

Amanda, Jocelyn, Carl & Jonathon

Father: David Fulmer, age 34, African American
Mother: Karen Fulmer, age 34, African American
Children: Amanda Fulmer, age 8, African American
 Jocelyn Fulmer, age 6, African American
 Carl Fulmer, age 5, African American
 Jonathon Fulmer, age 4, African American

Relatives:

Paternal Grandfather: Asa James, age 56, African American, Left Janet 28 years ago, current whereabouts unknown

Paternal Grandmother: Janet Fulmer, age 50, African American, mother of David & Latanya

Paternal Stepfather: John Fulmer, age 54, African American, stepfather of David & Latanya

Children: Michael Fulmer, age 12, African American, son of Janet & John Fulmer

David's sister: Latanya Fulmer, age 31, African American

Former boyfriend of Janet Fulmer: Kenneth Jones, age 54, African American

Presenting Situation

One month ago a report was made to DHR by Mr. Ken Jones, who said that Karen Fulmer was living in a home with four young children. The children were sometimes alone and their mother was using crack cocaine. Her husband had not been around for several months. The home had no utilities or running water. When the DHR worker arrived at the home the children were alone. Amanda explained that her mother had left the night before and had not returned. Amanda gave the DHR worker their grandmother's phone number. The worker called Janet Fulmer who asked that the children be brought to her home, several miles away. The worker contacted the police and the decision was made to place the children in Janet Fulmer's home. Ms. Fulmer was in agreement for the children to stay with her. The worker talked with Janet and observed her home. The worker learned that David, the children's father, is incarcerated for drug use and distribution. The worker sent a letter to David to explain that the children were placed with his mother. The worker went to Karen's home several times but was unable to locate her. The worker sent a letter to her which was returned to DHR. The worker learned that Karen's landlord had evicted her after the children were removed and no forwarding address was given. Karen began getting TANF when her husband was incarcerated but had not paid her rent in several months.

Current Situation (One month after the report to DHR)

The children continue to live at their grandmother's house and DHR has begun the process of licensing Janet Fulmer as a foster care provider. DHR has not been able to contact their mother, although it is known that she occasionally visits the children. She has not told her mother Janet where to contact her, saying "I live with some friends and they don't want Welfare to know." David, the children's father, spoke to the worker by phone and says that he is happy his children are with his mother. He will be incarcerated for at least 18 months more. The worker has been unable to find out anything about Karen's family.

Background Summary

The worker asked Janet to tell him about herself and her family. He learned that Janet was raised in a small city consisting of approximately 40,000 people and her family had very little income. Mrs. Fulmer was hesitant to talk about her family of origin, saying only that she had a distant relationship with her father, that her mother died when she was ten, and that she does not know the whereabouts of her brothers. She left school at age 15 because she was pregnant. She moved in with Asa James and they had two children, David and Latanya. Asa left when the children were small (6 and 3) and she does not know where he is. She later married John Fulmer, who adopted the children, but left the family 12 years ago shortly before the birth of Michael and when the older children were 14 and 11. Shortly after this, all three children were removed from Janet Fulmer's home by DHR for a period of three months due to neglect. Janet worked with DHR at the time on homemaking skills and DHR helped her get part time day care. The children were returned and the case was closed.

Janet later had an off and on relationship with Mr. Ken Jones (the person who made the report to DHR), which lasted until about two years ago. Mr. Jones was known to DHR because he had nine children (all by previous relationships) who were removed from his home by DHR. While Janet was in a relationship with Mr. Jones, her financial situation was better because he owned a construction business.

Janet tells the worker that her daughter Latanya also has a long history of drug use, is HIV positive, and has three children, who are currently in DHR foster care with their paternal grandparents in another part of the state. She says she herself has struggled with poverty and drugs most of her life but has been clean for the past eight years, having received help from a church-based treatment program and ongoing support from her church. She has been able to keep her son Michael all of this time.

The worker asked Janet about how she has been able to overcome her own drug use. Janet explained that she began using marijuana with the older children's father and then used hard drugs with her husband John. She said that their drug use affected their ability to earn a living and the children were raised in abandoned housing with no utilities. Her living situation improved when she met Ken Jones ten years ago. He had a good income, but they also used drugs. However, eight years ago she entered drug treatment and has been successfully clean since then. Once Janet stopped using drugs she obtained Section 8 housing and after one year, was successful in obtaining a home. She has been living in this same home for the past seven years. She receives TANF and other financial assistance.

Janet told the worker, "I don't want my grandchildren to live with strangers. But the doctor thinks I might have arthritis and my money is tight. There's just no way I can run after these kids all by myself

during the day or even after school. I'm going to need some help. Michael can help me some but he's got his own friends." Janet has plans to file for child support, but understands that this plan might prove futile because her son is in jail and her daughter-in-law has no money.

Janet also said, "In this job readiness program they got me in, I am learning to read better, something that didn't really stick back when I was in school. My jobs counselor said she thinks I can pass the GED in about six months. Then maybe I could get a job. But then I'll need a lot of day care if I still got the kids. I hope when David gets out of jail he will be clean like me - maybe he'll want the kids back and maybe he can do it. But I'm not counting on it. And Karen, I just don't know about her. I hear she's still on drugs although she tells me she's clean. Meanwhile, I want to keep them, but to tell the truth, they are trying to run all over me. They know I'm not up to keeping after them and they don't mind me. I need some help getting them to mind. Carl and Jonathon, especially. Carl bounces off the walls at school but he's better here. And Jonathon wants everything his way and fights all the other kids day and night. Carl's teachers told me that the school psychologist is going to take a look at him, he might need meds to calm him down so he can learn. He doesn't know his letters yet and the other kids in his class do."

The worker learned that the school has referred Carl for an evaluation as they are concerned he might be ADHD.

Safety Concerns

The immediate safety issues for the children are that they are alone and that their mother is using drugs which contributed to her leaving them alone. Janet Fulmer's home is safe, however, her neighborhood is not given the high incidence of drug use and gang activity. As part of the safety plan, Janet agrees that she will not let the children play outside unsupervised.

Strengths

- Janet Fulmer has done a good job parenting Michael since being drug free.
- She loves her grandchildren and wants to take care of them.
- She has been drug free for eight years.
- The family has their basic needs met.
- Janet knows how to utilize community resources such as the Food Bank.
- Janet Fulmer has reliable transportation and is willing to ask for help.
- Janet Fulmer can articulate her need clearly and has a support system through her church.
- Due to Janet's involvement history of involvement with DHR, she understands how to work with the system.
- Janet has Medicaid for the children and other financial assistance.

Needs

- Additional supervision for her grandchildren.
- Increased financial assistance.
- Job skills in order to obtain steady employment.
- Increase appropriate familial support system.
- Grandchildren need to be physically and emotionally healthy.

- Parenting skills

Available Resources

- Mental Health Center
- Doctors that accept Medicaid
- Church
- Magnet school program
- Boys and Girls Club
- Food Bank

Child Welfare Competency One Knowledge of Human Development

Case Scenarios

- A. During initial home visits, it was apparent that Jonathan's behavior was very disruptive and out of control as evidenced by cursing, throwing objects, and verbal outbursts toward grandmother. Upon further investigation, it was discovered that Jonathan was born addicted to crack.
- B. On one visit Amanda disclosed that, at age 7, she had witnessed, on many occasions, her mother having sex with men who would visit the home.
- C. Mrs. Fulmer reported that she gets frustrated and physically and emotionally tired with having to keep discipline in the home. The children do not respect her, and at times she resorts to corporal punishment.

Teaching Tools

- Based on Cased Scenario A, have students research the effects of drug use during pregnancy and the implications for future growth and development. Suggested resources: Videos – *Big Mama* and *Losing Isaiah*. (CWCD 1)
- Based on Case Scenario B, discuss the safety factors of a 7-year-old exposed to explicit sexual behavior and the effect that it could have on age appropriate sexual behavior. (CWCD 1)
- Based on Case Scenario C, have a GPS trained DHR worker and Foster Parent come to class and discuss corporal punishment. In small groups, identify possible impact of corporal punishment on children who have experienced abuse and neglect. (CWCD 1)

Child Welfare Competency Two Knowledge of Abuse and Neglect

Case Scenarios

- A. Mrs. Fulmer contacts caseworker to inform her that Jonathan is taking food and hiding it in his bedroom. She wants to know how to stop this behavior.
- B. Jonathan and Carl have been found several times humping each other. They say that their mother's friend Tom made them watch dogs doing this and told them to do it to each other.
- C. Mrs. Fulmer states that Amanda is hitting Jonathan.

Teaching Tools

- Based on Case Scenario A, research and write a paper on the connection between emotional deprivation and hoarding (may not be malnutrition). Include suggested behavioral modifications that the grandmother can use to alleviate this problem. Role-play a discussion with the grandmother about his hoarding. (CWCD 2)
- Based on Case Scenario B, do a self-study course on dealing with sexually acting out behaviors in foster care. This course can be found on the internet at http://www1.dshs.wa.gov/pdf/ca/fp_dsaobtext.pdf (CWCD 2)
- Based on Case Scenario C, research the "parentified child" in families who have experienced abuse and neglect. Discuss what happens when children are placed in a home where the oldest child is no longer expected to discipline the younger children. (CWCD 2.3)

Child Welfare Competency Three Knowledge of Services

Case Scenario

- A. Mrs. Fulmer is having problems with paying her utility bill and she does not have enough food for this month.
- B. Mrs. Fulmer's aunt died and she is seeking spiritual guidance.

Teaching Tools

- Based on Case Scenario A, provide students with specific information on what a single person with five children in the home receives from TANF and food stamps and what rent would be in a Section 8 apartment. Then have the students do a budget as though they were Janet Fulmer. (CWCD 3)
- Based on Case Scenario B, have a worker who works with WIC and/or Food Stamps come to class and discuss eligibility requirements for their programs. (CWCD 3)
- Based on Case Scenario C, discuss the importance of integrating spirituality with practice and review the grief process with workers.

Suggested resources

- Elisabeth Kubler-Ross and David Kessler, On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss, Schriberner, 2005. (CWCD 3)

Child Welfare Competency Four Knowledge of Policy

Case Scenario

- A. Karen Fulmer shows Janet Fulmer a copy of her clean drug screen and asks to see the children. The court order states that the children may not have any contact with Karen Fulmer. Janet Fulmer calls worker and states that she thinks that Karen is doing well and she would like to let her see her children.
- B. Mrs. Janet Fulmer wants to take legal custody of her grandchildren, but will only agree to do so if parental rights are terminated.
- C. Mrs. Janet Fulmer wants to know what her rights are as a grandparent if the children are allowed to return to their parents.

Teaching Tools

- Based on Case Scenario A, have students write a sample court report updating the court on Karen Fulmer's clean drug screens. Provide students with information on DHR policies regarding proper procedures concerning court orders to ensure that they follow policy. (CWCD 4)
- Based on Case Scenario B, have someone from juvenile court come to class and discuss "Termination of Parental Rights". (CWCD 4)
- Based on Case Scenario C, have student's research what rights grandparents have in the state of Alabama and then compare that to grandparents rights in other states. Have them write a paper on their findings.

Suggested resource:

- www.grandparentchildconnect.org (CWCD 4)

Child Welfare Competency Five Knowledge of Systems Theory

Case Scenario

- A. Mr. David Fulmer was released from prison and found his way to his mother's apartment. He stated that he had nowhere to live and insisted that his mother, Janet Fulmer, allow him to live in the house with her and his children. He promised to get a job and to refrain from using drugs. Mrs. Fulmer informed the DHR worker that she was going to allow him to live there temporarily. Mrs. Fulmer has noticed a change in the children's behavior since he moved back in, i.e. acting out.
- B. Near his one-year anniversary, Mr. Fulmer has a relapse. He has not sought help prior to this time for his addiction, but now sees that he needs help. He and his children have established a positive relationship during the past year, and he does not want to destroy that relationship. Mrs. Janet Fulmer retreats to a caretaking position by protecting her son.

Teaching Tools

- Based on Case Scenario A, use a Virginia Satir Sculpting showing how the dynamics in the home might change as (first) the four small children join Michael and Janet and the (second) how they change when David reenters the home. (CWCD 5)
- Based on Case Scenario B, have students construct an ecomap on the Fulmer family. An ecomap will give the worker a pictorial view of the services for addiction in the community as well as other support services that are available to David Fulmer. Role-play a discussion with the worker and Mr. Fulmer explaining the ecomap. (CWCD 5)

Child Welfare Competency Six Knowledge of Strengths Based Perspective

Case Scenario

- A. Mrs. Fulmer discloses that sometimes she feels overwhelmed with the responsibility of having to take care of her grandchildren and does not feel confident about her parenting skills.
- B. Carl's school counselor reports to Mrs. Fulmer that Carl has been acting up during classes. When asked about the reason behind his non-compliant behavior, Carl stated that "his family is messed up and he's fed up with everything."

Teaching Tools

- Based on Case Scenario A & B, review Person-Centered Theories such as existential, humanistic, empowerment and strengths based perspective with students. Divide them in small groups and have them discuss how clients might view their reality despite what the worker sees as reality. Have students report their thoughts to the class. (CWCD 6)
- Based on Case Scenario A & B, discuss with students various family structures, especially within the African American community. Discuss how the support can come in many forms such as extended family, fictive kin and /or the faith community. (CWCD 6)

Child Welfare Competency Seven Knowledge of Role of Social Work

Case Scenario

- A. Mrs. Fulmer wants the social worker to help her write a letter to the school principle requesting that Jonathan be evaluated by an educational Psychologist because she thinks that he has a learning disability.
- B. The social worker organizes a meeting with the school principle, the school counselor, Jonathan's teacher, Mrs. Fulmer and Jonathan to discuss what can be done to help Jonathan succeed in school. The goal of the meeting is to introduce everyone to each other and clarify each other's role so that an effective plan of action can be formulated to help Jonathan.

Teaching Tool

- Based on Case Scenario A & B, discuss the role of the social worker as a broker when working with clients. Use the book Understanding Human Behavior and the Social Environment by Zastrow and Ashman, pp 38-39 and 54. (CWCD 7)
- Based on Case Scenario B, have students role-play the meeting with all of the parties involved. (CWCD 7)

Child Welfare Competency Eight Knowledge and Application of Evidence Based Practice

Case Scenarios

- A. As the children seek to adjust to the presence of their father, David, in the home, they begin acting out. It is suspected that they have feelings about their father's absence and subsequent return.
- B. When David Fulmer relapses, his parole officer responds by referring David to short term outpatient treatment for addiction.

Teaching Tools

- Based on Case Scenario A and information provided in the case, have students evaluate the Fulmer case and research several possible evidence-based practice therapy alternatives that would prove effective, yet be time-limited. Discuss the feasibility of a behavior modification program to be taught to Mrs. Fulmer and to her son, David. Weigh the needs of the children to talk about their feelings vs. the need for a change in their behavior, and the implications for the best treatment for them. (CWCD 8)
- Based on Case Scenario B, have students evaluate David's treatment needs and write a paper discussing these needs. Include in the paper research regarding the effectiveness of using of a short-term treatment program for David, given his long history of drug use. Also include what treatment programs have been proven to be more effective for a person with David's background. (CWCD 8)

Child Welfare Competency Nine Understanding of Cultural Competence

Case Scenario

- A. Janet Fulmer tells her social worker that Michael has been spending a lot of time with known gang members. Ms. Fulmer states that the "other two children look up to him and she is afraid that they are all "going down the same road as their father".

Teaching Tools

- Based on Case Scenario A, have students develop a literature review on African American male and the role of gang activity. (CWCD 9)

Child Welfare Competency Ten Understanding of Crisis Intervention

Case Scenario

- A. Worker arrives for an unscheduled visit and finds that David's old friend, "the drug dealer", is there and is trying to "shake down" David.
- B. Janet Fulmer develops diabetes and needs to be hospitalized and all of the children are upset. A neighbor/church friend comes to the home to care for them for a couple of nights.

Teaching Tools

- Based on Case Scenario A, have the class develop a safety plan for the worker. Use the Triage Assessment Scale to rate this crisis. (CWCD 10)
- Based on Case Scenario B, have students get in small groups and brainstorm ways to help the children understand and feel comfortable while their grandmother is away. (CWCD 10)

Child Welfare Competency Eleven Knowledge of Social Work Values and Ethics

Case Scenario

- A. Mr. Jones the neighbor who first reported the Fulmer family to DHR often sees the social worker visiting the house. One day as the social worker is getting into her car to leave; Mr. Jones approaches her and asks "if she would like to go to dinner tonight?"

Teaching Tools

- Based on Case Scenario, invite a representative from NASW to present on the NASW Code of Ethics. Also have them discuss liability issues in the field of social work (why and when social workers are sued). (CWCD 11)
- Based on Case Scenario, review NASW code of ethics and discuss with students unprofessional relationships with clients. Make a list of appropriate responses a worker could say to Mr. Jones. (CWCD 11)

Child Welfare Competency Twelve Communication Skills

Case Scenario

- A. The Fulmers decide to take a risk and reveal to the caseworker that David Fulmer is and has been living at the home. Their fear is that, if they reveal this to the worker, either the support services will be eliminated, or the children will be taken from the home. However, David has progressed in his recovery from drug addiction to the point that "absolute honesty" is a strong value in his life. David calls the worker and sets up an initial appointment to talk. Mrs. Fulmer comes to give David support.
- B. After the initial meeting, the worker asks to see the entire family including the children in order to evaluate the children's response to their father's presence in the home.

Teaching Tools

- Based on Case Scenario A, brainstorm what a worker needs to anticipate before the meeting, i.e. feelings that David might have, the way the room is set up, policy that needs to be reviewed, etc. (CWCD 12)
- Based on Case Scenario B, role-play the beginning of the meeting where the worker is engaging the family, explaining the purpose of the meeting, etc. (CWCD 12)

Suggested Resources

- Dillon and Murphy, Interviewing in Action, 2nd Edition, Chapter 2 Kirst-Ashman and Hull, Understanding Generalist Practice. 4th Edition, Chapter 16

Child Welfare Competency Thirteen Assessment Skills

Case Scenario

- A. Janet Fulmer wants to know what will happen with the children if something happens to her and she cannot care for the children.
- B. Karen Fulmer contacts the worker and wants to work on trying to get her children back. The worker meets with Ms. Fulmer for several weeks. Ms. Fulmer contacts the worker's supervisor and complains that the worker is not trying to help her meet her needs.

Teaching Tools

- Based on Case Scenario A, have an DHR foster care supervisor present a discussion on "concurrent planning" and the role of assessment in concurrent planning. (CWCD 13)
- Based on Case Scenario B, have students create a list of questions/issues that are necessary to make a determination regarding custody of the children. (CWCD 13)

Child Welfare Competency Fourteen Organizational and Technology Skills

Case Scenario

- A. The social worker assigned to the Fulmer case has just reentered the workforce after several years. She is unfamiliar with the technology that the agency is using, i.e. computer.
- B. Karen Fulmer recently entered drug treatment and has been clean for six weeks. However, a court date has already been set for Termination of Parental Rights according to ASFA guidelines.

Teaching Tools

- Based on Case Scenario A, have students brainstorm methods that can assist this worker with her technology skills. Consider potential agency resource limitations. (CWCD 14.3)
- Based on Case Scenario B, have students identify other Federal, State, and local policies that have timelines and effect the placement of children. List the benefits and limitations of those policies. (CWCD 14.1, 14.2)

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