

Thomas

Mother: Sandra, age 40, Caucasian

Father: Unknown

Stepfather: Bill, age 52, Caucasian

Children: Thomas, age 14, Caucasian

Presenting Situation

The school guidance counselor, Ms. Johnson, contacted DHR the intake worker at 10:30 A.M. to report that Thomas Dunn is in the 9th grade and has been regressing steadily during the school year (grades and absences). She stated that she has made attempts to talk with him with no success. However, she has learned from another student that he is currently staying at a friend's house due to trouble at home and has bruises from an altercation with his stepfather. The bruises are on his arms and back as a result of being shoved against a wall.

Ms. Johnson stated that teachers have told her that Thomas' mother has not been very involved, and when they have met with her, she has seemed ambivalent about his education. Ms. Johnson said that she understands that the mother does not work, and there is a stepfather. Ms. Johnson provided a home telephone number. She also said that Thomas is staying in the home with Susan Craig and her son, Donnie. The intake worker checked agency files for previous history with the department in the areas of food stamps, child support, and public assistance. The intake worker located a previous not indicated report of neglect from 5 years ago.

The assessment worker went to the school and was able to talk to Thomas in the counselor's office. Thomas talked little, slumped, and looked at the table throughout the interview. He did confirm that he is staying at a friend's house. He also indicated that his mother did not care where he was. He said that she stays at home during the day. He said that his mother did not do drugs but drinks some. He said that his stepfather, Bill Burton, works at the auto plant and gets home in the afternoon. He said that he does not want to go home. When asked about the bruises, Thomas said his stepfather had come home from work and was upset because he had not completed his chores. They reportedly argued and his stepfather became angry, grabbed him by the arms, and pushed him against the wall. After that, he stated that he left the home and went to his friend's home where he is currently staying. When asked where his mother was during this incident, he said that she was in her room asleep. Thomas willingly showed the worker the bruises on his arms and back without being asked.

The assessment worker interviewed Donnie Craig at school. Donnie stated that Thomas came to his house after a fight with Mr. Burton, his stepfather. He confirmed that Thomas has bruises on his arms and his back as a result of the altercation with his stepfather. He shared that his mother gets home from work around 3:30 in the afternoon and would be available to talk to the worker.

The worker went to the home to talk with Thomas' mother concerning the report from the school. The worker went to the home to talk with Thomas' mother concerning the report from the school. After the worker rang the doorbell several times, Ms. Burton came to the door (approximately 5 minutes) Ms. Burton was dressed in her nightgown and her hair was unkempt. She smelled of alcohol and her speech was slurred. She stated that Thomas was staying at a friend's for a couple of days, because he and her husband do not get along. It took her several minutes before she could tell the worker the name of the family where Thomas was staying and how to contact them. She said that her son leaves frequently without permission and that sometimes she does not know where he is for a couple of days. She also acknowledged that she could not control him.

Current Situation

The assessment worker discussed with Ms. Burton the possibility of Thomas remaining at the Craig's home, if found suitable, until the situation could be assessed further. She agreed. Ms. Burton stated that Mr. Burton would be home at 5:00 from work, the worker agreed to return to interview him.

The worker then went to the Craig home to talk with Ms. Craig regarding the situation with Thomas.

Background Summary

Ms. Burton was born into a lower middle class family in a suburb of Detroit, Michigan. She described her childhood as relatively happy. She was the middle of 5 children. She reports that her family was close. She says that she was especially close to her two younger siblings, because he helped take care of them. Ms. Burton states that all of her siblings live in Michigan. She says that her oldest brother lives in Florida.

Both of Ms. Burtons' parents worked in factory jobs. Both parents drank and smoked. She says that her family would go on small outings, such as picnics and to see the leaves change in the country. Ms. Burton states that she only remembers a couple of real vacations - to the beach and the Grand Canyon. She says that they just could not afford to do much.

Her father died about 5 years ago from heart disease. Her mother is now in poor health and lives with another daughter in Michigan.

Ms. Burton stated that she never finished high school nor got her GED and has always worked at minimum wage jobs. She never told the father of Thomas that she was pregnant; therefore, he has never been involved in Thomas' life and provides no support. Ms. Burton states that Thomas and she took care of each other and were inseparable, but when he "started hitting puberty" he got "a little harder to handle." She said that she would ground him or "take things away", but in the last year, nothing works.

Ms. Burton moved to Alabama with a previous boyfriend, Tommy Maynard, to a community where his family lived. They broke up after 3 years, and she decided to stay here with her son. She met Mr. Burton at a local restaurant where she worked. They dated a short time and got married. They have been married now about two years. Thomas was not happy with the marriage from the beginning and has gotten more argumentative and rebellious over the past year. She described their relationship as being like "oil and water". She stated that they used to do things together like fishing and playing ball but not in the past year.

Ms. Burton describes limited contact with her mother and siblings. She says she regrets "letting go of [her] family". Ms. Burton said, "I don't know why - it just kind of happened. We aren't much for writing and phone calls are expensive. And with Bill's family - they are right here but I just don't think they totally accept me - I feel uncomfortable around them and I think maybe Bill is kind of embarrassed about me or something - I don't know, we never talk about it."

Ms. Burton reports having no chronic health problems. She states that she did have a hysterectomy about a year and a half ago. She reports taking no medications. Ms. Burton states getting "really down" when her father died and admits to drinking a significant amount then. Ms. Burton says that all the difficulties with Thomas also really frustrates her, and she does not know what to do.

Mr. Burton grew up in a military family in a rural community where they live today. He is also retired from the Army. His parents are both deceased and he has one brother in the area. Their relationship is described as being close. Mr. Burton's family was close and always worked hard. He states that he was happy growing up. Much was expected out of the children, including working hard around the house, yard, garden, etc. However, he says that his brother and he were always involved in sports and activities. Mr. Burton states that his family took vacations and went on small outings. He fondly remembers his father taking him fishing. He reports that his family was very religious and involved in church. He states that he is religious but rarely attends church. He said that his mother never drank and only remembers seeing his father drink a beer a couple of times.

Mr. Burton believes in children having chores and being responsible. He describes himself as a strict disciplinarian - "My father was strict, and the military was strict. It was tough, but it helped me be successful." He had never been married nor had children prior to his marriage to Sandra Burton.

He received training in the army and at a technical college. He has worked at a local auto manufacturing plant for five years and became a supervisor last year. He does well enough financially that Ms. Burton does not have to work.

Mr. Burton reports having a back problem that requires him to wear a back brace. He says that he will probably have to have surgery one day.

Mr. Burton denies any illegal drug use. He says that he does take medication for his back pain but wishes that he did not have to. He reports drinking some - a beer two or three times a week. He says that he occasionally drinks enough to get "a little tipsy." He describes his only hobby as fishing with his brother on weekends.

Mr. Burton says that his wife probably drinks a little too much but is doing better than she was in the past. He states that the death of his wife's father was difficult for her and had been told by her that she drank heavily after her father died. He reports that he would "barely touch the stuff" when they met but gradually began to drink more.

Mr. Burton is especially frustrated with Thomas and says that he really has tried to "straighten him out." He says that his mother just let him do whatever he wanted to, and now, he is trying to instill some discipline. He states that they "got along" fairly well until shortly after Mr. and Mrs. Burton married.

Thomas was born in Detroit, Michigan. Ms. Burton stated receiving prenatal care. She said that it was a "normal" pregnancy with no complications as birth. She stated that her doctor said that she was "borderline for gestational diabetes" but never received medication. She said that she was quite depressed for at least two months after Thomas' birth. Ms. Burton stated that Thomas reached all developmental milestones "when he was supposed to" and has not had any major health problems or injuries. She said that he does have a mild case of asthma and rarely has to use an inhaler. Thomas denies being sexually active.

He moved to Alabama with his mother and her boyfriend when he was six years old. The move was difficult for him due to his having to leave his extended family and friends. He was especially close to his grandparents and cousins. Thomas says that after he and his mother moved to Alabama when he was 6-years-old, his maternal aunt used to send him notes and presents from his cousins. Over the past few years this has stopped. Thomas states, "My mom says, 'Oh, Aunt Debbie's just too busy taking care of her sick husband and your granny. It's got nothing to do with you'. But, now, I don't even know much about what is going on with them. And Bill, he never takes us out to his family even though they live close by. I think he's ashamed of us or something."

Thomas had become very close to Tommy Maynard, Ms. Burton's previous boyfriend, and considered him his father and was encouraged to call him "daddy". Although told differently, he always said that he was named after Mr. Maynard. Ms. Burton stated that 'Thomas was devastated after Mr. Maynard and she broke up" and would frequently ask when they were going to get back together. She said that Thomas would "sneak and call him" but that stopped after a couple of months. Thomas was not willing to talk about Mr. Maynard, saying "the past is past." Thomas reported that he and his mother have always been close.

School officials report that Thomas has a positive academic history. They state that he was primarily an A and B student until he reached the seventh grade, when there was a gradual decrease in his performance. However, his performance (grades and attendance) has dropped drastically in the past year. Thomas' I.Q. falls within the normal range.

Thomas stated that he is "tired of school." He said that he likes some of the classes (English and P.E.) and his friends but would rather be somewhere else most of the time. He said that he can concentrate and do well when he wants to but does not want to most of the time. Thomas said that he has tried to like Mr. Burton, and did at first, but is "tired of him." He stated that most of the time he is not afraid of him. He said that "he is just rules, rules, rules." Thomas stated that he used to go fishing some with Mr. Burton and that "was kind of fun."

Thomas has stated "having a drink or two" but never being drunk. He said that he had gotten some of his mother's alcohol without her knowing. He said that she and Mr. Barton later found out, and he was put on restriction.

Safety Issues

- Ms. Burton's inability to control Thomas' behavior.
- Escalating violence in Mr. Burton and Thomas' relationship.
- Inadequate supervision Thomas' mental health

Strengths

- The family has adequate income to meet basic needs.
- Thomas has accessed his own support system.
- Ms. Burton loves her son and wants her family to remain together.
- Ms. Burton appears to have been successful as a parent and provider in the past.
- Mr. Burton works hard and is a good provider.
- Mr. Burton wants to be a good husband and father.

Needs

- Thomas and Mr. and Mrs. Burton need to be able to live together as a family.
- Thomas and Mr. Burton need to be able to talk and disagree with each other without resorting to violence.
- Thomas needs to be successful in his education.
- Mrs. Burton needs to take a more active parenting role.
- Mrs. Burton needs to develop a social outlet.
- Mrs. Burton needs to address her alcohol dependency.

Available Resources

The Burton family lives in a small close knit rural community that is easily accessible to an urban area. There is a medium sized hospital and a small private hospital as well as a mental health center. The school is close by and is open for community activities. There is a state university and a community college within a 30-mile radius.

Child Welfare Competency One Knowledge of Human Development

Case Scenarios

- A. Thomas has had several major losses in his life. He knows very little about his birth father because his mother will not talk about him. He left a close extended family upon his move to Alabama at age 6. At age 9, his mother's previous boyfriend, to whom he was quite close, left the home.
- B. Mr. Burton never has had children and does not know what to expect from an adolescent.
- C. Thomas' grades have dropped, and he has had numerous absences.

Teaching Tools

- Based on Case Scenario A, consider the losses Thomas has experienced in his life. Identify the possible age stage related feelings and coping mechanisms that may be relevant for Thomas. (CWCD, 1.1, 1.2)
- Based on Case Scenario B, role-play, with Mr. Burton, a discussion about Thomas' development and the feelings and behaviors associated with this developmental stage. (CWCD, 1.1, 1.2)
- Based on Case Scenario C, explore possible explanations for Thomas' drop in grades and absences. (CWCD, 1.2)

Child Welfare Competency Two Knowledge of Abuse and Neglect

Case Scenarios

- A. Bruising on Thomas' arms and back are noted by the worker. Thomas stated that this is not the first time that bruises have occurred, but this is the worst that he has had.
- B. The guidance counselor shared with the worker that Thomas has been involved in several altercations in school.
- C. Mr. Burton was raised in a strict military family where physical punishment was the norm. Mrs. Burton was raised in a very relaxed atmosphere.
- D. Ms. Craig reported to the assessment worker that it is common knowledge in the community that Sandra "drinks all day every day."
- E. Provide participants with a copy of the present situation from the original case information (see page 1).

Teaching Tools

- Based on Case Scenario A, discuss the dynamics of abuse and what factors may have led to its escalation in this situation. (CWCD, 2.1, 2.2)
- Based on Case Scenario B, discuss the impact of child abuse and neglect on individuals, families, and the community. Also, discuss how escalating physical abuse could cause future problems and contact with the legal system. (CWCD, 2.3)
- Based on Case Scenario C, discuss how issues in Mr. Burton's childhood may impact his parenting skills as an adult. Review research to explore the issues of adults who were abused as children. Compare parenting styles of Mr. and Mrs. Burton and how that impacts their relationship and the atmosphere in the family. (CWCD, 2.3)
- Based on Case Scenario D, discuss the impact that Ms. Burton 's drinking has on Thomas and the relationship between he and his stepfather, as well as, his day to day care. (CWCD, 2.2, 2.3)
- Based on Case Scenario D, discuss Ms. Burton's drinking and how it may impact Thomas and his future development of substance abuse issues. (CWCD, 2.2, 2.3)
- Based on Case Scenario E, assign the participants or have them discuss the following questions:
 - Barton Family CA/N Assessment
 1. You have received the attached information from the intake worker. What would you do initially before doing interviews?
 2. Who would you interview and in what order would you do the interviews for this assessment? Also, how would you do the interviews (telephone, face-to-face in home, school, etc.)? Explain.
 3. What questions would you ask each of these people upon doing an initial interview? Other than asking questions, what are some other ways that you will be assessing the situation?

Child Welfare Competency Three Knowledge of Services

Case Scenario

- A. Ms. Burton's drinking became problematic five years ago when her father died. She was depressed and drank heavily. Shortly after her father died her boyfriend, Tommy, left her. She says, "I was a wreck but after a few months I got a job and pulled myself together with nobody's help. So, I can do it myself again if I have to." Her drinking was under control until a few months ago when the tension between Mr. Burton and Thomas escalated. Both, Thomas and Mr. Burton, say they are worried and angry about her drinking.
- B. Thomas has returned home and the case has been transferred to ongoing services in an effort to keep the family together.

Teaching Tools

- Research ways substance abuse treatment programs assess substance use/abuse and about the continuum of interventions. Given what is known, so far, about Ms. Burton's use of alcohol, discuss what interventions might be useful. (CWCD 3.1)
- Role-play the exploration of relatives or friends that might be able to help/support Mrs. Burton in treatment. (CWCD 3.2)
- Discuss family counseling in regard to blended families and the challenges they present. (CWCD 3.1)

Child Welfare Competency Four Knowledge of Policy

Case Scenario

- A. Thomas is refusing to return home, Ms. Craig has stated that he can stay with her family as DHR works toward reunifying Thomas with his mother and step-father. She has also stated that she will provide transportation to counseling sessions.

Teaching Tools

- Based on case based scenario, review safety-planning policy for DHR and complete a safety plan. (CWCD 4.1)
- Review the Family Options family reunification program. (CWCD 4.1)
- Review ASFA as to how the law relates to reasonable efforts to prevent entry into foster care. (CWCD 4.1)
- Explore the role that Ms. Craig plays in the reunification process. (CWCD 4.1)

Child Welfare Competency Five Knowledge of Systems Theory

Case Scenario

- A. Review the current case information.

Teaching Tools

- Considering what is known about each family member, apply systems theory to each and how their actions impact themselves, their family, and community. (CWCD 5)
- Explore present/known support systems - family, friends, community, etc. - that are strengths for the family and could be utilized to assist the family in its current situation. Explain how each of these can positively impact the family. (CWCD 5)
- Placing yourself in the role of a parent in this family, consider your current, research resources within your community that could be utilized by and positively impact the family. Contact agencies for a list of services and eligibility criteria. Respond to the following questions: (CWCD 5)
 - What need is being addressed?
 - What is the resource that will meet this need? Name the agency and describe its services. Also, give the name of the person you spoke to and /or the website that you accessed to get this information.
 - How does this service meet the family's financial needs for affordability?
 - How will this address the family's immediate need?
 - How will this meet the family's future needs?
 - How will this contribute to the stability of the family?
 - How will this contribute to the well-being of the children)?
 - What barriers are faced by this family and/or individuals within this family, which would make it difficult to access/receive services?

Child Welfare Competency Six Knowledge of Strengths Based Perspective

Case Scenario

- A. In looking at the strengths of family members, Thomas has accessed his own support system. Ms. Craig has offered to help by providing him a place to live and transportation to services that will focus on reunification.
- B. You arrive at work today having had little sleep due to being on-call. You find out that Thomas is in detention. After concerted work with the family on your part, Thomas had returned home several nights ago with the understanding that he and his mother and stepfather would "practice" living together again for four days. However, last night the police were called to the home by a neighbor who heard fighting. Mr. Burton had a broken arm from being hit with a frying pan by Thomas, who was inebriated. Thomas also hit the policeman. Thomas was sent to detention and both Mr. and Mrs. Burton told the officer that this is the last straw - Thomas cannot return home under any circumstances.

Teaching Tools

- Based on Case Scenario A, what impact will Ms. Craig's involvement have on helping the family plan succeed? (CWCD 6.1)
- Based on Case Scenario A, how would you utilize the strengths of this family to meet the identified needs? (CWCD 6.1)
- Discuss the stages of secondary trauma and how to minimize the effect on you as the worker. (CWCD 6.2)
- Based on Case Scenario B, you must deal with the Burton family situation today. You are discouraged and exhausted. All that has happened is severely testing your ability to use a strengths-based perspective. What can you do to insure that your feelings do not have a negative impact? (CWCD, 6.2)

Child Welfare Competency Seven Knowledge of Role of Social Work

Case Scenario

- A. As stated, Thomas' grades have dropped, has had multiple absences, and altercations at school/disruptions in the classroom. He has received multiple suspensions, and the school is threatening expulsion.
- B. The goal is family preservation for this family. There are numerous community resources that can help achieve this goal.
- C. The case has been assigned to you as a family preservation worker. You are meeting with the family for the first time.

Teaching Tool

- Based on Case Scenario A, how would you as a social worker advocate with the school to explore alternatives to expulsion? (CWCD 7.1)
- Based on Case Scenario A, how would you engage Thomas' mother and step-father in the advocacy process with the school? (CWCD 7.1)
- Based on Case Scenario A, discuss special education and/or support service options with the parents. (CWCD 7.1, 7.2)
- Based on Case Scenario B, discuss available community resources that could benefit the family. How could you advocate with and for the family to access these resources? What obstacles might you encounter? How would your actions be beneficial to the family? (CWCD 7.1, 7.2) *This teaching tool could be completed in combination with Domain Five, Teaching Tool #3.*
- Based on Case Scenario C, role play with the family discussing role as a social worker and the expectations of the department at this point in the intervention process. (CWCD 7.2)

Child Welfare Competency Eight Knowledge and Application of Evidence Based Practice

Case Scenarios

- A. Provide participants with a copy of the case summary information, minus the safety issues, strengths, and needs.

Teaching Tools

- Based on the case summary information provided, identify at least 2 strengths for the family and at least 2 strengths for each family member. (CWCD 8)
- Based on the case summary information provided, identify at least 2 needs for the family and at least 2 needs for each family member. (CWCD 8)
- Based on the case summary information provided, identify at least 3 safety issues for the family (CWCD 8)
- Utilizing the strengths, needs, and safety issues identified in Teaching Tools 1-3, develop four family/individual goals as they would appear in a case plan. (CWCD 8)
- Based on Teaching Tool 4 and the case planning process, develop at least two objectives for each goal. For each objective, the participants should include the following: a specific service and service provider identified, location of service, frequency service will be provided, anticipated start date, and anticipated end date. (CWCD 8)
- Using the above information, have participants role play a case plan review where progress is reviewed regarding goals and objectives. (CWCD 8)

** This domain can be completed in combination with Domain Thirteen by role-playing a comprehensive family assessment where family and individual strengths and needs will be identified. Teaching Tools 1-5 are also included in the Teaching Tools for Domain Thirteen.*

Child Welfare Competency Nine Understanding of Cultural Competence

Case Scenario

- A. The family lives in a small, tight-knit rural community where Bill and his family are well known to most people.
- B. Due to Bill's military background, he is very structured, rigid in his views regarding family, community, and "how things should be done."
- C. You have developed a rapport with Thomas, and he reveals to you that he thinks that he is gay.

Teaching Tools

- Based on Case Scenario A, what are some issues that the family may face due to your intervention? (CWCD 9.1, 9.2, 9.3)
- Based on Case Scenario A, how might living in the rural community affect the family's willingness to participate and your ability to provide services? (CWCD 9.1, 9.2, 9.3)
- Based on Case Scenario B, how could Bill's views affect his relationship with Thomas, you as the worker, the school, etc. Discuss positives and negatives. (CWCD 9.1, 9.2, 9.3)
- Based on Case Scenario C, Thomas wants to talk to his mother and stepfather regarding his sexual orientation. How would you assist him in preparing for and sharing this information with his parents? (CWCD 9.1, 9.2, 9.3)

Child Welfare Competency Ten Understanding of Crisis Intervention

Case Scenario

- A. Mrs. Burton has called you upset, because Thomas has shared that he thinks he is gay and that Bill has told him to leave the home. She wants him to stay.
- B. Other possible case scenarios could include: Mrs. Burton attempting suicide, Thomas attempting suicide, Thomas coming home "high" on a substance, Bill being arrested for a DUI, Bill being fired from his job, etc.

Teaching Tools

- Based on case based scenario A, discuss what other issues or difficulties could result from this situation that might lead to a heightened level of crisis (worst case scenario). (CWCD 10.1)
- Based on case based scenario A, describe how you would intervene with the family as a whole and individually. (CWCD 10.2)
- Apply the above teaching tools to the other possible case scenarios.

Child Welfare Competency Eleven Knowledge of Social Work Values and Ethics

Case Scenario

- A. Thomas has been living with his mother and stepfather for the past week, having returned after living with the Craig's for two months. Ms. Burton agreed that Ms. Craig should be part of the family planning team. Ms. Craig has participated in all Individualized Service Plan meetings, including one held prior to reunification last week. Ms. Burton called you a half hour ago saying that money is missing from her purse, and she believes Thomas took the money. Now, Ms. Craig is calling, saying Thomas has shown up at her house, very upset. He wants to stay and will not explain what has happened. Ms. Craig asks, "What exactly is going on now?"
- B. There are two drug and alcohol service providers in your area. Program A is a for-profit facility that only accepts private insurance. Program B is a non-profit program and accepts payments on a sliding fee scale. Both recently released confidential client outcome studies made available to OHR, and Program A has significantly better outcomes. Recently, there has been news coverage about two staff at Program B who were fired for dealing drugs with former patients. Ms. Burton has finally, but reluctantly, agreed to treatment but Mr. Burton's insurance does not cover drug/alcohol treatment. Program B is the only realistic option for Ms. Burton's treatment. They know nothing about the outcome studies, but they are aware of the news coverage.

Teaching Tools

- Read/review the social work Code of Ethics.
- Based on Case Scenario A, identify and discuss the core principles of the Code of Ethics that are represented in the scenario. Based on this knowledge, how would you respond to Ms. Craig? (CWCD 11)
- Based on Case Scenario B, discuss your ethical obligations, as a social worker, to discuss the outcome studies. (CWCD 11)

Child Welfare Competency Twelve Communication Skills

Case Scenario

- A. The worker meets with the Burton's to discuss the upcoming case planning meeting and who will need to be included to help. Possible team members are as follows: Thomas, Bill, Ms. Burton, Ms. Craig, and the school guidance counselor.
- B. All parties are committed to helping this family stay together safely. The worker facilitates the meeting.
- C. The worker writes up the case plan and disseminates to all team members.

Teaching Tools

- Based on Case Scenario A, role play interviews with the family and team members to prepare for the upcoming meeting. (CWCD 12.1, 12.2, 12.3)
- Based on Case Scenario B, role play (with assigned roles for all team members) a case planning meeting. Following the role play discuss the thoughts and feelings of participants about the quality of communication and collaboration. (CWCD 12.1, 12.3)
- For those who have previously been involved in the case planning process, based on Case Scenario B, describe to the group conversations/discussions that you have had with the team members regarding case planning and expectations of the meeting outcome. Discuss what has been helpful and what could have been done better. (CWCD 12.1, 12.2, 12.3)
- Based on Case Scenario C, write up the case plan (Individualized Service Plan) that will be disseminated to all parties. (CWCD 12.4)

Child Welfare Competency Thirteen Assessment Skills

Case Scenario

- A. Separate the provided Burton family information into individual family member information.
- B. Provide participants with a copy of the case summary information, minus the safety issues, strengths, and needs.

Teaching Tools

- Separate participants into categories of family member and social worker. Utilizing the Burton family information and a provided assessment tool, have participants role play a comprehensive family assessment interview (This can be used in various combinations to gather information, strengths, and needs for only one individual and/or for the family as a whole.). (CWCD 13.2)
- Based on the case summary/role play information provided, have participants complete a family assessment. (CWCD 13.1)
- Based on the case summary/role play information provided, identify at least 2 strengths for the family and at least 2 strengths for each family member. (CWCD 13.1)
- Based on the case summary/role play information provided, identify at least 2 needs for the family and at least 2 needs for each family member. (CWCD 13.1)
- Based on the case summary/role play information provided, identify at least 3 safety issues for the family. (CWCD 13.1)
- Utilizing the strengths, needs, and safety issues identified in Teaching Tools 1-4, develop four family/individual goals as they would appear in a case plan. (CWCD 13.3)
- Based on Teaching Tool 5 and the case planning process, develop at least two objectives for each goal. For each objective, the participants should include the following: a specific service and service provider identified, location of service, frequency service will be provided, individual(s) responsible for accessing the service, anticipated start date, and anticipated end date. (CWCD 13.3)
- Have class/training participants discuss how family progress will be monitored and assessed for progress or the lack thereof (i.e. home visits, case plan reviews, collateral contacts, etc.). (CWCD 13.4)
- Have class/training participants discuss their own scenarios involving progress or lack of progress of individuals in the family or the family as a whole. List these and have the participants discuss how these situations would be reflected in case notes and the assessment tool. Instead of a group discussion, this could also be assigned as homework for participants to add to the initial family assessment. (CWCD 13.4)

Child Welfare Competency Fourteen Organizational and Technology Skills

Case Scenario

- A. The worker writes up and disseminates the Burton ISP within a certain time frame from the date of the meeting.
- B. The worker uses e-mail to invite school personnel to the Burton team meeting and to share copies of the finished product.

Teaching Tools

- Based on Case Scenarios A & B, describe policy time frames regarding developing a safety plan and having a full team meeting. (CWCD 14.1, 14.3)
- Based on Case Scenario B, discuss pros and cons of using e-mail for correspondence and disseminating case material. (CWCD 14.3)

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