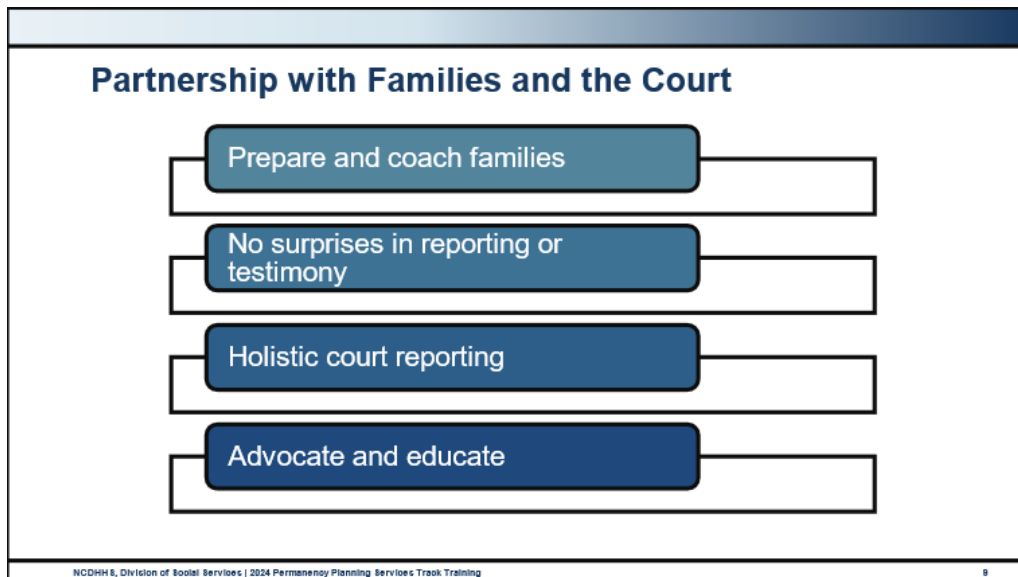
Handout: PPR and CFT Meetings

	<b>Permanency Planning Review</b>	<b>Child and Family Team Meetings</b>
Purpose	<p>To ensure reasonable efforts are made to achieve a safe, permanent home for a child and that they are actively pursued.</p> <p>PPRs are arranged and conducted to meet the minimum standards set forth in NC policy and are not family-centered enough to be considered CFT meetings.</p>	<p>To agree on child welfare issues, create a Family Service Agreement that incorporates family, informal, and formal support ideas, and plan how all participants will implement the agreement.</p> <p>Child and Family Team Meetings are an opportunity to collaborate with the family to make decisions about the direction of case planning.</p>
Timeline	<p>Occur within 60 days of placement and every 90 days thereafter and when there is a recommended change in the permanent plan outside of the regular review schedule</p>	<p>Occur where there is a:</p> <ul style="list-style-type: none"> <li>• Change in placement (or potential change in placement) of the child;</li> <li>• Change in family circumstance and it is necessary to reconvene the team to discuss the case, this includes when there is a change in the juvenile's school;</li> <li>• Change in the permanent plan; or</li> <li>• Any time the family or child requests the team be convened.</li> </ul> <p>Also, should utilize CFT meetings when updating the FSA</p>
Conditions	<p>Open, non-adversarial forums for focusing on case work practice and planning.</p>	<p>CFT meetings are an opportunity for the family to be involved in decision-making and planning.</p>
Objectives	<ul style="list-style-type: none"> <li>• Evaluate the need for continued custody with the county child welfare services agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement on Child Welfare Issues: The CFT Meeting aims to reach an agreement on which child welfare issues will be addressed</li> </ul>

	<ul style="list-style-type: none"> <li>• Assess the child's current educational, developmental, physical, mental, and social statuses, including ongoing needs.</li> <li>• Determine the appropriateness of the child's current placement.</li> <li>• Review the Family Time and Contact Plan for reasonableness and appropriateness.</li> <li>• Examine the child's primary and secondary permanent plans and assess their suitability.</li> <li>• If reunification is the plan, evaluate parents' progress in improving the conditions that led to removal.</li> <li>• Identify any barriers or safety issues preventing reunification.</li> <li>• Assess agency efforts toward achieving the child's permanent plan.</li> <li>• Consider services provided by other community agencies to help the family achieve goals in the Permanency Planning Family Services Agreement.</li> <li>• Identify remaining services needed from the county child welfare services agency or other community agencies.</li> <li>• Evaluate compliance with the Permanency Planning Family Services Agreement.</li> </ul>	<p>throughout the case's duration.</p> <ul style="list-style-type: none"> <li>• Family Service Agreement: The team will develop a Family Service Agreement that incorporates the best ideas from family, informal, and formal support. This agreement aims to enhance safety for the child/youth and family while minimizing risk.</li> <li>• Implementation Plan: Participants will plan how to actively support and implement the Family Service Agreement.</li> </ul>
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In general, PPR meetings that are arranged and conducted to meet the minimum standards set forth in NC policy are not family-centered enough to be considered CFTMs. PPRs are agency-directed and serve as accountability measures to the policy requirements and reasonable efforts.

## Juvenile Court System



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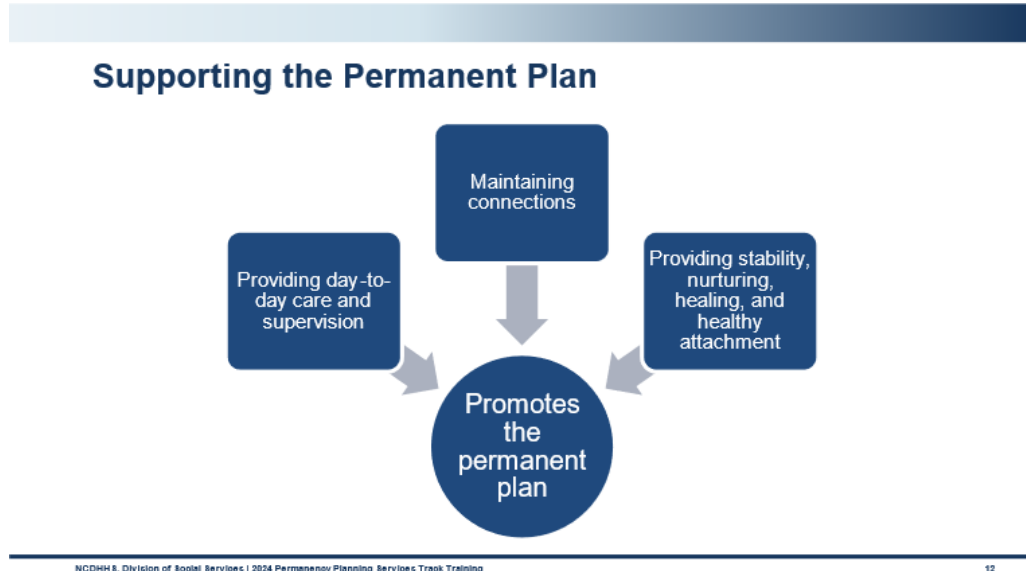
Guardian ad Litem Program
Investigate to determine the facts, the needs of the child, and the available resources within the family and community to meet those needs
Facilitate, when appropriate, the settlement of disputed issues
Offer evidence and examine witnesses at adjudication
Explore options with the court at the dispositional hearing
Conduct follow-up investigations to ensure that the orders of the court are being properly executed
Report to the court status of the child's needs
Protect and promote the best interests of the child

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## Placement Resource



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### Foster Parent Bill of Rights

Any known relevant information	24/7 contact information for crisis or emergency	Any additional and necessary information at the time of placement
Reasonable notice and consideration in scheduling home visits, therapies, and other meetings	Actively participate in decision making process regarding the child	Reasonable notice of removal of a child in transition planning
Notification of costs and expenses they may be eligible for reimbursement	Timely allocation of resources	Opportunity to provide input and seek support from DSS

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13

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**Handout: Foster Parent Bill of Rights**

As part of the Foster Parent's Bill of Rights, the county child welfare agency supports and promotes the following for all placement providers:

- Their receipt of any known information, relevant to the care of the child, at the time of non-secure custody to help the placement provider to better care for children.
- Their receipt of 24/7 emergency contact information for the county child welfare agency in the event of crisis or emergency.
- Their receipt of any additional and/or necessary information that the county child welfare services agency has that may be relevant to the care of the child at any time during which a child is placed with the placement providers.
- Reasonable opportunities to be consulted with and considered in the scheduling of home visits, therapies, and other meetings related to the care of the child and regarding case planning that the foster or resource parents are allowed or required to attend, with reasonable advanced notice.
- Active participation by the placement provider in the decision-making process regarding the child.
- Reasonable notice, subject to the circumstances of each case, to a foster parent regarding the removal of a child from the foster home, including participation in the transition planning when it is in the best interest of the child.
- Receive information regarding the professionals working with the child, including any physicians, therapists, teachers, and other school personnel.
- Notification of any costs or expenses that may be eligible for reimbursement.
- Timely allocation of resources, including submission of childcare vouchers and a monthly stipend that meets or exceeds the rate established by the Division of Social Services.
- Foster parents have the opportunity to provide input to and seek out support from the Division of Social Services.

Source: S.L. 2021-144 (HB 769): An Act to Provide a Bill of Rights Recognizing the Rights of Foster Parents in the State of North Carolina

<https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H769v1.pdf>


Reflection and Check-In

**Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any “aha moments”.**

## Permanency Planning with the Family Planning

### Self-Care Health Plan Check-In

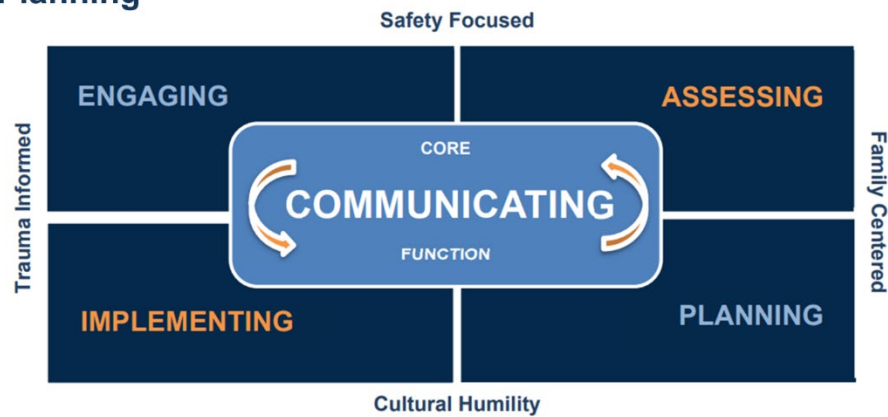
- How likely is it that you will follow this plan completely? Why?
- How will you feel about following this plan?
- How does this exercise relate to safety planning with families?
- How will you support families in building plans that work for their unique family, and that they are invested in?



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17

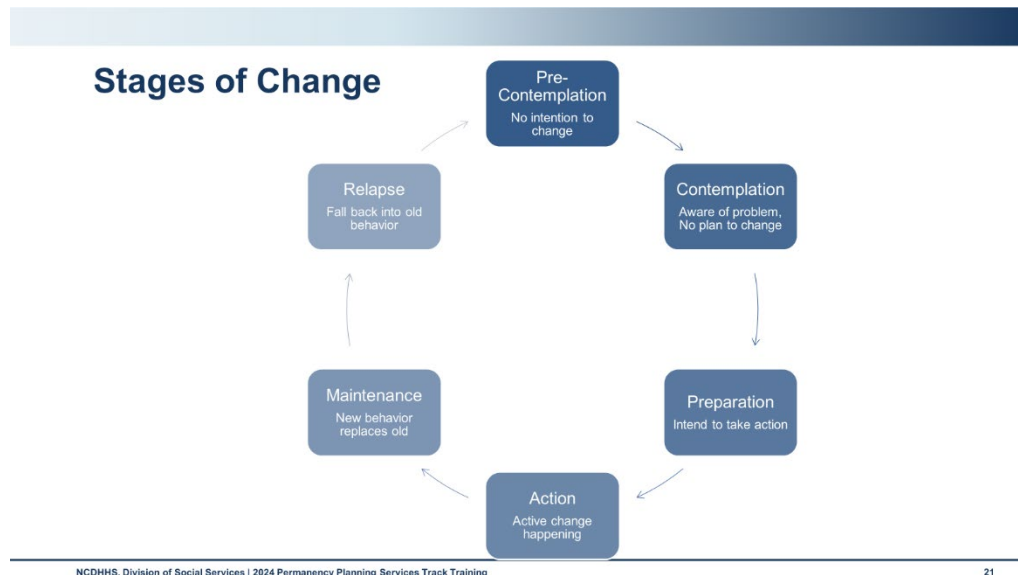
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## Planning



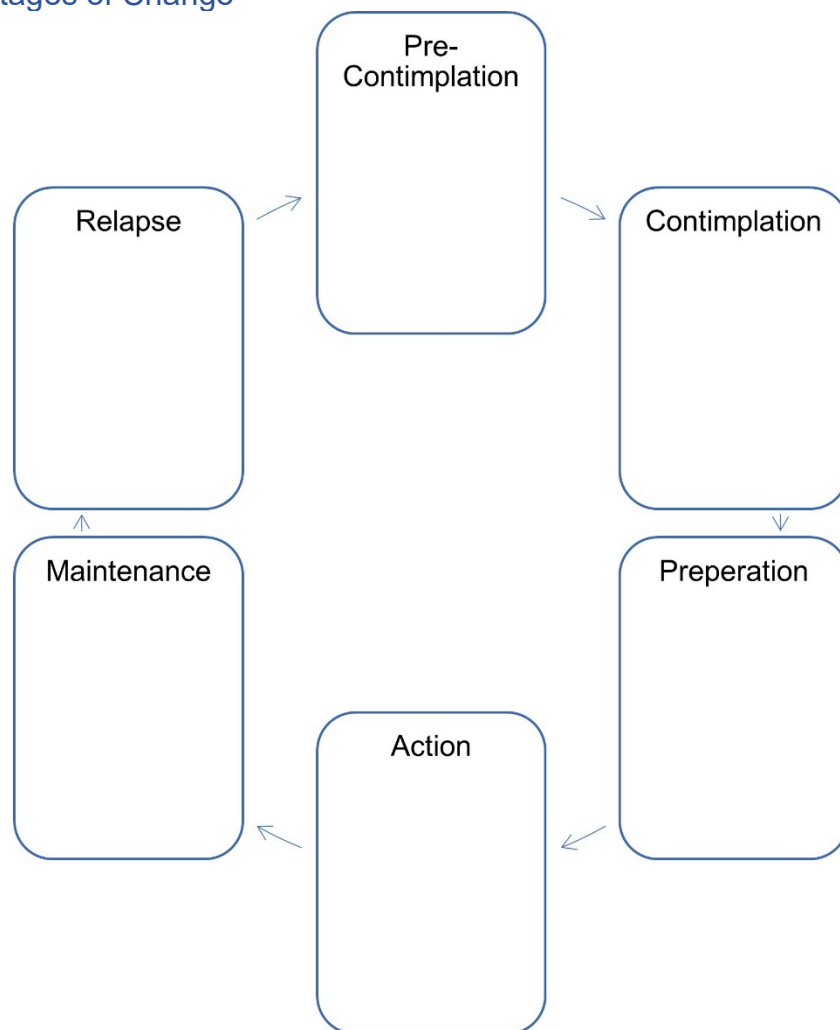
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## Planning for Change



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Worksheet: Stages of Change



**Ambivalence:** The desire to simultaneously want to change and not want to change. Ambivalence isn't "resistance." Ambivalence is a real part of the change process.

**Ideas and skills to manage ambivalence with families**

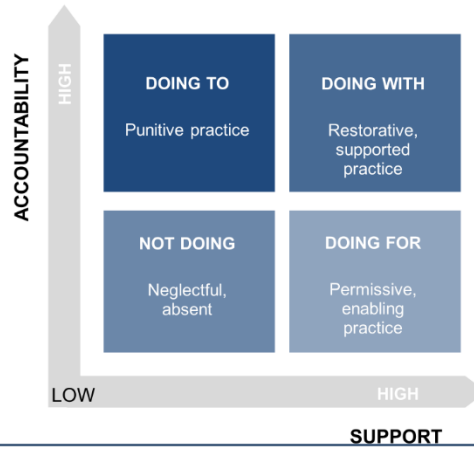


## Considerations



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## Accountability and Support



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23

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Worksheet: Accountability and Support

**Accountability**

**Support**

***Each person is more than the harm they have caused.** Understanding the interplay of accountability and support gives your families the best chance for change.*

<p><b>Doing To</b> High Accountability and Low Support</p>	<p><b>Doing With</b> High Accountability and High Support</p>
<p><b>Not Doing</b> Low Accountability and Low Support</p>	<p><b>Doing For</b> Low Accountability and High Support</p>

## Engaging Families in Case Planning



**Use this space to record notes.**

Activity: Principles of Partnership

### Principles of Partnership

Everyone desires respect

Everyone needs to be heard

Everyone has strengths

Judgements can wait

Partners share power

Partnership is a process

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26

In your small group, consider each of the Principles of Partnership and the strategies you would use to engage and partner with someone in the role you have been assigned. Discuss in your groups until the time is called. Make sure you have someone prepped to report out in the debrief.

**Assigned Role**

**Everyone Desires Respect**

**Everyone Needs to be Heard**

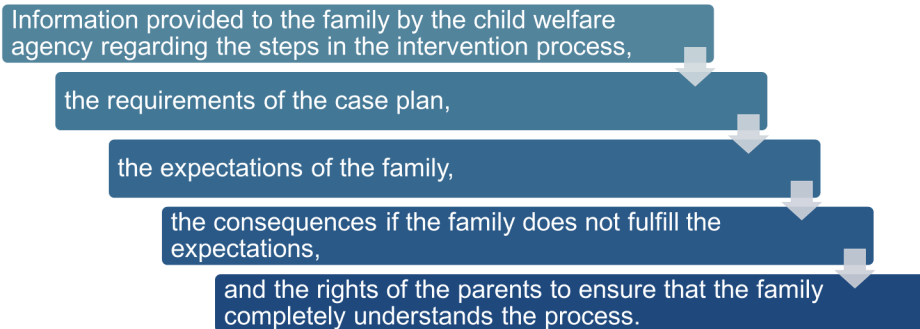
**Everyone has Strengths**

**Judgment Can Wait**

**Partners Share Power**

**Partnership is a Process**

## Full Disclosure



<https://www.childwelfare.gov/search/?822E98A70CACF462191B3E33F9A34910=78FC63494EB69782A9B6CBD6521519FDCD3099F3&addsearch=full+disclosure>

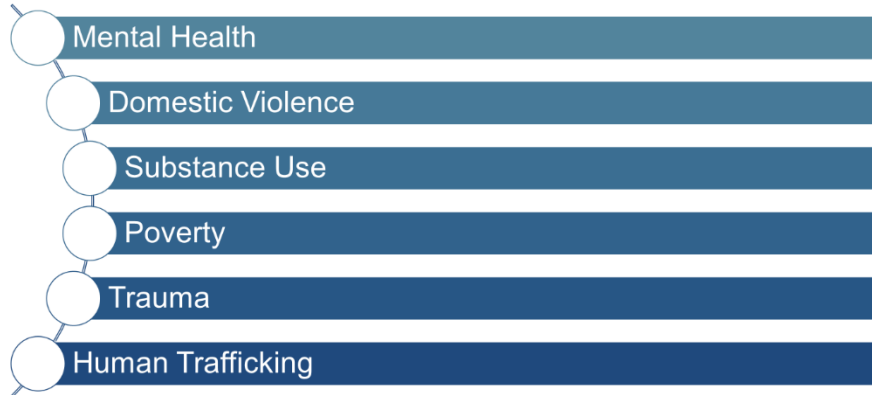
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27

**Use this space to record notes.**

## Permanency Planning with Special Populations

### Key Factors Impacting Families




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29

**Use this space to record notes.**



Activity: Key Factors Impacting Families




**Mental Health:**

- Cross Function Topics
- Enhanced Practice for Working with Special Populations




**Domestic Violence:**

- Cross Function Topics and Permanency Planning Policy
- Domestic Violence section




**Substance Use:**

- Cross Function Topics
- Impact of Drug and Alcohol Abuse section



**Poverty:**

- Cross Function Topics
- Impact of Homelessness section



**Trauma:**

- Cross Function Topics
- Risk & Use of Assessment Tools-impact on children and Child Well-Being section



**Human Trafficking:**

- Cross Function Topics and Permanency Planning Policy
- Human Trafficking Section

**Specific policy requirements related to this factor:**

**Important distinctions to make in planning:**

**Name stereotypes or biases that impact planning around this factor:**

**Common recovery behaviors or services that may be associated with this factor:**

**List considerations for assessing behavior change regarding this factor when children are placed out of the home:**

Reflection and Check-In

**Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any “aha moments.”**

## Permanency Planning Family Services Agreement

### Activity: FSA Bulletin

With your group, create an FSA bulletin. Please utilize policy, the FSA DSS-5240, your collective professional experience, and any resources that are credible and accessible on the internet to create a tool to use with families explaining the FSA process.

Each brochure or bulletin must include the following components:

- Purpose and definition
- Policy requirements, such as components, timeframes, and who is included
- Connection to safety, permanence, and well-being outcomes
- Impact on families
- Why families should be involved in the process

**Use this space to create your FSA Bulletin**

### Components of the FSA



**Use this space to record notes.**

**Safety Organized Practice: Goal Setting**

What are you worried about?

What we worry will happen next?

How will we know if the worry is resolved?

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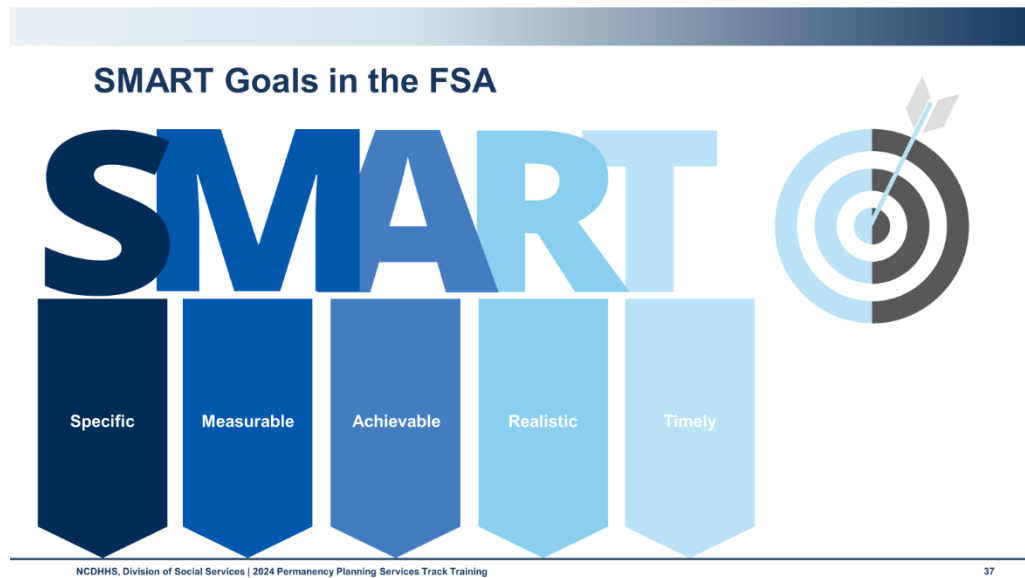
## Handout: Safety Organized Practice: Goal Setting

**Solution-Focused Questions**

- **Exception questions** to help the family and their team/network identify when the concerning behavior wasn't happening.
  - Has there been a time when you were able to stay sober? How did you manage to do that?
  - How was your parenting different when you were sober? What did it look like?
- **Position or relationship questions** to identify behavior from other perspectives
  - What would your son say is his favorite thing about you as a mom when you're sober?"
  - What new behaviors might your children want to see you doing to feel safe that no one will get hurt in your house again?
- **Preferred future questions** to identify the family's vision for what could be
  - When this is all behind you, what will be different for you and your children?
  - If you woke up tomorrow and all of your problems were gone, how would things be different for you and your family?
- **Scaling** to identify the family's and network's willingness to participate in the plan, agreement to the plan, and confidence that the plan will ensure safety. Remember to ask how the person got to the number they picked and what it would take to move up one (or why they did not pick a lower number).
  - On a scale of 0 to 10, with 0 being unable to picture anything different and 10 being having a clear dream, how would you rate your ability to imagine life to be different than it is now?

**Questions to build on Harm and Worry Statements**

- What are you worried about? What brought us here?
- What do we worry will happen next, if there is no behavior change?
- How will we know if the worry is resolved?



Use this space to record notes.



**Use this space to record notes.**

Reflection and Check-In

**Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any “aha moments”.**

## Child and Family Team Meetings

### Child and Family Team Meetings

<p><b>Purpose and Policy</b></p> <p><b>Case Planning</b></p> <ul style="list-style-type: none"> <li>• FSA</li> <li>• Permanent and concurrent plans</li> </ul> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>• Placement</li> <li>• Family circumstances</li> <li>• School</li> <li>• Permanent plan</li> </ul> <p><b>Requested</b></p> <ul style="list-style-type: none"> <li>• Child or youth</li> <li>• Family</li> </ul>
<p><small>NCDHHS, Division of Social Services   2024 Permanency Planning Services Track Training</small></p>

Use this space to record notes.

[Video: Family Group Conference in Camden Community Co-Design in Child Protection](#)  
Family Group Conference in Camden Community Co-Design in Child Protection

**What moments stood out to you that you would like to create in your CFT meetings?**

**How might you create these moments in CFTs?**

## Social Worker Role During CFT Meetings



What is your role in a CFT meeting?



Which cases require the use of a facilitator?



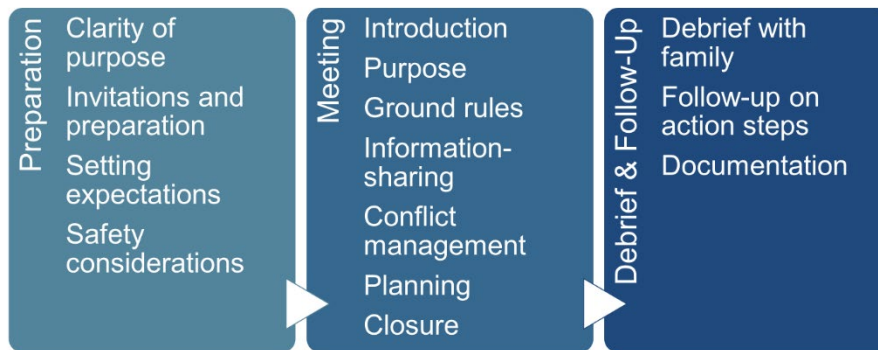
What are the benefits of using a facilitator?

**Use this space to record notes.**

Activity: What Does it Look Like?



**What does it look like?**



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45

**Use this space to create your poster.**

## Child and Youth Voice in CFT Meetings

*Things to consider when deciding how children and youth will be involved in a CFT meeting:*

- Development abilities
- Child's wishes
- Cognitive abilities

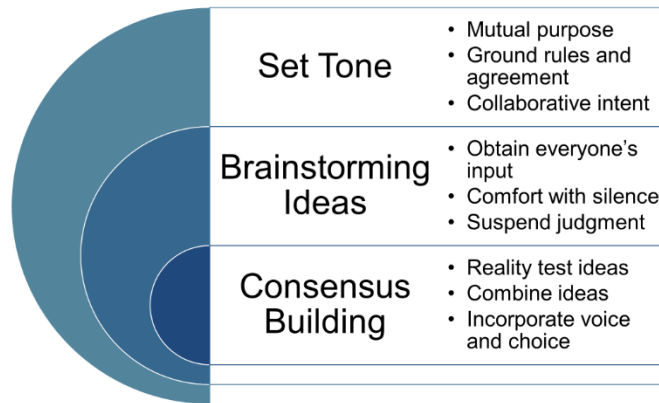


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46

**Use this space to record notes.**

## Team Decision-Making and Balancing Perspectives



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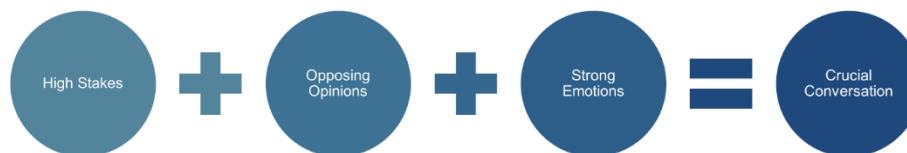
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## Crucial Conversations: Group Conflict Management

### Crucial Conversations in CFT Meetings



*Crucial Conversations*, Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler

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50

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## Managing Conflict



Crucial Conversations: Tools for Talking When Stakes are High

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51

**Use this space to record notes.**

Reflection and Check-In

**Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any “aha moments”.**

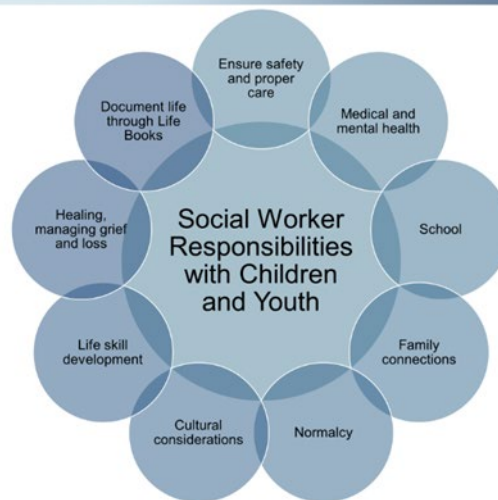
## Authentically Engaging Children and Youth

### Social Worker Responsibilities with Children and Youth

**Video:** North Carolina Child Welfare Lived Experiences: The Youth Perspective

**What are some of the things you heard Ares and Mikaila share about the most important things for social workers to remember when working with youth?**

**What are some strategies that you have already used in your practice to engage youth?**



Use this space to record notes.

Worksheet: Social Worker Responsibilities with Children and Youth

Ensuring Safety and Proper Care	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Purpose</li> <li>• <b>Permanency Planning Policy</b> - Placement Decision Making: Maintaining One Single, Stable Placement</li> </ul>
Medical and Mental Health	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Out-of-Home Placement Services: Ongoing Placement Services, Authorization for Health Services</li> </ul>
School	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Out-of-Home Placement Services: Educational Stability</li> </ul>
Family Connections	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Out-of-Home Placement Services: Parent/Child Visitation/Family Time and Sibling Visitation</li> </ul>
Normalcy	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Preparing Parents, Children, and Providers for Placement</li> <li>• <b>Permanency Planning Policy</b> - Reasonable and Prudent Parent Standard</li> </ul>
Cultural Considerations	<ul style="list-style-type: none"> <li>• <b>Cross Function Topics</b> - The Impact of Cultural Diversity</li> </ul>
Life Skill Development	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Adolescent Services: LINKS</li> </ul>
Healing, Managing Grief and Loss	<ul style="list-style-type: none"> <li>• <b>Cross Function Topics</b> - Risk and Use of Assessment Tools, Impact on Children</li> <li>• <b>Cross Function Topics</b> - Enhanced PRactice for Working with Special Populations</li> </ul>
Document through Life Books	<ul style="list-style-type: none"> <li>• <b>Permanency Planning Policy</b> - Out-of-Home Placement Services: LIFEBOOKS</li> </ul>

**At your tables, discuss the following question: What factors must be considered for each responsibility?**

**Ensuring Safety and Proper Care**

**Medical and Mental Health**

**School**

**Family Connections**

**Normalcy**

**Cultural Considerations**



**Life Skill Development**

**Healing, Managing Grief and Loss**

**Document Through Life Books**

### Gathering Perspective

- **Lived:** acquired from our life experiences
- **Learned:** acquired from formal learning processes such as education, trade school, workshops, apprenticeships, or informal processes such as reading or listening to books, articles, instructions.
- **Vicarious:** acquired through secondhand experiences, such as witnessing, in relationships, through media and art.
- **Formal:** acquired through service through your work such as a profession or specialty role

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68

**How do you gather lived experience perspectives for children and youth?**

**How do you learn about the experiences of children and youth in foster care to gain perspective?**

**How do you gain perspective through vicarious knowledge?**

**How do you gather formal knowledge and perspective about the experiences of children and youth in foster care?**

### Skills Practice: Tasks with Special Populations

This skill-building activity will focus on engaging youth in conversation to gain their needed perspectives. The class will divide into two groups:

Social Workers – who will each be assigned a task to complete.

Youth – who will each represent a special population and have experiences and perspectives that could affect how your social worker performs their tasks.

**After the conversation, work with your partner to consider the following:**

**What are the considerations for this special population that you know exists?**

**How does this impact the way in which you work with youth within this special population?**

**What are the ways in which you would gather other perspectives in this situation? Consider learned, vicarious, and formal knowledge. Make a list of who you would talk to, what books or movies you would take in, or other sources of knowledge you would engage to gather information specific to the special population and task your pair was assigned.**

Reflection and Check-In

**Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any “aha moments”.**

## End-of-Day-Values Reflection

Use this space to record questions and reflections about what you have learned.

**In small groups at your table, share at least one value from this training today that will shape how you support and advocate for families in Permanency Planning Services. Use this space to record notes from the group conversation.**



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Appendix: Handouts

PPR and CFT Meetings ..... Error! Bookmark not defined.

Foster Parent Bill of Rights..... Error! Bookmark not defined.

Safety Organized Practice: Goal Setting..... Error! Bookmark not defined.

Record of Reflections and Values ..... Error! Bookmark not defined.

## PPR and CFT Meetings

	<b>Permanency Planning Review</b>	<b>Child and Family Team Meetings</b>
Purpose	<p>To ensure reasonable efforts are made to achieve a safe, permanent home for a child and that they are actively pursued.</p> <p>PPRs are arranged and conducted to meet the minimum standards set forth in NC policy and are not family-centered enough to be considered CFT meetings.</p>	<p>To agree on child welfare issues, create a Family Service Agreement that incorporates family, informal, and formal support ideas, and plan how all participants will implement the agreement.</p> <p>Child and Family Team Meetings are an opportunity to collaborate with the family to make decisions about the direction of case planning.</p>
Timeline	<p>Occur within 60 days of placement and every 90 days thereafter and when there is a recommended change in the permanent plan outside of the regular review schedule</p>	<p>Occur where there is a:</p> <ul style="list-style-type: none"> <li>• Change in placement (or potential change in placement) of the child;</li> <li>• Change in family circumstance and it is necessary to reconvene the team to discuss the case, this includes when there is a change in the juvenile's school;</li> <li>• Change in the permanent plan; or</li> <li>• Any time the family or child requests the team be convened.</li> </ul> <p>Also, should utilize CFT meetings when updating the FSA</p>
Conditions	<p>Open, non-adversarial forums for focusing on case work practice and planning.</p>	<p>CFT meetings are an opportunity for the family to be involved in decision-making and planning.</p>
Objectives	<ul style="list-style-type: none"> <li>• Evaluate the need for continued custody with the county child welfare services agency.</li> <li>• Assess the child's current educational, developmental, physical, mental, and social statuses, including ongoing needs.</li> <li>• Determine the appropriateness of the child's current placement.</li> <li>• Review the Family Time and Contact Plan for reasonableness and appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement on Child Welfare Issues: The CFT Meeting aims to reach an agreement on which child welfare issues will be addressed throughout the case's duration.</li> <li>• Family Service Agreement: The team will develop a Family Service Agreement that incorporates the best ideas from family, informal, and formal support. This agreement aims to enhance safety for the child/youth and family while minimizing risk.</li> </ul>

	<ul style="list-style-type: none"> <li>• Examine the child's primary and secondary permanent plans and assess their suitability.</li> <li>• If reunification is the plan, evaluate parents' progress in improving the conditions that led to removal.</li> <li>• Identify any barriers or safety issues preventing reunification.</li> <li>• Assess agency efforts toward achieving the child's permanent plan.</li> <li>• Consider services provided by other community agencies to help the family achieve goals in the Permanency Planning Family Services Agreement.</li> <li>• Identify remaining services needed from the county child welfare services agency or other community agencies.</li> <li>• Evaluate compliance with the Permanency Planning Family Services Agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Plan: Participants will plan how to actively support and implement the Family Service Agreement.</li> </ul>
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In general, PPR meetings that are arranged and conducted to meet the minimum standards set forth in NC policy are not family-centered enough to be considered CFTMs. PPRs are agency-directed and serve as accountability measures to the policy requirements and reasonable efforts.

## Foster Parent Bill of Rights

As part of the Foster Parent's Bill of Rights, the county child welfare agency supports and promotes the following for all placement providers:

- Their receipt of any known information, relevant to the care of the child, at the time of non-secure custody to help the placement provider to better care for children.
- Their receipt of 24/7 emergency contact information for the county child welfare agency in the event of crisis or emergency.
- Their receipt of any additional and/or necessary information that the county child welfare services agency has that may be relevant to the care of the child at any time during which a child is placed with the placement providers.
- Reasonable opportunities to be consulted with and considered in the scheduling of home visits, therapies, and other meetings related to the care of the child and regarding case planning that the foster or resource parents are allowed or required to attend, with reasonable advanced notice.
- Active participation by the placement provider in the decision-making process regarding the child.
- Reasonable notice, subject to the circumstances of each case, to a foster parent regarding the removal of a child from the foster home, including participation in the transition planning when it is in the best interest of the child.
- Receive information regarding the professionals working with the child, including any physicians, therapists, teachers, and other school personnel.
- Notification of any costs or expenses that may be eligible for reimbursement.
- Timely allocation of resources, including submission of childcare vouchers and a monthly stipend that meets or exceeds the rate established by the Division of Social Services.
- Foster parents have the opportunity to provide input to and seek out support from the Division of Social Services.

Source: S.L. 2021-144 (HB 769): An Act to Provide a Bill of Rights Recognizing the Rights of Foster Parents in the State of North Carolina

<https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H769v1.pdf>

## Safety Organized Practice: Goal Setting

### Solution-Focused Questions

- **Exception questions** to help the family and their team/network identify when the concerning behavior wasn't happening.
  - Has there been a time when you were able to stay sober? How did you manage to do that?
  - How was your parenting different when you were sober? What did it look like?
- **Position or relationship questions** to identify behavior from other perspectives
  - What would your son say is his favorite thing about you as a mom when you're sober?"
  - What new behaviors might your children want to see you doing to feel safe that no one will get hurt in your house again?
- **Preferred future questions** to identify the family's vision for what could be
  - When this is all behind you, what will be different for you and your children?
  - If you woke up tomorrow and all of your problems were gone, how would things be different for you and your family?
- **Scaling** to identify the family's and network's willingness to participate in the plan, agreement to the plan, and confidence that the plan will ensure safety. Remember to ask how the person got to the number they picked and what it would take to move up one (or why they did not pick a lower number).
  - On a scale of 0 to 10, with 0 being unable to picture anything different and 10 being having a clear dream, how would you rate your ability to imagine life to be different than it is now?

### Questions to build on Harm and Worry Statements

- What are you worried about? What brought us here?
- What do we worry will happen next, if there is no behavior change?
- How will we know if the worry is resolved?



Record of Reflections and Values

Reflection and End of Day Values Sheet		
		
Self-Values Reflection	Reasonable Efforts	Two Level Decision-Making

Reflection and End of Day Values Sheet		
		
Self-Values Reflection	Reasonable Efforts	Two Level Decision-Making