

John and Fran

Mother: Gale Smith, age 35, African American (Divorced from Glenn)

Father: Glenn Smith, age 36, African American (Divorced from Gail)

Children: John Smith, boy age 11, African American

Fran Smith, girl age 9, African American

Mother's Girlfriend: Donna Jones, age 37, African American

Presenting Situation

Fran's teacher sent the child to the counselor's office because Fran Smith came to school and fell asleep in class immediately after reaching her desk. The teacher told the counselor that this had happened three times in the last two weeks and that Fran had not been completing homework assignments the last three days even though the teacher had sent notes home to the parent in Fran's backpack. The teacher said that the child's grades were dropping due to the incomplete assignments.

When Fran reported to the counselor's office, the counselor learned that Fran did not complete her homework because Fran's mother and mother's best friend, Donna, had a fight. The counselor said that Fran was worried about her mother who had blood and scratches on her face. Fran's brother, John, was hurt when he tried to help his mother during the fight. The counselor reported that Fran was very upset about the situation but did not want the counselor to tell anyone. The counselor checked to see if John was in class. She observed John sitting in the classroom wearing a long sleeved shirt and long pants even though it was a very hot day. She noticed that John grimaced as he got up to write on the blackboard.

The school counselor phoned the local County Department of Human Resources to report the situation.

Current Situation

Gail and Glenn are divorced and the children live with their mother and her girlfriend, Donna Jones. On the night before the school's report to OHR, Donna accused Gail of flirting with and dating a customer at the restaurant where she works. Gail denied this and Donna hit Gail. Both children in the home heard the altercation. When Donna pushed Gail into the table, John heard glass breaking. John ran into the room and saw his mother lying on the floor crying while Donna was cursing and threatening to hit his mother again. John went to his mother to console and to protect her. At that same moment, Donna attempted to kick Gail but kicked John in the ribs with her foot instead. Gail got up from the floor to protect John. Before the incident was over, there were several more blows exchanged between Gail and Donna with John stepping between the women. Fran saw the fight from the kitchen doorway.

No medical care was sought. Gail checked John for injuries. Gail and her children slept in the same room that night with the door locked. Next morning, John woke up very sore from the bruises he suffered in the fight. John and Fran were told not to tell anyone about the fight. The children went to school.

Background Summary

Gail Smith was born in a large city in Alabama. She was born the second of three children in the family. She described her childhood as normal and uneventful. She grew up with parents who had a traditional marriage. Her father worked as an automobile mechanic, and her mother dropped out of college after becoming pregnant with the first child. Gail felt fortunate because her mother stayed home to raise the children instead of working outside the home. Gail was proud of her mother who volunteered at the school and a local church. Gail's parents have been married for 38 years and live approximately an hour from Gail and her children. Gail considers herself close to her parents and visits when she can.

Gail and Glenn Smith were married for 13 years and dated for two years in high school. During high school, Gail and Glenn broke up several times when Glenn became verbally and emotionally abusive to Gail. Often times these incidents of abuse were precipitated when Glenn would become angry with Gail when she would go out with friends. When they married, Glenn wanted Gail to stay home while he worked and traveled with his job. The couple had one child, John, after two years of marriage and their second child, Fran, born four years into the marriage. Glenn would become upset and angry because Gail did not answer the phone when he called to check on things at home. When Glenn returned home, he would accuse Gail of being irresponsible. At times, Glenn became so angry he would start yelling and hit Gail. He would hit her in areas that would not be seen by others, or in areas that could be hidden by clothing. When John was about 9 years old, Glenn accused John of lying to protect his mother and hit him. At that point, Gail made the decision to leave Glenn and take the children.

After the divorce, Gail and the children moved to a medium sized town in rural Alabama where Gail found work in a local restaurant. Gail met Donna Jones who was the restaurant's assistant manager. Gail felt supported by Donna who mentored her at the restaurant. After a few months Gail and Donna decided to live together to pool their resources. After living together for several months, Donna expressed an interest in pursuing a romantic relationship with Gail. Gail and Donna decided to keep their relationship a secret to everyone, including John and Fran.

John is an 11 year old African American male who resides with his sister, mother and mother's friend. John is in the 6th grade at City Elementary School where he attends regularly and maintains an A/B average. John appears healthy although he is very thin.

Fran is a nine year old African American female who resides with her brother, mother and mother's friend. Fran is a B/C student who enjoys her time at school. Fran receives extra help in math and reading. She is 15 pounds overweight.

Glenn Smith is a 36 year old African American male. He and Gail divorced two years ago. He resides in a large city about three hours away from his children and ex-wife. He works fulltime as a traveling salesman. He is court ordered to pay child support. Glenn calls John and Fran once a month and visits them for ½ a day 4 times a year.

Safety Issues

- The physical abuse/domestic violence at home may be ongoing and/or escalating.
- Risk of physical harm to Fran
- Risk of further physical harm to John

- Risk of emotional harm to both children
- Gail is at risk of further physical and emotional harm
- Donna's angry outburst caused physical harm to Gail and John during violent incident in the home History of domestic violence between Glenn and Gail

Strengths

- Mother has employment
- Mother and children remain together
- Basic needs are being met (housing, food, utilities, clothes)
- Children have the ability to do well in school
- John and Fran attend school regularly
- Gail loves her children
- Donna has employment
- Glenn has contact with his children

Needs

- Mother needs to provide a safe home for her children
- Donna & Gail need to learn how to manage conflict in safe ways
- Mother needs to develop healthy relationships with significant other
- Mother needs to become independent
- Donna needs to express her anger in appropriate ways
- John and Fran need to have a safe place to live, grow and develop
- Fran and John need to learn how to protect themselves
- Children need to be successful in school

Available Resources

Gail and her family live in a medium sized city in Alabama with a population of approximately 75,000 people. The city has adequate infrastructure to serve its citizens including two hospitals, public and private health clinics, city and county school systems, three college campuses, public and private mental health centers, child and adult inpatient treatment facilities, numerous churches and synagogues, an extensive park and recreation program, and ample water resources, three state parks within close proximity. It is within 60 miles of a large metropolitan area should the need arise for services not available in Smith's community.

Gail and Donna both work. Gail has medical insurance at no cost to herself through her employer. Gail has medical insurance on the children through a state public child health insurance program. Gail has followed through with all the requirements for participation in the state child support program. However, she has not received child support payments for the last three months because her ex-husband has not followed the court ordered payment plan to pay \$400.00 per month. Gail does not contribute to the household expenses other than to purchase groceries. This allows her to have money to buy clothes and school supplies for the children. Gail owns a 5 year old car and pays the insurance on it.

Child Welfare Competency One Knowledge of Human Development

Case Scenarios

For the following teaching tools, use the information presented in the case.

Teaching Tools

- Considering the information presented about the Smith family, discuss the impact of domestic violence on families and children and how it transcends culture, gender and sexual orientation. Suggested resource: Movie – Smoke Signals (1998) based on the book by Sherman Alexi, The Lone Ranger and Tonto Fistfight in Heaven. (CWCD 1.1, 1.2)
- Discuss the relationship among individual human development, the family life cycle, and the life course perspective as they relate to this family situation. Suggested resource: www.childwelfare.gov/pubs/usermanual/domesticviolence/domesticviolence.pdf. (CWCD 1.1, 1.2)

Child Welfare Competency Two Knowledge of Abuse and Neglect

Case Scenarios

- A. During the initial visit at the school, the worker asks John questions about an incident that occurred at his home. The worker thought that John would be reluctant to discuss what had happened to him given his reticence at school. She began the interview by explaining who she was and her role and building rapport by asking about John's interests in sports. She then transitioned to the incident.

Worker: John, I understand that last night was hard for your family.

John: silent

Worker: I might be able to help your mom, you, and your sister if I understand what happened.

John: My mom says it will be ok from now on.

Worker: I hope that it will be. Sometimes children I talk worry about what will happen if the talk. Are you worried?

John: Sort of.

Worker: What might happen if you talk?

John: Somebody get into trouble.

Worker: John, we want to help families, not get people into trouble. And it's easier to help when we first find out about the problems.

John: uh huh.

Worker: Sometimes I talk with children who've tried to protect their moms. Did that happen with you last night?

John: I guess so.

Worker: Tell me what happened that led up to you protecting your mom.

John: Well, Donna and her were yelling and then I heard glass breaking and so I ran in and there was my mom on the floor and then I got down by her and Donna was kicking her and kicked me too.

Following this disclosure, the worker asks to look at John's body for signs of bruises or marks. John is very hesitant to allow the worker to see his body. With reassurances as to why the observation is needed and with the consent and agreement of John, a male school vice principal will be present in the room when John disrobes. John is observed to have several marks and bruises which he states are from Donna hitting and kicking him. Pictures of the bruises are taken.

- B. During subsequent home visits, Gail shares that her father physically abused her older brother. She discloses that her father emotionally and verbally abused her mother. After pausing to clear

her throat, Gail very softly tells the worker that her previous husband Glenn, John and Fran's father, was physically abusive to Gail. She mentions that Glenn accidentally hit John during an altercation between Glenn and Gail. Now Gail finds herself with another partner that has shown abusive tendencies.

Teaching Tools

- Using Case Scenario B, discuss the ways that issues of repeated or generational acts of abuse might impact Gail's parenting skills as an adult as well as how the abuse may affect the children as they move into adolescence and adulthood. Role-play the creation of a genogram showing intergenerational patterns in the family. (CWCD 1.1, 1.2, 1.3)
- Using Case Scenario A & B, role-play a conversation between the worker and Gail about the bruises on John. Considering the bruises and marks on John, discuss the worker's decision making process and immediate steps that need to take place regarding John and Fran's safety. (CWCD 1.1, 1.2, 1.3)

Suggested Resources

Brittain, Charmaine and Hunt, Deborah. Helping in Child Protective Services: A Competency-Based Caseworker Handbook, 2004

Dubowitz, Howard and DePanfilis, Diane. Handbook for Child Protection, 2000

Rycus, Judith and Hughes, Ronald. Field Guide to Child Welfare, 1998

Child Welfare Competency Three Knowledge of Services

Case Scenario

- A. Gail has taken the children and decided to move. She is currently living at the local domestic violence shelter.
- B. During the investigation, physical abuse of the children was denied by the adults in the home. Gail and Donna both admitted they get into arguments sometimes. They insisted the incident was a "one time" occurrence. Donna said that she believes everything was blown out of proportion and she feels that she did not do anything wrong. She said John was interfering and should not have.

Teaching Tools

- Using Case Scenario A, have a social worker from the local domestic violence shelter speak about resources and how social workers can assist families in accessing those resources.
- Using Case Scenario B, have a local OHR worker talk to the class about safety plans and how and when they are used in a case. Have the class develop a safety plan for the Smith family.

Child Welfare Competency Four Knowledge of Policy

Case Scenario

- A. The caseworker met with the mother, girlfriend and both children to discuss options to avoid the physical abuse in the future and to avoid the possible removal of the children from the home for safety reasons. The worker discusses the role of DHR in assisting families in staying safe and points out that the children could be removed from the home if the mother fails to protect them from abuse and/or neglect. They could be placed with relatives, if any were suitable and/or available, or the children could be placed in foster care. Further, criminal charges could be filed for acts of domestic violence.

Teaching Tools

- Based on Scenario A, review DHR policy regarding removal of children from their home and placement in least restrictive environments. Role play a conversation between the worker and Gail that could lead to removal of the children and placement options that may be explored. (CWCD 4.1)
- Provide a listing of OHR policies and state law relevant to foster care and on-going services. Have students provide a written policy analysis on one policy to include impact on the family and agency as well as suggested changes to improve the policy. (CWCD 4)

Child Welfare Competency Five Knowledge of Systems Theory

Case Scenario

- B. John and Fran visit with their maternal grandmother on a regular basis. They frequently stay with her while their mother works on the weekend. Their aunt, Fran, and Uncle Garry, and cousins, Ronnie, age 12, and Jackson, age 10, live within one mile of the maternal grandmother. When John and Fran visit their grandmother, they frequently play with their cousins at their cousin's home. This family has been very supportive of John and Fran since their mother's divorce. They have encouraged Gail and the children to start attending their church. Gail is reluctant to do this because of her secret relationship with Donna. Neighbors are curious and talking about the shouting and fighting that went on recently that they could hear. Also, the neighbors have noticed that caseworkers have been visiting on a regular basis since the incident.
- C. Today, Gail met with school officials to discuss reasons for John's recent change in behavior at school particularly the fighting. Gail was passive, not willing to admit that she may have contributed to John's behavior. John demonstrated physical signs of anger and confusion as his mother agreed with school officials that John needed a psychological examination since he seems to be having problems controlling his behavior.

Teaching Tools

- Based on Scenario A, identify both formal and informal systems to assist this family. Discuss whether or not these systems create new challenges, if so, what and/or how. (CWCD 5.1)
- Based on Scenario B, discuss the multi-systemic view of domestic violence. How has this situation impacted the multiple systems involved in this scenario including the individual, the family system, the groups or organizations involved, community/society? Explain the reciprocal nature of these multiple systems as they interact at various levels. As part of this discussion, role play the social worker creating and eco-map for Gail, John, and Fran to demonstrate the dynamics of the formal and informal systems in their live. (CWCD 5.1)

Suggested Resources

- Rogers, Anissa T. Human Behavior in the Social Environment, Chapter 2, pages 29- 35, 2006.

Child Welfare Competency Six Knowledge of Strengths Based Perspective

Case Scenario

- A. The caseworker is frustrated with this family. She has been trying to work with this family on an abuse/neglect report in order to avoid opening the case to protective services or possibly placing the children outside of the home for safety reasons. The caseworker knows that Gail continues to be reluctant to make necessary changes to keep her children safe while continuing to live with Donna. The caseworker has heard "unofficially" from neighbors that the domestic violence is continuing, but family members will not confirm.
- B. The caseworker is concerned because she had a case with similar circumstances and the youngest child was severely hurt and hospitalized. She is afraid this is going to happen again. Caseworker is waking up all hours of the night worrying about these children. This leaves her exhausted by midafternoon and unable to function to the best of her ability.

Teaching Tools

- Based on the Case Study and Scenario A, divide into three groups. Have Group 1 develop a list of solution focused questions. Have Group 2 develop a comprehensive list of family/individual strengths. Have Group 3 develop comprehensive list of family/individual needs including potential barriers to change. Groups will come together, review lists, and develop a strengths based strategy for case intervention. Questions/issues to discuss: explore if lists were complete when developed in isolation. Discuss the dynamics when focused on one aspect of case strategy (CWCD 6.1)
- Based on Scenario B, discuss the differences among compassion fatigue, secondary post traumatic stress, and burnout. Which of these is the caseworker in the scenario above experiencing? How does a social worker recognize the symptoms of above and build internal and external resources (strengths) for coping with these types of situations so that he/she can maintain a strength-based perspective of families? (CWCD 6.2)

Suggested Resources

- Saleeby, Dennis. The Strengths Perspective in Social Work Practice: Third Edition. Allyn & Bacon, 2002.
- Berg, Insoo Kim. Family-Based Services: A Solution-Focused Approach. W.W. Norton & Co., Inc., 1994.

Child Welfare Competency Seven Knowledge of Role of Social Work

Case Scenario

- A. John is fearful that he will be separated from his mother and especially his sister. He is angry with his mother for letting the domestic violence and physical abuse continue. Sometimes he wishes he lived elsewhere. Fran is fearful that she will be separated from John, who has been protective of her since their parents' divorce.
- B. Donna feels Gail does not appreciate her. She sometimes feels left out when Gail and her children are together especially when they are with maternal relatives. She is angry with Gail because Gail will not publicly acknowledge their relationship.

Teaching Tool

- Based on Scenario A, role play a dialogue between Gail, Fran and John led by the social worker discussing the children's feelings and ways to feel safer.
- Based on Scenario B, discuss potential reasons for Donna's feeling of isolation and compare/contrast these feelings with a heterosexual couple.

Suggested Resource

- See Domain 1 suggested resource

Child Welfare Competency Eight Knowledge and Application of Evidence Based Practice

Case Scenarios

- A. Gail and Donna have both been released from jail after being arrested for a domestic dispute. They have traveled to the home of Gail's brother for a planning meeting with the social worker, extended family (Gail's mother and brother) and school representative. The father has been informed of the situation by phone and declines to participate in the ISP. However, he has given information by phone about Gail and the children. He stated that he has no way of caring for the children because he travels a great deal with work. He is not interested in seeking a change in the custody arrangement that was set as a part of the divorce decree.

Teaching Tools

- Based on Case Scenario A, role play an individualized Service Plan with the persons named above. Use terms that are family friendly and strengths based. Question for Discussion: How will you create a plan with the family that is time limited and measurable? How many goals would be optimal in working with a family that is hesitant to work with the agency? Use behaviorally specific language so that behavioral change can be measured. How will you know that the plan is working? How will you document progress (or lack thereof) toward goal achievement? How often will the plan be reviewed by the ISP team members? What type of theoretical framework fits best with this type of planning process? What is the anticipated outcome of the plan? How will you evaluate the outcome of the services? Will you be able to identify which activity or intervention created positive change in the family? (CWCD 8)
- Identify two evidence-based interventions that are effective with family violence and child physical and emotional abuse of the nature documented in the current and presenting situation. Review literature on Trauma-Focused Cognitive Behavioral Therapy (TFCBT) and its effectiveness with families where child abuse and family violence are present. (CWCD 8)

Suggested Resources

- Cournoyer, Barry R. The Evidence-Based Social Work Skills Book. Pearson Education, Inc., 2004
- www.modelprograms.samhsa.gov/pdfs/model/TFGBT.pdf
- www.CAchildwelfareclearinghouse.org

Child Welfare Competency Nine Understanding of Cultural Competence

Case Scenario

- A. Gail has maintained strong family ties with her family of origin including her mother, brother, sister-in-law, and nieces, nephews and cousins. Gail and her children visit Gail's mother at least once a week, on holidays and to celebrate family birthdays. When Gail is sick, she relies on her mother or sister-in-law to take care of Fran and John. Fran and John like to stay at their cousins' house overnight. They play games, watch cable cartoons, and attend church services on Sunday with the cousins. They like spending time with their grandmother who cooks their favorite meals when they visit. They like having big family get-togethers for yearly family reunions, Thanksgiving and Christmas. They spend time looking at the family pictures covering the walls at their grandmother's house. Gail has not disclosed her sexual involvement with Donna to her family. Gail knows her family has a strong spiritual belief system that excludes acceptance of gay/lesbian lifestyles.

Teaching Tools

- Based on Case Scenario A, have the class research gay/lesbian issues as they relate to values, culture, and spirituality in this family. (CWCD 9)

Child Welfare Competency Ten Understanding of Crisis Intervention

Case Scenario

- A. Three weeks after the initial report, another call was made to the agency on-call worker by local law enforcement. It is Saturday night at 10:00 p.m. Local law enforcement states they have responded to a call from Donna Jones' neighbor. The neighbor reports hearing loud voices cursing and the sound of breaking glass in the Smith/Jones' home. Law enforcement discovered Gail and Donna in a loud, physical argument. Both will be taken to jail for a mandatory cooling-off period. Arrangements need to be made for the two children in the home.

Teaching Tools

- Based on Case Scenario A, research the Myer's Triage Assessment Model. Have individuals write a plan of response to this situation with a focus on assessing the most appropriate placement for the children. Note that limited information is a part of any crisis. (CWCD 10.1, 10.2)
- Invite a local law enforcement officer to discuss the interface between law enforcement and social workers in domestic violence situations where children are involved. (CWCD 10.2)

Suggested Resources

- Myer, Rick A., Assessment for Crisis Intervention: A Triage Assessment Model. Brooks/Cole-Thomson Learning, 2000.

Child Welfare Competency Eleven Knowledge of Social Work Values and Ethics

Case Scenario

- A. As the initial assessment worker, you have been working with the Smith family for the last few weeks. You have not yet completed your initial assessment of the abuse allegation. This morning you have been notified by the on-call worker of a second incident of domestic violence in the Smith household that occurred the night before. Last night the on-call worker went to the home to make arrangements for the Smith children to stay with the next door neighbor since the two adults in the household were taken to jail for a 24 hour mandatory cooling off period. You contact the neighbor to ask about the children welfare. You learn that the neighbor has taken the children to their neighborhood school and that the neighbor has agreed to keep the children one more night and take them to school again tomorrow since the mother will not be released from jail until very late tonight. You travel to the school to talk with the children. You are met at school by the counselor who has already phoned DHR to express her concerns about the children's. You talk to the children who are very worried about their mother. You travel to the local jail to interview the children's mother about the situation in the household. Ms. Smith does not want to disclose the situation (domestic violence, same sex relationship) to extended family members. Ms. Smith believes that if her relatives find out that she and Donna Jones are involved sexually, then the family members will disown her. She also believes that if she moves out of Donna Jones home, then she will lose her current job and have difficulty finding other employment. Ms. Smith adamantly refuses to talk with extended family members about the situation or ask them for help even though she knows that her two children are at further risk of harm if the Smith family continues to live with Donna Jones.

Teaching Tools

- Based on Case Scenario A, read the NASW Code of Ethics. Write a paper answering the following:
 - Identify the social work values and ethical principles relevant to the situation
 - Do any of the identified values and principles compete with each other?
 - If so, then prioritize them by using a screening tool or framework for ethical decision making. Do any of the values represented in the family conflict with your own?
 - If so, how will you deal with the conflict between your personal values and those represented in the family situation? (CWCD 11)

Suggested Resources

- www.socialworkers.org

Child Welfare Competency Twelve Communication Skills

Case Scenario

- A. Caseworker talks with mother and explains why the case is being opened to child protective services. The worker and the mother, in turn, meet with the children to explain what will happen and why. They prepare for the initial Individualized Service Plan (ISP) meeting and decide who to invite to the meeting. They talk about needed services, specifically, family counseling for all four of them and individual counseling for John and Fran. Fran's counseling will address issues such as the relationship between mom and her girlfriend, and between John and Fran, boundaries, what caused the physical abuse, etc.
John and Fran, in individual counseling, will be able to express and/or explore their feelings about their mother's relationship with Donna, their fear for their mother's safety, as well as their own, concerns about what their relatives and neighbors will say about them once their mother's relationship is exposed.
- B. Gail refuses to invite the children's father, Glen, to the ISP meeting.

Teaching Tools

- Based on Case Scenario A, role play the ISP preparation meeting. Role play John and Fran being honest with their mother about their fears of her being hurt by Donna. (CWCD 12)
- Based on Case Scenario B, discuss the pros and cons of each family member being honest with each other. Identify ways the worker can assist Gail in being more open to communicating with Glenn considering he is required to be invited to the meeting. (CWCD 12)
- Based on Case Scenarios A & B, role play a discussion of confidentiality, the Department of Human Resources Freedom of Choice Verification Form (DHR-ACFS- 195 7), a list of potential service providers, and financial responsibilities with Gail.
 - What behavioral cues might the social work look for in attempting to observe body language of the mother and the children during the discussion?
 - What body language might indicate resistance on the part of the mother to fact that the case is being opened for services?
 - How might one identify incongruence between verbal communication and nonverbal communication of the mother as she expresses concern for her children, but refuses to invite her relatives to the ISP?

Child Welfare Competency Thirteen Assessment Skills

Case Scenario

- A. Read the scenario on Values and Ethics. You have an understanding of the domestic violence in the household as well as the social work values and ethics that pertain to the situation. You understand that the mother is very resistant to including her relatives in planning for the safety and wellbeing of the family. You help Ms. Smith to see that due to the safety concerns in the Smith household, the children will not be able to remain in that household until safety concerns have been greatly reduced. At this point, you receive Ms. Smith's permission to involve the extended family in the planning process because she does not want her children placed in the foster care system. You have made phone calls to invite Ms. Smith's relatives to the initial safety plan. You, Ms. Smith (who has just been released last night from jail) and the extended relatives are gathered around the table at Ms. Smith's brother's home to start the ISP. The children are outside in the yard playing with their cousins.
- B. Read the scenario on Values and Ethics. You have an understanding of the domestic violence in the household as well as knowledge of the values and ethics of the social work profession that pertain to the situation. You understand that the mother does not want to include her relatives in planning for the safety and wellbeing of the family. You travel to the jail to talk with Ms. Smith about plans for the children. When you arrive at the jail, you learn that Ms. Smith has received a letter from Ms. Jones stating that Ms. Jones is deeply sorry for the situation and vows that she will never hurt Ms. Smith again. You learn that Ms. Smith wants to keep the family together and try again to live safely with Ms. Jones.

Teaching Tools

- Based on Case Scenario A & B, consider and discuss the following possible outcomes for the family:
 - The team determines that the children must be removed from the home and placed in foster care? What assessment factors would lead to this determination? What services will be needed to achieve reunification?
 - The team determines that the children will live with relatives via a safety plan. What assessment factors would lead to this determination?
 - The team determines that the children will remain in the home with a safety plan. What assessment factors would lead to this determination? What services will the family need in order to remain together safely?

Choose a permanency plan based on those outlined above, role play and write and Individualized Service Plan based on the chosen permanency plan. (CWCD 13)

- Obtain an outline of a strengths-based family assessment. Using the info provided on the Smith family, consider the information needed to complete an assessment. What information is available now and what must be gathered at a later date in order to have a more comprehensive assessment? (CWCD 13)

Child Welfare Competency Fourteen Organizational and Technology Skills

Case Scenario

- A. This case has been open for ten months. The situation is stable and the children appear to be safe. Three ISPs have been held since the case was opened. There has been some progress, but the social worker is unsure about closing the case. Another ISP is due within the next two months, per policy. Caseworker must decide whether to close the case. She wants to learn more about safe case closure.

The social worker discusses the issue of possible safe case closure with her supervisor. It is decided to staff this case with the entire service unit for their input prior to the closing ISP. The social worker accesses policy information from the online documents screen for SOHR regarding safe case closure. She also reviews notes taken during an official DHR training on safe case closure. She wants to close the case and allow this family to continue without further DHR supervision.

Teaching Tools

- Review the steps leading to a safe case closure ISP including:
 - Discuss with supervisor issues needing to be assessed prior to case closure.
 - Identify timeframes associated with case progress leading to safe case closure.
 - Discuss the departmental requirements to be met before worker can complete job-related responsibilities for case closure.
 - Discuss the impact of on-line and easily accessible policy on practice.
 - Locate policy on-line that relates to safe case closure.

Role-play a safe case closure ISP. (CWCD 14)

CASE DEVELOPED BY:
SHARON JAY, DIRECTOR
HALE COUNTY DEPARTMENT OF HUMAN RESOURCES
CHARLOTTE HERRIN, FACULTY
UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK