

Welcome to Ohio's Family Search and Engagement Toolkit!

The purpose of this Family Search and Engagement Toolkit is to provide Children Services Agencies and Title IV-E Juvenile Courts with a helpful informational guide aimed at strengthening Family Search and Engagement (FSE) practice. The information contained in this Toolkit comes from a variety of sources, however, it is just a sample of the plethora of valuable FSE resources available on-line. Finally, as you take the time to familiarize yourself with the Toolkit, please seek administrative approval prior to utilizing any of the tools contained in this Family Search and Engagement Toolkit.

What is Family Search and Engagement (FSE)?

Family Search and Engagement (FSE) is truly family-centered practice. FSE is a structured model used to build permanent, caring relationships for children by helping adults make realistic decisions on how to best be involved in a child's life. Family Search and Engagement is not just about searching for and engaging families with the hope of finding placement, it's also the art of establishing connections with trusted, caring adults, whether the child is in their own home, a relative home, or a foster home.

The application of Family Search and Engagement in child welfare practice is required and outlined in both federal statute and state rule. Both the *Fostering Connections to Success and Increasing Adoptions Act of 2008* and the *Preventing Sex Trafficking and Strengthening Families Act of 2014* modified the Social Security Act to include:

“within 30 days after the removal of a child from the custody of the parent or parents of the child, the State shall exercise due diligence to identify and provide notice to the following relatives: all adult grandparents, all parents of a sibling of the child, where such parent has legal custody of such sibling, and other adult relatives of the child (including any other adult relatives suggested by the parents), subject to exceptions due to family or domestic violence, that—

(A) specifies that the child has been or is being removed from the custody of the parent or parents of the child;

(B) explains the options the relative has under Federal, State, and local law to participate in the care and placement of the child, including any options that may be lost by failing to respond to the notice;

(C) describes the requirements under paragraph (10) of this subsection to become a foster family home and the additional services and supports that are available for children placed in such a home”

To access the complete Social Security Act, click <http://www.acf.hhs.gov/cb/resource/compilation-of-social-security-act>

Ohio Administrative Code (OAC) Rule 5101:2-39-01 (effective 7/15/16) states the following:

(H) The PCSA or PCPA shall do all of the following within thirty days after removal of a child from his or her parent, guardian or custodian:

(1) Exercise due diligence in identifying the following relatives:

(a) All maternal and paternal grandparents.

(b) Other adult relatives of the child.

(c) Any adult relatives suggested by the child's parents.

(d) A parent who has legal custody of the child's sibling including blood, half-blood or adoption.

AND:

(2) Provide notice to all adult relatives identified in paragraphs (H)(1)(a) to (H)(1)(d) of this rule specifying all of the following and documenting the date and method of notification in the case record in accordance with rule 5101:2-33-23 of the Administrative Code:

(a) The child has been or is being removed from the parents' custody.

(b) The options the relative has to participate in the care and placement of the child including any options that may be lost by failing to respond to the notice.

(c) The requirements to become a licensed foster home and the additional services and supports available for children placed in a foster home.

AND:

(3) Document in the case record if any adult relative identified pursuant to paragraph (H)(1) of this rule has a history of family violence. The PCSA or PCPA is not required to notify adult relatives with a history of family violence pursuant to paragraph (H)(2) of this rule.

AND:

(4) Assess relative respondents pursuant to rule 5101:2-42-18 or 5101:2-52-04 of the Administrative Code to determine whether or not placement is approved. Upon placement of the child with an approved relative, the PCSA or PCPA is not required to assess any other relative respondent; but shall keep a recorded list of the identified adult relatives in the case record.

To access the complete rule, [click here](#)

Guiding Principles of FSE

Family Search and Engagement is guided by Six Principles which highlight key aspects that are essential in effective Family Search Engagement Practice. These principles are:

- I. **Early Intervention** - Information about potential connections needs to be collected and documented early-on and should be an on-going part of case planning and decision-making.
- II. **Youth-Centered** - Youth should have significant voice in decision-making about permanency planning, and be kept informed frequently throughout the process.
- III. **Family-Based** - Family members have unique perspectives and important information. Even if certain family members may not be a suitable placement, they might provide great connections.
- IV. **Team Decision Making** - The permanency team consists of the youth, family, professionals, and others who are committed to the shared responsibility of helping the youth establish permanency connections.
- V. **Network of Connections** - FSE recognizes that youth need and want a network of supports, who each uniquely contribute to meeting the youth's needs.
- VI. **Sense of Urgency** - FSE focuses on permanency now for youth – it is the priority goal.

Source: Summit County Children Services Family Search and Engagement Procedure & OCWTP

Three Skills-Five Strategies

The application of effective Family Search and Engagement practice emphasizes three-key skills; each of which have been identified as being essential in successful casework practice. These three key skills include:

- I. **Planning**-Careful formulation of steps aimed at achieving permanency for the child/youth.
- II. **Engaging**-Active engagement of the child/youth, family members and others identified as prospective permanency connections in the child/youth's permanency plan. This skill-set also focuses on building collaborative relationships between all parties involved in the execution of the child/youth's permanency plan.
- III. **Documenting**-Maintenance of ongoing records that detail activities completed and progress being made toward the achievement of goals outlined in the child/youth's permanency plan.

The three key-skills of planning, engaging and documenting are each intertwined into the Five Strategies of Family Search and Engagement, which aim to achieve permanency for children/youth through careful considerations and detailed actions steps. These Five Strategies, which can take place throughout the life of a case, include:

- I. Searching- Identification of a pool of individuals who may be able to serve as potential permanency connections for the child/youth.
- II. Contacting- Contact is made with the pool of individuals identified in the “searching” phase and they are engaged in discussion regarding their level of interest and commitment to being included in the child/youth’s permanency plan.
- III. Teaming- The development of a diverse team that consists of child welfare professionals, the child/youth and other identified supports who share a mutual goal of achieving permanency for the identified youth.
- IV. Developing Permanency- The development of a network of supports that will serve as permanent connections for the youth/child.
- V. Sustaining Permanency – The maintenance of established permanency connections through ensuring that identified needs and supports are in place.

Source: OCWTP

Practice Focus

<u>SEARCHING</u>	
What is it?	The process of “Searching” in Family Search and Engagement involves seeking out family members, kin, and other significant individuals in a child’s life in an effort to establish permanent connections for a child/youth. Searching is not only important in establishing potential placements for a child, but it is also a critical component in identifying lasting connections for a child regardless of the permanency goal. Searching should begin as soon as a case is opened. It is critical to document as much information as possible in the case record at each stage of the life of a case (intake/assessment, ongoing, PPLA, and permanent custody). Oftentimes, searching begins simply with talking with the child, biological parents, and known family members to identify the important adults in their lives. Information regarding important connections may also be found in case records, public assistance records, public records such as birth and death records, and both free and paid internet search engines.
What laws and rules (OAC) apply?	<ul style="list-style-type: none"> • Fostering Connections to Success and Increasing Adoptions Act of 2008 • Preventing Sex Trafficking and Strengthening Families Act of 2014 • OAC 5101:2-39-01 Removal of a child from the child’s own home
Searching may look like this if you are an <u>Intake Worker</u>	<ul style="list-style-type: none"> • Talking with the child (if developmentally appropriate) and parent/s about what relatives or non-blood kin may be potential placement options. • Conducting a search using on-line tools such as Accurint (requires a paid license), Zabasearch and Facebook (if agency approved).
Searching may look like this if you are an <u>Ongoing Worker</u>	<ul style="list-style-type: none"> • Ongoing Caseworkers must be open and willing to re-discover, re-engage, re-plan and re-explore previous or new connections for the child using similar tactics outlined for the Intake worker. • Talking with the child (if developmentally appropriate) and parent/s about what relatives or non-blood kin may be potential placement options. • Conducting a search using on-line tools such as Accurint (requires a paid license), Zabasearch and Facebook (if agency approved).
Searching may look like this if you are an <u>Adoption or</u>	<ul style="list-style-type: none"> • Mine each child/youth’s file and verify that a diligent search has been completed.

<p><u>Independent Living Worker</u></p>	<ul style="list-style-type: none"> • If a diligent search has not been completed, complete the search and document all search efforts and outcomes in the case record. • If a diligent search was completed, and more than one year has elapsed since the initial search, complete another search and document all outcomes in the case record. • Ensure that Maternal Grandparents and Paternal Grandparents, aunts, uncles, and siblings on both sides as well as parents of any siblings who has legal custody of the child's sibling including blood, half-blood or adoption, have been explored for possible connections.
<p>Searching may look like this if you are a <u>Family Team Meeting Facilitator</u></p>	<ul style="list-style-type: none"> • Using meetings as a vehicle to identify and document information regarding relatives or non-blood kin for children who cannot live with their own parents /guardians. • One example would be to provide a relative checklist form that family members can complete while waiting for the meeting to start and then that information can be added to the Associated Persons Tab in SACWIS.
<p>Searching could look like this if you are a <u>Kinship Worker</u></p>	<ul style="list-style-type: none"> • Assessing relatives or non-blood kin for placement of children in agency care or for custody of children at risk of entering agency care. • Assess relatives or non-blood kin for respite /childcare for the current caregiver and to supervise family interaction between the child and parent. • Explore with the relatives or non-blood kin how they may be involved in supporting the child/youth, in the event that they are not a placement option or available for care/respite or supervision of family interaction. Support may include telephone calls, e-mails, letters, etc.
<p>Tools</p> 	<ul style="list-style-type: none"> ✓ Family Search and Engagement Guidance Article (details how we should document our FSE search efforts in SACWIS) ✓ Sample Relative Checklists <ul style="list-style-type: none"> ○ Lake County - (See Attachment in Toolkit) ○ Summit County - (See Attachment in Toolkit) ✓ Genogram Template – (See Attachments in Toolkit) ✓ Circle of Support ✓ Search Tracking Form ✓ Connectedness Map ✓ DR Practice Profiles ✓ www.familyecho.com (A Free family tree/genogram site)
<p>Documentation Suggestions/Reminders</p>	<ul style="list-style-type: none"> • Completing a genogram activity log in SACWIS is one way to list family and kin who are connected to a particular family. The log can be labeled with a Family Search and Engagement subcategory. • Family and kin who are identified in a genogram activity log should also be added to the associated persons tab in SACWIS for <u>all</u> cases.

Supervisor Strategies	<ul style="list-style-type: none"> • Verify that the genogram is updated prior to SAR. • Discuss actions taken and progress made regarding FSE efforts during supervision. • Regularly document FSE activities performed in supervision notes. 		
Training Suggestions via the Ohio Child Welfare Training Program 	E-Track #210-40-S	Introduction to Family Search and Engagement	3 Hour Classroom Learning-uses internet for activities
	E-Track # 210-39	Family Search and Engagement: The Path to Best Practice	6 Hour Classroom Learning
	E-Track # 210-48	Searching and Documenting Your Family Tree: A Link to the Past, a Bridge to the Future	6 Hour Classroom Learning
	E-Track #210-7	Finding Family: Locating and Engaging Kin and Other Caring Adults	6 Hour Classroom Learning
	E-Track #210-24	Ethical Dilemmas in Family Search and Engagement	3.25 Hour Classroom learning that meets Ethics requirement for those who are licensed

CONTACTING

<p>What is It?</p>	<p>After completion of the search for possible permanency connections for an identified child/youth, contacting is the next step in the FSE process. In this stage, workers contact potential permanency connections, engage them in discussion regarding permanency and assess their level of interest and commitment in providing care/support to the identified child/youth.</p> <p>* It is important to keep in mind that while contacting identified connections the focus of your discussion with them should be on the child's situation and that confidentiality must be respected.</p>
<p>What laws and rules (OAC) apply?</p>	<ul style="list-style-type: none"> • Fostering Connections to Success and Increasing Adoptions Act of 2008 • Preventing Sex Trafficking and Strengthening Families Act of 2014 • OAC Rule 5101:2-39-01 Removal of a child from the child's own home
<p>Contacting may look like this if you are an <u>Intake Worker</u></p>	<ul style="list-style-type: none"> • Notify maternal and paternal grandparents and any known adult relatives within the first 30 days of a removal of the child(ren) from the home (pursuant to OAC 5101:2-39-01). (Sample notification letters and response forms can be found in the Toolkit) • Conducting telephone calls to identified relatives to discuss their ability to be a family connection, have visits, and/or be a placement option. (see sample telephone scripts here) • Conversations with identified non-blood kin regarding their ability and willingness to serve as a placement option.
<p>Contacting may look like this if you are an <u>Ongoing Worker</u></p>	<ul style="list-style-type: none"> • Follow up calls to identified relatives or non-blood kin throughout the life of the case to assess their ability and willingness to provide care/support for the child/youth. Remember, a relatives or non-blood kin situation and circumstance may change over the life of the case; they may not have been in a position to visit or serve as a placement option at one time but this could change later on in the case. • Notifying any new relatives that may be identified throughout the life of the case of their option to be a family connection, have visits, and/or be a placement option and assess their ability to do so. (see sample telephone scripts here)
<p>Contacting may look like this if you are an <u>Adoption or Independent Living Worker</u></p>	<ul style="list-style-type: none"> • Re-contact each relative or non-blood kin, introduce yourself and explain your role. • Explore birth parents as a possible connection for youth; especially older youth who have been in P.C. without an adoptive match or youth that may have returned to agency custody after a disrupted adoption. (This can be considered on a case by case basis and should be based on Agency policy and procedure).

	<ul style="list-style-type: none"> • When writing letters, send a current flyer of the child/youth as well (if available). <p>Suggested ways for reaching out to relatives include:</p> <ul style="list-style-type: none"> • If the relative knows about the situation, you can begin the discussion by stating: “We are looking for family connections for this child/youth. We are putting together a history for this child in the form of a life book and we would like to see if you would be able to contribute any photos or other information for this book?” • If they ask for visits, explain the agency’s policy/procedure and that you would need identifying information from them including a SS #, birth date, address etc. in order to complete a background check on them prior to exploring this option. Do NOT make promises of visits, placement, etc. • Discuss the case with your supervisor and determine what type of contact would be in the child’s best interest and the details of how to go about introducing the idea to the child/youth and their caregiver. • If the family does not know about the child or has only a vague recollection , while you are on the phone with the relative, stick to clear facts about the child only and not the birth parents history. (Most of the time the birth family does know a lot of information already)
<p>Contacting may look like this if you are a <u>Family Team Meeting Facilitator</u></p>	<ul style="list-style-type: none"> • Invite relatives or non-blood kin to meetings. During meetings, engage relatives in discussion about the types of support they can provide to children/families. • Reinforce importance of relatives or non-blood kin not only as a placement resource, but also as a support for families and a connection for children. • Identify relatives or non-blood kin during the meetings who may be able to be a support, the family’s caseworker can then complete follow up calls with anyone identified
<p>Contacting may look like this if you are a <u>Kinship Worker</u></p>	<ul style="list-style-type: none"> • Conduct telephone calls to explore how relatives or non-blood kin can be supports, connections, and/or placement options for children. • Sharing with the Intake or Ongoing worker information gained from contact with relatives or non-blood kin that might support FSE efforts
<p>Tools</p> 	<ul style="list-style-type: none"> ✓ Relative Notification Letter and Response Form <ul style="list-style-type: none"> ○ Summit County (See Attachments in Toolkit) ✓ Sample Telephone Scripts ✓ Sample Telephone Scripts ✓ Connections Tracking Form ✓ www.familyecho.com (free Family Tree/Genogram site)

Documentation Suggestions/Reminders	<ul style="list-style-type: none"> Any FSE type of contact should be labeled in SACWIS with a Family Search and Engagement subcategory Relative or non-blood kin who are identified in a genogram activity log should also be added to the associated persons tab in SACWIS for <u>all</u> cases. 		
Supervisor Strategies	<ul style="list-style-type: none"> Verify that the genogram is updated prior to SAR. Discuss actions taken and progress made regarding FSE efforts during supervision. Regularly document FSE activities performed in supervision notes. 		
Training Suggestions via the Ohio Child Welfare Training Program 	E-Track #210-40-S	Introduction to Family Search and Engagement	3 Hour Classroom Learning-uses internet for activities
	E-Track # 210-39	Family Search and Engagement: The Path to Best Practice	6 Hour Classroom Learning
	E-Track #210-23-ODJFS-I-S	Overview of Fatherhood: Empowering Fathers to Improve their Child's Life	6 Hour Classroom Learning
	E-Track #210-22	Engaging Dads: Walking the Walk and Talking the Talk	6 Hour Classroom Learning

TEAMING

<p>What is It?</p>	<p>Family Search and Engagement is not a solitary event; it takes a "team" of child welfare professionals to do this important work. Team members include not only the worker, supervisor and any other agency staff who are involved (i.e. kinship worker, FTM Facilitator); but also the family and children themselves along with other professionals such as CASAs, GALs, and therapists the youth may be involved with. Some agencies have access to Wendy's Wonderful Kids Recruiters who are also an important part of the team. Effective teaming allows for meaningful collaboration with families and with system partners to identify and achieve shared goals.</p>
<p>What laws and rules (OAC) apply?</p>	<ul style="list-style-type: none"> • Fostering Connections to Success and Increasing Adoptions Act of 2008 • OAC 5101:2-38-01 Requirements for PCSA Case Plan for In Home Supportive Services Without Court Order • OAC 5101:2-38-05 PCSA Case Plan for Children In Custody or Under Protective Supervision • OAC 5101:2-39-01 Removal of a child from the child's own home
<p>Teaming may look like this if you are an <u>Intake Worker</u></p>	<ul style="list-style-type: none"> • Maintaining regular communication with his/her supervisor to update on FSE progress • Participating in Family Team Meetings • Validating and encouraging family members' primary roles in planning and making decisions for themselves and their children • Providing information in a transparent manner to family members that is accurate, understandable and complete to help them make informed decisions and choices in ensuring the safety of their children • Actively learning about the family through use of engagement tools and skills such as: genograms, life circles, scaling questions, solution-focused questions and strengths and needs exercises
<p>Teaming may look like this if you are an <u>Ongoing Worker</u></p>	<ul style="list-style-type: none"> • Participating in Family Team Meetings • Working with relatives or non-blood kin to help them understand the difference between becoming a placement option and being a support to the youth in care • Help team members understand the engagement process and which members will be responsible for linking family with community resources. • Encouraging and emphasizing the importance of families and their supports participating and engaging in family meetings, case planning and case reviews • If the family consents, involving community partners in service-planning meetings, family team meetings and/or reviews

<p>Teaming may look like this if you are an <u>Adoption or Independent Living Worker</u></p>	<ul style="list-style-type: none"> • Permanency Roundtables (PRTs) are structured case consultations focused specifically on “busting barriers” in order to expedite legal permanency and increase permanent connections for children. This initiative was started by Casey Family Programs as a means to reduce the number of children emancipating from foster care without a permanent home. It is part of Ohio’s larger initiative to reduce the number of children emancipating from care without a form of legal permanency. The PRTs focus on finding permanency for children ages 12 and older who have been in care for 17 months or longer. Most PRTs consist of the child, his or her caseworker and supervisor, a facilitator, and a consultant with experience in helping children establish permanency. A support person identified by the child is also included in the PRT team. Children are empowered to select goals and people who are important to them and create an action plan to achieve permanent supportive relationships. The child directs his or her action plan and the adults help guide them through the process. • Here is a link to tell you more about the PRT Process: http://ohioprt.org/home.php • If you are interested in establishing PRTs at your agency please contact Scott Brittan, PCSAO, scott@pcsao.org- Karen McGormley, ODJFS, Karen.McGormley@ifs.ohio.gov Fawn Gadel, NCALP, fgadel@law.capital.edu.
<p>Teaming may look like this if you are a <u>Family Team Meeting Facilitator</u></p>	<ul style="list-style-type: none"> • Engage relatives or non-blood kin in discussions about the types of support they can provide to the family and educate them about their options. • Reinforce the importance of identifying relatives or non-blood kin not only as a placement resource, but also as a supportive resource for families and a connection for children. • If the family consents, involving community partners in service-planning meetings, family team meetings and/or reviews
<p>Teaming may look like this if you are a <u>Kinship Worker</u></p>	<ul style="list-style-type: none"> • Sharing with the Intake or Ongoing worker information gained from contact with relatives or non-blood kin that might support FSE efforts
<p>Tools</p> 	<ul style="list-style-type: none"> ✓ Circle of Support ✓ Teaming Strategies ✓ Meeting Tips ✓ Youth Participation ✓ Youth Permanency Scale ✓ Differential Response Practice Profiles and Caseworker Self-Assessment & Field Tools

Documentation Suggestions/ Reminders	<ul style="list-style-type: none"> Any FSE type of contact should be labeled in SACWIS with a Family Search and Engagement subcategory Relative or non-blood kin who are identified in a genogram activity log should also be added to the associated persons tab in SACWIS for <u>all</u> cases. 		
Supervisor Strategies	<ul style="list-style-type: none"> Verify that the genogram is updated prior to SAR. Discuss actions taken and progress made regarding FSE efforts during supervision. Regularly document FSE activities performed in supervision notes. 		
Training Suggestions via the Ohio Child Welfare Training Program 	E-Track #207-4	Family Team Meeting/Meeting Facilitation Training	6 hours, also available in a 12 hour version.
	E-Track # 210-39	Family Search and Engagement: The Path to Best Practice	6 Hour Classroom Learning
	E-Track #211-3	Working with Kin: A Critical Resource for Children in Care	6 Hour Classroom Learning

DEVELOPING PERMANENCY

<p>What is It?</p>	<p>Permanency - is defined as “having a relationship with at least one adult that is characterized by these five points: parenting; life-long intent; belonging; status; and, unconditional commitment.” The “Gold Standard” is achieving legal permanency for each child or youth in one of the following ways: reunification; adoption; or, legal guardianship.</p> <p style="text-align: center;"><u>Types of Permanency:</u></p> <ul style="list-style-type: none"> • Emotional Permanency – Appropriate, positive connections to adults who support the youth in a real, permanent way; elicit feelings of continuity, stability, and belonging. • Legal permanency - Permanent placement, either through reunification, kinship placement, or adoption. <p>Here are examples of what agencies are doing to develop permanency:</p> <ul style="list-style-type: none"> • PRTs - Permanency roundtables (PRTs) give PCSAs a structured process for identifying individualized and realistic strategies for overcoming the obstacles to permanency that youth in their care may be facing. The three goals of each PRT are to (1) expedite legal permanency for the child, (2) stimulate thinking and learning about ways to accelerate permanency, and (3) identify and address systemic barriers to timely permanency. • WWK - To keep older children with lengthy placement histories from lingering in the foster care system in Ohio and further assure the population of adoptive families reflects the ethnic and racial diversity of children needing permanency.
<p>What laws and rules (OAC) apply?</p>	<ul style="list-style-type: none"> • Fostering Connections to Success and Increasing Adoptions Act of 2008 • 5101:2-33-03 - Procedure for Complaints of Alleged Discriminatory Acts, Policies or Practices in the Adoption Process that Involve Race, Color or National Origin • 5101:2-39-01- Removal of a child from the child’s own home • 5101:2-40-04 Kinship Permanency Incentive (KPI) Program • 5101:2-42-18 PCSA and PCPA Approval of Placements with Relative and Nonrelative Substitute Caregivers • 5101:2-42-19 Requirements for the Provision of Independent Living Services to Youth In Custody • 5101:2-42-19.1 Requirements for Independent Living Arrangements for Independent Living Youth in Custody • 5101:2-42-19.2 Requirements for Provision of Independent Living Services to Young Adults Who Have Emancipated • 5101:2-42-95 Obtaining Permanent Custody: Termination of Parental Rights • 5101:2-48-02 to 5101:2-48-25 Adoption Rules

	<ul style="list-style-type: none"> • 5101:2-53-07 – Permanent Surrender or Parental Consent to Adoptive Placement of Indian Children
<p>Developing Permanency may look like this if you are an <u>Ongoing Worker</u></p>	<ul style="list-style-type: none"> • Explore all permanency options, including: reunification; adoption; legal custody or guardianship. • Possessing a working knowledge of the child’s needs and ensure that all familial characteristics (i.e. only child in the home vs. multiple children in the home) have been considered prior to placement. • Discuss with the child (if developmentally appropriate), family and other key case participants, what is in the best interest of the child. • Have an open and honest discussion with the potential placement family about the child’s needs, the family’s needs and permanency expectations. • Plan preplacement visits. • Arrange postplacement follow-up. • Initiate the grief process. <p>(Source: Child welfare information Gateway)</p>
<p>Developing Permanency may look like this if you are an <u>Adoption or Independent Living Worker</u></p>	<ul style="list-style-type: none"> • Introduce and discuss the different permanency options with the youth. • Arrange first meetings between youth and potential placements. • Provide “homework” for child and family. • Discuss long term commitment with the potential placement family. • Plan preplacement visits. • Arrange postplacement follow-up. • Initiate the grief process. <p>(Source: Child welfare information Gateway)</p>
<p>Developing Permanency may look like this if you are a <u>Family Team Meeting Facilitator</u></p>	<ul style="list-style-type: none"> • Invite the child (if age appropriate) to attend meetings and explore all permanency options with the child • Engage relatives or non-blood kin in discussions about the types of support they can provide and roles they can plan in permanency planning.
<p>Developing Permanency may look like this if you are a <u>Kinship Worker</u></p>	<ul style="list-style-type: none"> • Continue to assess any relatives or non-blood who come forth or are discovered throughout the life of the case. • Talk to children and parents about permanency options.
<p>Documentation Suggestions/Reminders</p>	<ul style="list-style-type: none"> • Any FSE type of contact should be labeled in SACWIS with a Family Search and Engagement subcategory • Family and kin who are identified in a genogram activity log should also be added to the associated persons tab in SACWIS for <u>all</u> cases.
<p>Tools</p> 	<ul style="list-style-type: none"> ✓ Permanency Pact ✓ Initial Visits ✓ Lifebooks

<p>Supervisor Strategies</p>	<p>Here are some suggested activities to complete during supervision that pertain to "scaling."</p> <p><i>Supervisor: "Is there anything about Johnny's placement with paternal aunt Susan that worries you?"</i></p> <p><i>Worker: "I am worried that Johnny is going to skip school which will make Susan upset and maybe she will ask him to leave."</i></p> <p><i>Supervisor: "On a scale of 1 – 10 with 1 being lowest worry and 10 being the most worry where do you rate the worry that Johnny is going to skip school which may make Susan upset and kick him out?"</i></p> <p><i>Worker: "I would rate my worry a 3."</i></p> <p><i>Supervisor: "What would you need to have to move your worry lower?"</i></p> <p><i>Worker: "Talk with Susan to see what plan she would like to create so that if Johnny starts skipping school she won't kick him out."</i></p> <p>+++++</p> <p>Another Supervision tool to consider that includes scaling and could identify areas of growth for a worker in working with a facilitating the family and youth planning for sustaining permanency is to think about these questions with your worker:</p> <p>Thinking of a scale from 1 to 10 with 1 being Never and 10 being Always where does your worker fall (having them rate themselves and comparing the ratings can be a helpful exercise. (adapted from Signs of Safety® Supervisor Practice Fidelity Assessment Report completed in partnership with Casey Family Programs, 2012)</p> <ol style="list-style-type: none"> 1- Listens to family members 2- Treats family members as unique individuals 3- Do what he/she says she will do 4- Works with humility (accepts that their judgements may have to change) 5- Is honest with family and the youth 6- Pays attention to what is working within the family 7- Tells the family and youth what he/she sees is working well 8- Involves family in figuring out what needs to happen to sustain permanency 9- Involves youth in the process 10- Helps ensure the youth's voice is heard
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Training Suggestions via the Ohio Child Welfare Training Program 	E-Track #210-18	Trends in Permanency: Applying What We Have Learned	6 Hour Classroom Learning
	E-Track # 210-26- NOS	Lifelong Connections: Permanency for Older Youth	6 Hour Classroom Learning
	E-Track #210-12	When Young People Say No to Permanency	6 Hour Classroom Learning

SUSTAINING PERMANENCY

<p>What is It?</p>	<p>The goal of sustaining permanency is that the family will have the resources they need to stay together. (Some of this information has been adapted from the Family Search and Engagement guide; copyright 2008, Catholic Community Services of Western Washington and EMQ Children and Family Services)</p> <p>A reminder about types of Permanency –</p> <p>Types of Permanency:</p> <ul style="list-style-type: none"> • Permanency - is defined as “having a relationship with at least one adult that is characterized by these five points: parenting; life-long intent; belonging; status; and, unconditional commitment.” The “Gold Standard” is achieving legal permanency for each child or youth in one of the following ways: reunification; adoption; or, legal guardianship. • Emotional Permanency – Appropriate, positive connections to adults who support the youth in a real, permanent way; elicit feelings of continuity, stability, and belonging. • Legal permanency - Permanent placement, either through reunification, kinship placement, or adoption.
<p>What laws and rules (OAC) apply?</p>	<ul style="list-style-type: none"> • Fostering Connections to Success and Increasing Adoptions Act of 2008 • OAC 5101:2-39-01
<p>Sustaining Permanency includes:</p>	<p>At this point the child/ren/youth are either living with family or another permanent situation or is on the verge of living with family or another permanent situation or has established new family or lifelong connections. The role of ensuring that a plan for Sustaining Permanency is facilitated and created can be with the case worker with the help of the child/family team.</p> <p>Planning for Sustaining Permanency includes Legal, Financial, Safety, and Anticipation of Future Formal and Informal Needs.</p> <p>Legal: Legal status is explored including reunification, adoption, guardianship, or kinship care/legal custody. The legalities of placement, background checks, home inspections, safety checks and court procedures are processes that take the most time. Contingency plans options should be created so that everyone in the youth’s life is cleared to provide support in emergency situations and understands their role in various situations that may occur. These scenarios need to be discussed with the entire support team so everyone’s role is understood and shared.</p>

	<p>Financial: Finances are key to address and can be a stumbling block to long term plans. Families with limited income or a family member who moves from being a foster care provider to adopting can lose funding that has supported the youth living with them. The team needs to ensure that financial needs are assessed and that any available resources are utilized. Contingency plans should include the “what ifs” and risks of the youth joining the family and exiting the system, thereby possibly losing eligibility for some resources.</p> <p>Safety: Thorough attention to safety concerns is essential for long term success. This includes the areas mentioned above, as well as reviewing other risk factors. Possible risks include mental health issues, behavioral risks, responses to youth’s actions, runaway behavior, verbal, physical, and substance abuse, and any others identified. It is important that the family members and other informal resources are organized to support each other with contingency plans in all areas. Written documentation and safety planning are the strongest ways to organize this process.</p> <p>Anticipating the future formal needs: With any process there may be times that family and long term supports may need formal support again. Anticipate those times now so that significant concerns are not left unattended until too late. Ensure that formal resources are in place, or are identified for the future, to support the youth and family. The goal of this step is to support the continued success with family, and to avoid future separation. This may include planned formal support follow-up with the family as needed.</p> <p>*A Family Team Meeting Facilitator can work with the Caseworker on facilitating the meeting and conversation with the entire team on developing the plan for Sustaining Permanency. This may take a few meetings but if it can help ensure the stability and longevity of the placement it will be well worth it.</p>
<p>What team members may be experiencing during this stage:</p>	<p>Child/Youth: Depending on age, the child they may be experiencing feelings of satisfaction, completion and happiness. This may play out in positive behaviors and a new sense of energy and focus. The youth may also be experiencing a high level of anxiety and fear, as the youth may struggle with having a sense of future, family and stability. The youth’s equilibrium may also be off, leading to more testing behavior.</p> <p>Current Placement and Staff in an out of home placement: At this time, placement staff see their role in this youth’s life coming to an end. This may lead to a feeling of fulfillment and success as well as feelings of loss and fear that the youth will not succeed without them/their structure.</p> <p>Caseworker: This could be a very fulfilling part of the process. Staff may see the mission of their work and the reason why they do this being reinforced.</p>

	<p>Staff may also be experiencing difficulties letting go of their own support of the youth and family.</p> <p>Family/Connections: The family may be experiencing a sense of fulfillment and new promise for their future. They may also be experiencing a strong sense of anxiety and concern about taking on the responsibility. They may be wondering if this will work out and if they can handle it.</p>
<p>Tools</p> 	<ul style="list-style-type: none"> ✓ Permanency Sustainment Planning ✓ Permanency Pact
<p>Documentation Suggestions/Reminders</p>	<ul style="list-style-type: none"> • Any FSE type of contact should be labeled in SACWIS with a Family Search and Engagement subcategory • Family and kin who are identified in a genogram activity log should also be added to the associated persons tab in SACWIS for <u>all</u> cases.
<p>Supervisor Strategies</p>	<p>Questions for supervisors to ask in the Sustaining Permanency Team Meeting (Adapted from Signs of Safety Supervision Recording Sheet from Lincolnshire childcare)</p> <ul style="list-style-type: none"> • Is there anything we are worried about? • What is working well within the placement? • What Supports are needed? <p>Another Supervision tool to consider that includes scaling and could identify areas of growth for a worker in working with a facilitating the family and youth planning for sustaining permanency is to think about these questions with your worker:</p> <p>Thinking of a scale from 1 to 10 with 1 being Never and 10 being Always where does your worker fall (having them rate themselves and comparing the ratings can be a helpful exercise. (adapted from Signs of Safety® Supervisor Practice Fidelity Assessment Report completed in partnership with Casey Family Programs, 2012)</p> <ol style="list-style-type: none"> 1- Listens to family members 2- Treats family members as unique individuals 3- Do what he/she says she will do 4- Works with humility (accepts that their judgements may have to change) 5- Is honest with family and the youth 6- Pays attention to what is working within the family 7- Tells the family and youth what he/she sees is working well 8- Involves family in figuring out what needs to happen to sustain permanency 9- Involves youth in the process 10- Helps ensure the youth's voice is heard

Training Suggestions via the Ohio Child Welfare Training Program 	E-Track # 210-26- NOS	Lifelong Connections: Permanency for Older Youth	6 Hour Classroom Learning
	E-Track # 210-39	Family Search and Engagement: The Path to Best Practice	6 Hour Classroom Learning