



Supervisory
Practices
Program

Supervising for Comprehensive Identification and Exploring for Relative Resources

Kaylie

Remarked to a stranger at a spaghetti supper recently that she was no longer a foster kid, because now she lives with her grandparents.



Supervisory Practices Program

Introductions

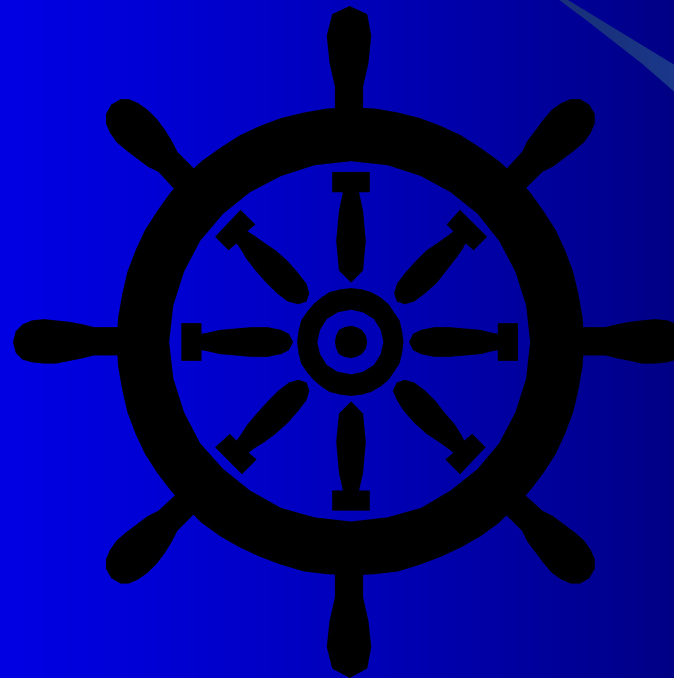
- * Name
- * Office
- * Number at a meaningful family gathering

Workshop Objectives:

- * Connecting relative identification, exploration and utilization to relevant policy, law and practice guidelines
- * Understanding supervisory role and responsibilities
- * Supervisory performance self assessment and preparation for planning conversation with PA/APA

Supervisory
Standards

Policy



Law

Practice
Model

Child and Family
Services Review

Impact of Kinship Care on
Behavioral Well-being for
Children in Out-of-Home Care

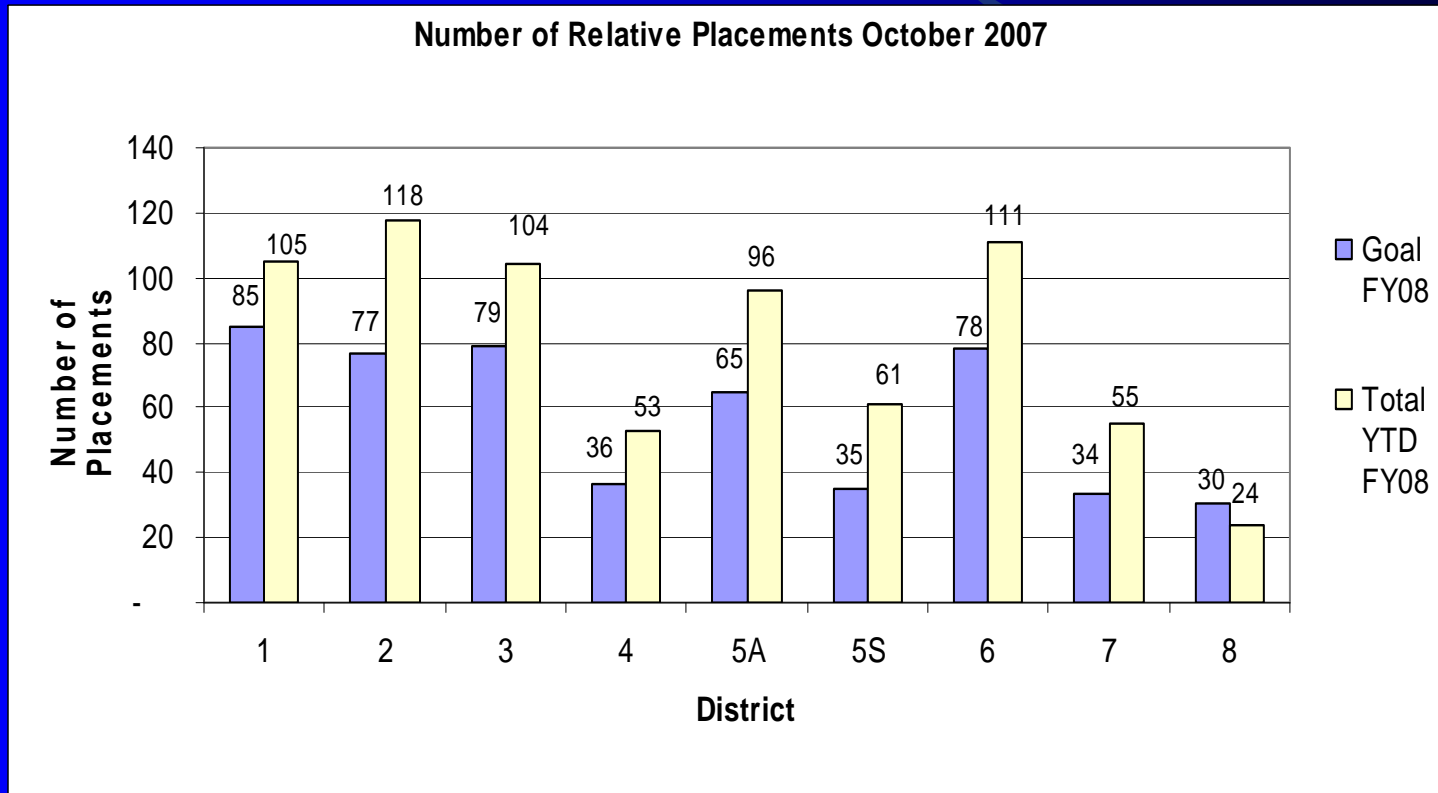
David Rubin

(June 2008)

Number of Relative Placements August 2008

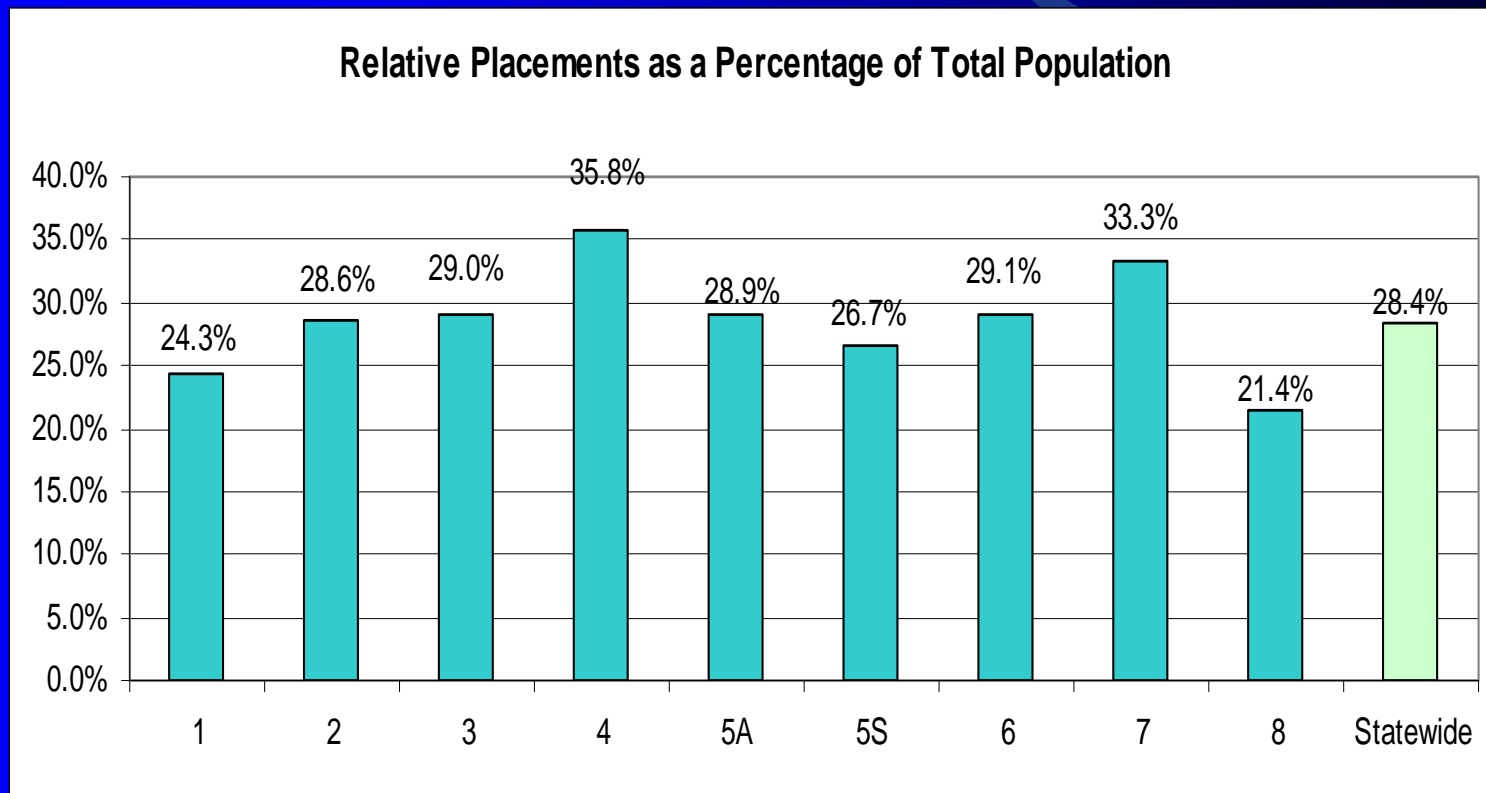
District	Baseline Number of Children in Relative Placements in Oct. 07	Goal for Number of relative placements (25% of Population)	Current Number of Relative Placements	Number of placements with relative since Oct 2007	Relative Placements as a Percent of Population	Number of placements needed to reach Goal
1	84	89	75	80	23.2%	14
2	86	82	85	100	29.3%	(3)
3	56	76	61	76	21.7%	15
4	36	33	46	41	37.1%	(13)
5A	63	63	51	83	23.0%	12
5S	29	37	35	49	24.5%	2
6	81	81	81	87	27.0%	(1)
7	28	35	41	39	31.8%	(7)
8	21	30	18	18	19.1%	12
Statewide	484	525	493	573	25.9%	32

of Relative Placements October '07



August '08

Relative Placements as % of Total Population



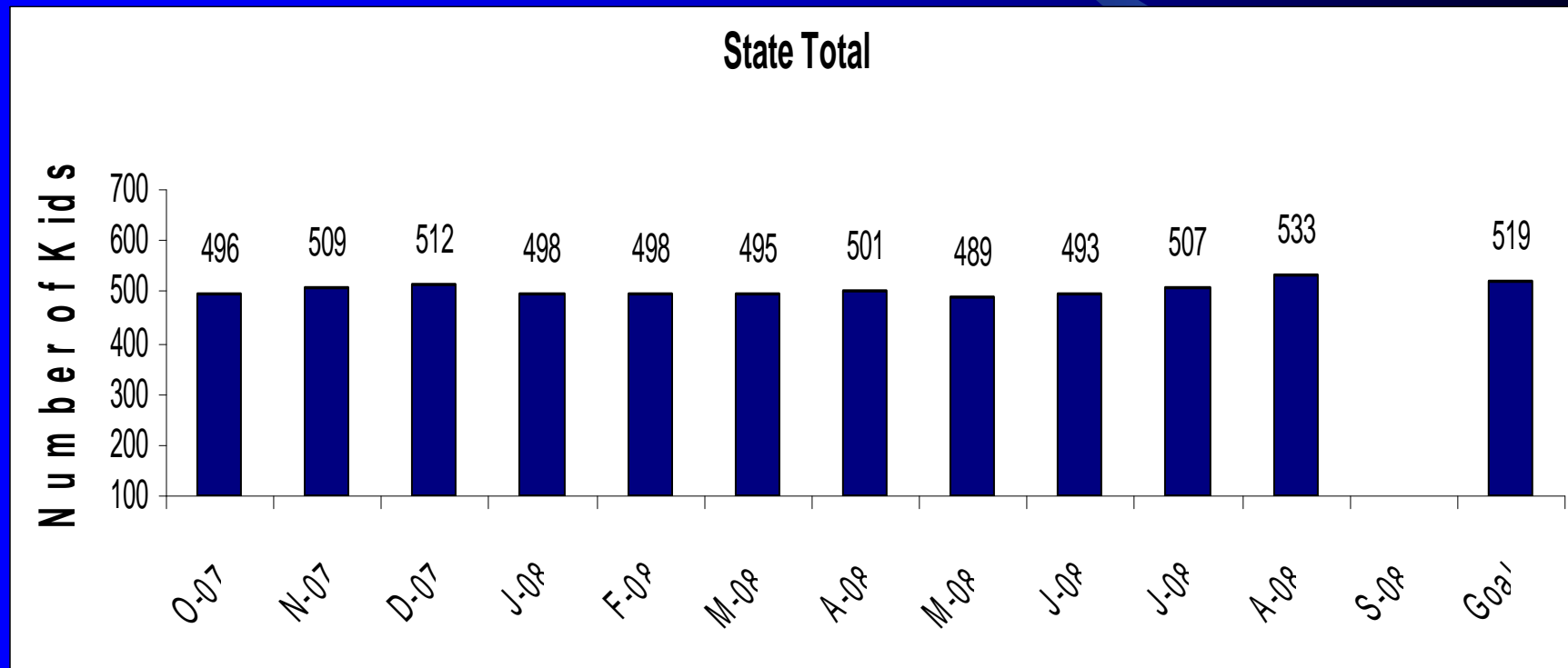
August '08

Total Children Currently Placed in a Relative Placement

Total Children Currently Placed in a Relative Placement												Updated Mon	
DISTRICT	O-07	N-07	D-07	J-08	F-08	M-08	A-08	M-08	J-08	J-08	A-08	S-08	Goal
1	92	93	91	85	80	82	81	77	75	76	74		85
2	89	98	96	95	94	93	92	85	85	82	78		77
3	53	58	56	48	54	56	53	58	61	69	83		79
4	35	36	39	40	37	42	45	48	46	42	49		36
5A	64	66	64	59	57	51	50	52	51	59	66		65
5S	30	35	34	27	35	35	33	33	35	36	36		35
6	88	83	88	91	89	82	87	87	81	82	84		78
7	26	23	25	32	34	35	39	33	41	39	42		34
8	19	17	19	21	18	19	21	16	18	22	21		30
STATE	496	509	512	498	498	495	501	489	493	507	533		519

August '08

State Total: Children Placed with Relatives



August '08

Decisive Factors

Draft list of factors to assist in assessing the quality of the documentation of Relative Resources narratives

Case Study

- * Individually read the Relative Resource narrative, Page 2 - 5
- * In groups decide which Decisive Factors are met, partially met and unmet.
- * Decide what you need to see in the narrative to meet the Decisive Factor

RESULTS

- * Met, Partially Met or Unmet
- * To meet the DF, the narrative needs to include_____.

Decisive Factor # 1

Names, addresses, phone numbers,
household composition, DOB's

Decisive Factor # 2

Evidence that the worker took steps to identify and attempted to personally contact and interview each **maternal** and **paternal** family member in a way that invites their potential participation with the child. (And any exception to this is documented.)

Decisive Factor # 3

Relationships with this child - past and present and hopes for the future are explained

Decisive Factor # 4

There is evidence that prior Relative Resource entries have been reviewed and have been incorporated into the current relative exploration.

Decisive Factor # 5

Indication of what each **maternal** and **paternal** family member will offer toward supporting this child (if safe) in addition or instead of placement.

Decisive Factor # 6

Identification of what supports the child, the parents and the **maternal** and **paternal** family member will have available to them, should they become very involved with the care of this child.

Decisive Factor # 7

Indication of whether each **maternal** and **paternal** family member would attend Family Team Meetings, if invited.

Decisive Factor # 8

A thorough exploration is done with the child, considering his/her experiences, thoughts and feelings about each maternal and paternal family member that has been identified. Reference to the date of the face-to-face contact with the child is noted.

Decisive Factor # 9

There is a specific explanation for the reasons why any relative has been excluded from being considered as a resource. Refer to the location of supporting information.

Decisive Factor # 10

The entry identifies the 'Next Steps' for future exploration

Adding to the Decisive Factors List

Now that you've experienced the draft list:

- * What would you add?
- * What would you change?

Applying the Decisive Factors to Unit Work

- * Individually read your unit's Relative Resources narratives and rate them using the Decisive Factors
- * Record your assessment of each narrative on the Decisive Factors sheet.
- * Get through as many narratives as you can in 10 minutes.

Look for Themes:

Strengths

Challenges

Reflection:

How will you use the information you have learned today with your unit or with individual workers?

Policy Considerations

&

Practice Expectations

Exploration of Relatives

Exploration cannot be done without a complete identification process but it is also true that exploration leads to more family being identified.

Who?

When?

How?

What?

Identification Process

Discussion with Mother about her side of the family.

Discussion with Father about his side of the family.

✓ Parents

✓ Grand Parents

✓ Siblings

✓ “Step Relatives”

The greatest skill you can teach your staff is to be curious about the families and the best way to teach that is through your own curiosity.

Current Supervisory Practice

Self-Assessment

Identification of:

Values & Beliefs

QUIZ

*6 QUESTIONS

*Use all of your resources available to you from your pre-work and what you learned today.

Back in the Office:

What can you commit to start
doing right away?

Workshop Evaluation

- * Survey Monkey
- * Watch for instructions on email
- * Please complete and return
- * CEU's will be mailed

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Thank you for joining
us today!!!