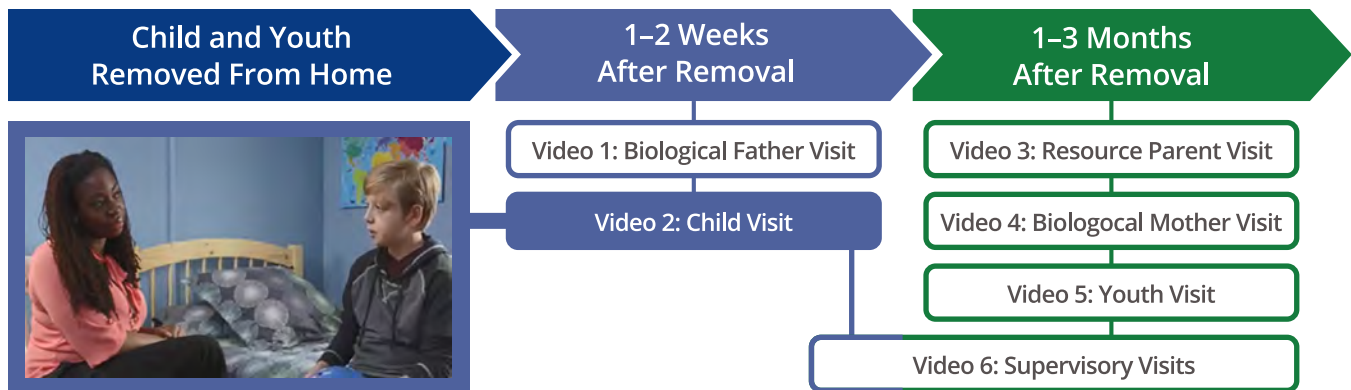


Discussion Guide for Video 2 Child Visit



Kara's Preparation

To plan a purposeful visit, Kara considers the specific issues that affect the safety, permanency, and well-being of the child and youth in this family. She schedules the visit at a time and place that will not disrupt work or school. Before the visit, she checks documentation and reviews the case history, genogram, previous and current case plans and action plans, documentation from previous contacts, collateral contact documentation, recently completed assessments and evaluations with recommendations, and supervisor staffing notes. Using this information, she writes notes and creates a short agenda for the visit to bring as a guide. Kara brings her agenda, notes, genogram, current case plans and action plans, and any necessary forms or referrals to the visit.

Who: Ryan Montoya, 9 years old

Where: Resource parent's home

When: One week after child and youth placement

Purpose: Begin to engage the child and assess:

- Safety, risk, permanency, and well-being
- Adjustment to the placement

Agenda for Visit with Ryan Montoya (age 9)

- Introductions: Begin to engage with the child.
- Assessment of:
 - Adjustment to the placement (Is there anything he likes about the resource parent's home? Ask about morning routines, meals, getting ready for school, sleeping, etc.)
 - Safety and risk (Ask what was different this time about the fight between mom and dad.)
 - Permanency (What would he like things to look like when he returns home?)
 - Well-being (Ask about school, friends, and behavior. How is he doing? How does he feel? For example, "What's it like for you when ...? What do you do for fun?")
- Current needs
- Summary, next steps (What I will do, what he will do.)

Core Components Checklist

This video highlights assessment. As you view the video, use the checklist to note how Kara uses age-appropriate questions to assess the child’s safety, risk, permanency, well-being, and adjustment.

During the Visit: Engagement

| Quality Contact Component | Briefly Describe What You Observed |
|--|------------------------------------|
| Assess for safety. <i>Identify immediate safety threats.</i> | |
| Assess for risk. <i>Identify safety threats, child vulnerabilities, and caretaker ability to protect.</i> | |
| Assess for permanency. <i>Evaluate preservation of connections and placement stability.</i> | |
| Assess for well-being. <i>Evaluate physical and emotional health, education, and relationships.</i> | |
| Assess adjustment to placement or progress toward individual case goals. | |

Food for Thought

1. What did Kara do or say that helped her achieve the purpose of her visit?
2. What seems to be the most important issue for Ryan, and what follow-up steps will Kara need to take?
3. What did you see that you can use in your practice?

What Are You Doing Now?

Use the tool to identify areas of strength and areas for further improvement. Think about several recent caseworker–family visits you have conducted or have observed, and answer this from the perspective of the family. Was the component demonstrated seldom, sometimes, or almost always?

During the Visit: Engagement

| Component | Seldom | Sometimes | Almost Always |
|--|--------|-----------|---------------|
| Assess for safety and risk. | | | |
| Assess for permanency. | | | |
| Assess for well-being. | | | |
| Assess adjustment to placement or progress toward individual case goals. | | | |

What’s Next for You?

Based on what you saw, what one thing can you do immediately to improve your practice?

