North Carolina Department of Health and Human Services
Permanency Planning Services Track Training

Participant's Workbook
Day Seven

September 2024

This curriculum was developed by the North Carolina Department of Health and Human Services, Division of Social Services, and revised by Public Knowledge® in 2024.

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Instructions

This course was designed to guide child welfare professionals through the knowledge, skills, and behaviors needed to engage with families in need of child protection services. The workbook is structured to help you engage in the lesson through reflection and analysis throughout each week of training. Have this workbook readily available as you go through each session to create a long-lasting resource you can reference in the future.

If you are using this workbook electronically: Workbook pages have text boxes for you to add notes and reflections. Due to formatting, if you are typing in these boxes, blank lines will be "pushed" forward onto the next page. To correct this when you are done typing in the text box, you may use delete to remove extra lines.

Course Themes

The central themes of the [Insert Track Name] Track Training are divided across several course topics.

- Purpose, Practice Standards, and Legal Aspects
- Diversity, Equity, Inclusion, and Belonging
- Indian Child Welfare Act of 1978 (ICWA)
- Communicating
- Family Engagement
- Assessing in Permanency Planning Services
- Trauma-Informed Care
- Permanency Plans and Concurrent Planning
- Attachment
- Family Time
- Shared Parenting
- Working with Relatives
- Partners in the Permanency Planning Process
- Permanency Planning with the Family
- Permanency Planning Family Services Agreement
- Child and Family Team Meetings
- Authentically Engaging Children and Youth
- Family-Centered Permanency Planning
- Quality Contacts
- Preparing for Permanency
- Engaging Relatives
- Placement

- Placement with Relatives
- Monitoring the FSA
- Achieving Permanency
- Adoption
- Documentation
- Worker Safety

Training Overview

Training begins at 9:00 a.m. and ends at 4:00 p.m. If a holiday falls on the Monday of training, the training will begin on Tuesday at 9:00 a.m. This schedule is subject to change if a holiday falls during the training week or other circumstances occur. The time for ending training on Fridays may vary and trainees need to be prepared to stay the entire day.

Attendance is mandatory. If there is an emergency, the trainee must contact the classroom trainer and their supervisor as soon as they realize they will not be able to attend training or if they will be late to training. If a trainee must miss training time in the classroom, it is the trainee's responsibility to develop a plan to make up missed material.

Pre-Work Online e-Learning Modules (If Applicable)

There is required pre-work for the [Insert Track Name] Track Training in the form of online e-Learning modules. Completion of the e-Learnings is required prior to attendance at the classroom-based training. The following are the online e-Learning modules:

1. North Carolina Worker Practice Standards
2. Safety Organized Practice
3. Understanding and Assessing Safety and Risk
4. Understanding and Screening for Trauma

Transfer of Learning (TOL) Tool

The Permanency Planning Track Training Transfer of Learning (ToL) tool is a comprehensive and collaborative activity for workers and supervisors to work together in identifying worker goals, knowledge gain, and priorities for further development throughout the training process. In four distinct steps, the worker and supervisor will highlight their goals and action plan related to participating in training, reflect on lessons and outstanding questions, and create an action plan to support worker growth. The tool should be started prior to beginning the Permanency Planning Track Training and re-visited on an ongoing basis to assess growth and re-prioritize actions for development.

Part A: Training Preparation: Prior to completing any eLearning and in-person Track Training sessions, the worker and supervisor should meet to complete Part A: Training Preparation. In this step, the worker and supervisor will discuss their goals for

participation in training and develop a plan to meet those goals through pre-work, other opportunities for learning, and support for addressing anticipated barriers.

Part B: Worker Reflections During Training: The worker will document their thoughts, top takeaways, and outstanding questions regarding each section. This level of reflection serves two purposes. First, the practice of distilling down a full section of training into three takeaways and three remaining questions requires the worker to actively engage with the material, subsequently forming cognitive cues related to the information for future use in case practice. Second, prioritizing takeaways and questions by section allows workers to continually review information to determine if questions are answered in future sessions and supports the development of an action plan by requiring workers to highlight the questions they find most important.

Part C: Planning for Post-Training Debrief with Supervisor: The worker considers the takeaways and questions they identified in each section and creates a framework to transfer those takeaways and questions into an action plan.

Part D: Post-Training Debrief with Supervisor: Provides an opportunity for the supervisor and worker to determine a specific plan of action to answer outstanding questions and to further support worker training.

While this ToL is specific to the Track Training in North Carolina, workers and supervisors can review the takeaways and questions highlighted by the worker in each section of training on an ongoing basis, revising action steps when prior actions are completed, and celebrating worker growth and success along the way.

Training Evaluations

At the conclusion of each training, learners will complete a training evaluation tool to measure satisfaction with training content and methods. The training evaluation tool is required to complete the training course. Training evaluations will be evaluated and assessed to determine the need for revisions to the training curriculum.

All matters as stated above are subject to change due to unforeseen circumstances and with approval.

Learning Objectives

Day 7

Placement with Relatives
• Learners will be able to initiate conversations with relative caregivers to highlight how their role might be challenging and provide applicable support.
• Learners will be able to recognize the support needs of relative caregivers based on their unique circumstances, even without relatives voicing those needs.
• Learners will be able to describe the process for relative caregivers to take placement, as well as the process and associated benefits of licensure.
• Learners will be able to formulate support plans that are specific to relative caregiver needs, including identification of applicable formal and informal support strategies
• Learners will be able to implement the required processes for ICPC to support out-of-state placements.
Monitoring the Family Service Agreement (FSA)
• Learners will be able to demonstrate planning for future service needs, considering the child and family's current needs, their future outlook, and options for support that will limit the need for future intervention.
• Learners will be able to demonstrate planning for future service needs, considering the child and family's current needs, their future outlook, and options for support that will limit the need for future intervention.
Monitoring the FSA Learning Lab
• Learners will be able to demonstrate how to use SDM tools to monitor the safety and permanency of children in out-of-home care.
• Learners will be able to independently complete structured decision-making tools associated with reunification.
• Learners will be able to define the specific positive behavioral change required for reunification based on the unique needs and strengths of the child's parent.
Achieving Permanency
• Learners will be able to define the specific positive behavioral change required for reunification based on the unique needs and strengths of the child's parent.
• Learners will be able to create intentional plans to support their own emotional health when preparing to terminate services.
• Learners will be able to demonstrate engagement techniques that support families through crucial case conversations.

Achieving Permanency, continued
• Learners will be able to describe skills to de-escalate, calm, and verbally intervene to diffuse tense and potentially violent outbursts.
• Learners will be able to demonstrate de-escalation skills and safety in response to violent outbursts.
• Learners will be able to explain the importance of collaboration and communication to their safety while executing emergency custody of a child or children.
• Learners will be able to describe the required policies and practices associated with reunification in North Carolina.
• Learners will be able to describe the policy and practice requirements for reinstatement of parental rights, including the required conditions to move forward with this permanency option.
• Learners will be able to describe how to determine the appropriateness of reinstatement of parental rights when policy requirements are met.
• Learners will be able to describe the required policies and practices associated with guardianship in North Carolina.
• Learners will be able to develop plans to transition to guardianship that highlight the support needs of the child(ren), parents, and other important case participants.
• Learners will be able to describe when it is appropriate to pursue guardianship as the permanency option for a child.
• Learners will be able to identify and clearly document behavioral indicators to support guardianship decisions.
• Learners will be able to describe the policy requirements associated with choosing APPLA as a youth's permanency option.
• Learners will be able to characterize the situations in which APPLA is an appropriate permanency option.
• Learners will be able to successfully create and monitor Transitional Living Plans for youth in out-of-home care who are 14 years of age or older.
• Learners will understand the situations when youth are eligible for foster care when over 18 years old and the associated policy requirements.
• Learners will be able to appropriately terminate services following permanency.
• Learners will be able to differentiate between the available permanency options for relative caregivers.
• Learners will be able to support relative caregivers through processes that are required to finalize the most appropriate permanency option.

Achieving Permanency, continued
• Learners will be able to utilize associated placement forms.
• Determination of Foster Care 18-21 Assistance Benefits and/or Medical assistance only form.

Day Seven Agenda

Permanency Planning Services Track Training

I.   Welcome

Placement with Relatives

II.   Placement with Relatives and Kin

III. Interstate Compact on the Placement of Children (ICPC)

Monitoring the FSA

IV.   Monitoring the FSA

V.   Critical Thinking to Evaluate Progress
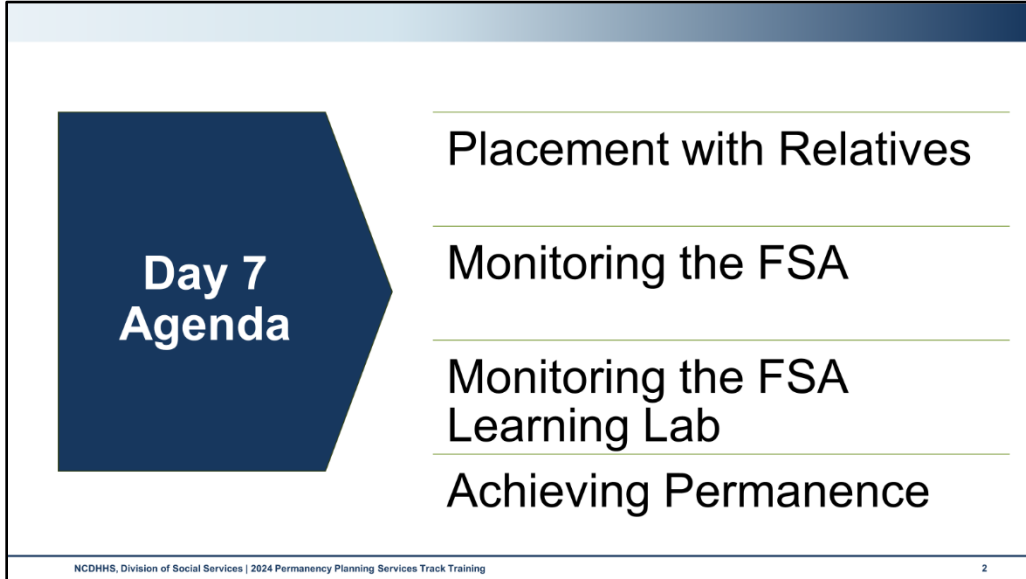
Monitoring the FSA Learning Lab

VI.   Accountability and Support when Monitoring

VII. Assessing Progress

Achieving Permanency

VIII. Adequate Progress

IX.   Lack of Progress or No Progress

X.   Achieving Permanence

End-of-Day Values Reflection

Welcome & Agenda

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Activity: Networking and Support

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Placement with Relatives
Placement with Relatives and Kin
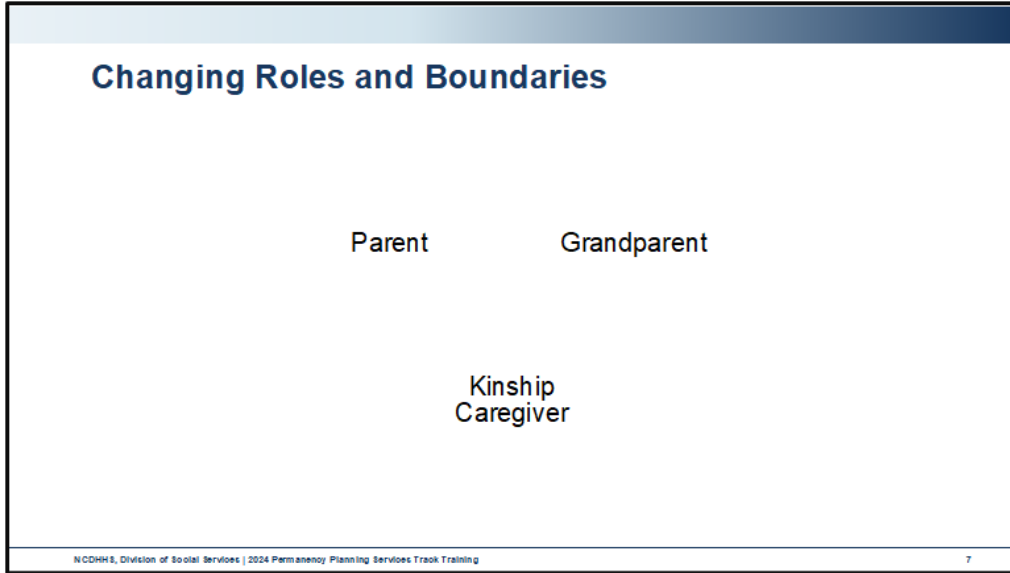
Placement with Relatives

Assessment of relatives	Based on understanding	Focus on
Background Check Initial Provider Assessment (DSS-5203) Kinship Care Comprehensive Assessment (DSS-5204)	Family's culture and community Child rearing approaches Family dynamics	Ability of family to meet the child's immediate and ongoing needs

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Changing Roles and Boundaries

Parent   Grandparent

Kinship
Caregiver

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Unique Needs of Relative Caregivers

Risk of Retaliation

Lack of Financial Support

Isolation

Natural Support System Change

Changing Parenting Norms

Different Parenting Skills

Complex System

Capacity to Care

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Video: Voices of Relatives with Lived Experience

Voices of Relatives with Lived Experience

What struggles did the relatives in the video describe?

If you were working with one or all of the relatives in the video, what resources or support would offer?

What is one action step you are going to take in response to what you heard?

Non-Safety Related Licensure Requirements

- Income
- Bedroom & Sleeping Arrangements
- Space Requirements
- Background Checks

https://policies.ncdhhs.gov/wp-content/uploads/fhlicensing_october-2023.pdf

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Interstate Compact on the Placement of Children (ICPC)

Understanding ICPC and Required Timelines

• Regulates interstate movement of children
• Ensures protection and services to children across state lines

Obtain information to evaluate placement → Placement is assessed → Placement meet health and safety standards → Jurisdictional arrangements for care

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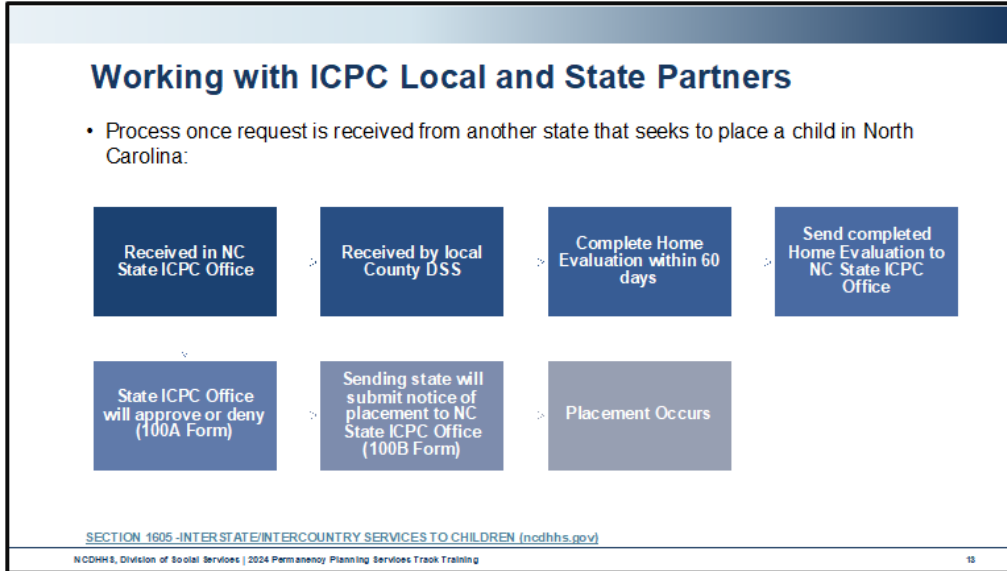
Use this space to record notes.

Reflection and Check-In

Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any "aha moments".

Monitoring the Family Service Agreement (FSA)
Monitoring the FSA

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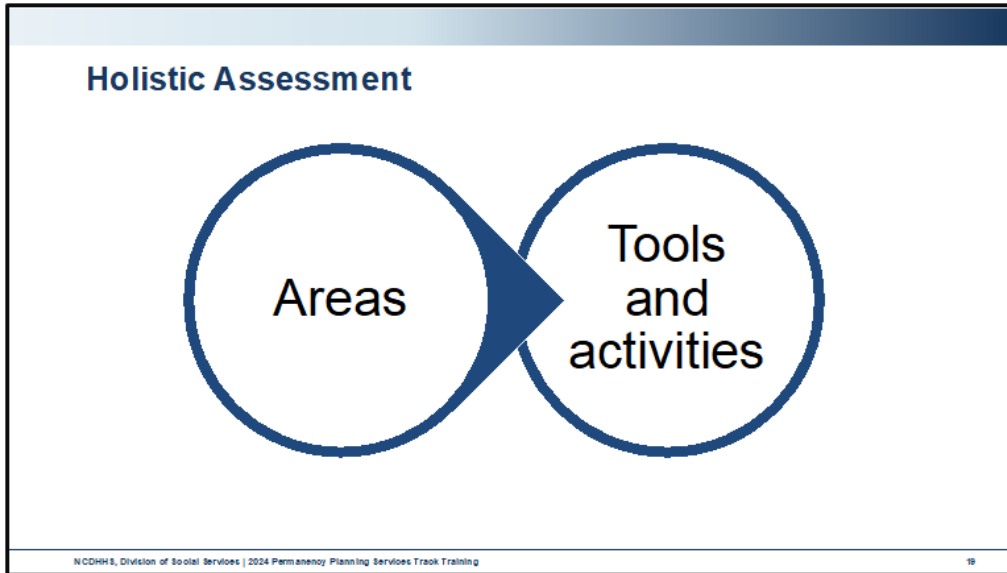
Who is involved when evaluating progress on the Family Service Agreement?

What tools do we have to assess progress, monitor, and maintain safety?

How do we evaluate progress and measure behavioral change to assess safety and risk when parents are not actively parenting, as they are separated from their children by foster care?

Monitoring Timeframes

Gathered Information → Synthesis → Evaluation of progress

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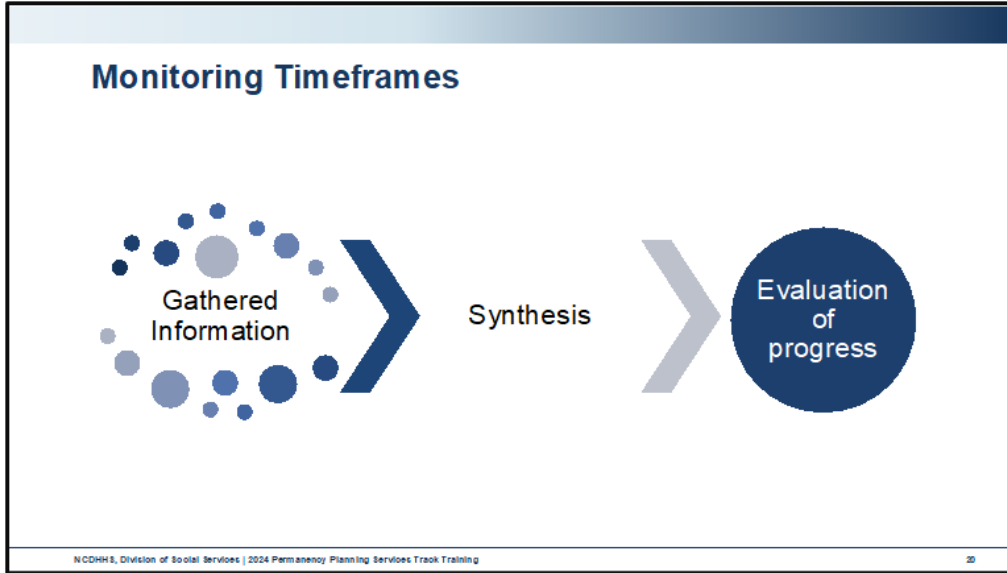
Use this space to record notes.

Critical Thinking to Evaluate Progress

Use this space to record notes.

Worksheet: Values

Values are beliefs that are grounded by the principles most of us live by each day. Consider the values below.

Adaptability	Diversity	Knowledge
Achievement	Devotion	Leadership
Ambition	Empathy	Love
Authenticity	Energy	Loyalty
Acceptance	Equality	Maturity
Accomplishment	Fairness	Obedience
Bravery	Forgiveness	Openness
Beauty	Friendship	Passion
Balance	Fun	Purpose
Caring	Giving	Recognition
Certain	Growth	Respect
Control	Happiness	Security
Courage	Hard work	Spirituality
Community	Health	Strength
Compassion	Independence	Success
Creativity	Integrity	Teamwork
Dependability	Intelligence	Wealth
Dignity	Justice	Wisdom

Write down five values from the list above that are important to you:

1.
2.
3.
4.
5.
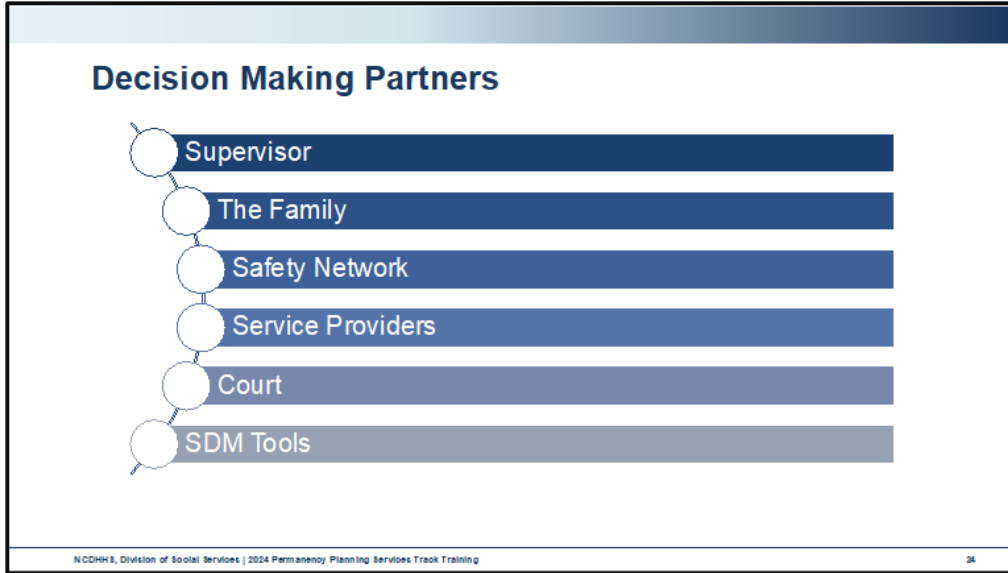
Use this space to record notes.

Supervisor:
The Family:
Safety Network:
Service Providers:
Court:
SDM Tools:

Activity: Personal Considerations Self-Reflection

What are some emotions you may feel when working with families?

From the list that we just generated, select two emotions. Choose two that may feel contrasted to one another or two that offer a range of what you would like to experience and emotions that may not seem as desirable in your process.

For each emotion selected, describe how the emotions may impact your behavior and decision making with families.

How can you use your partnerships in the process to support you in decision making when emotions may be involved?
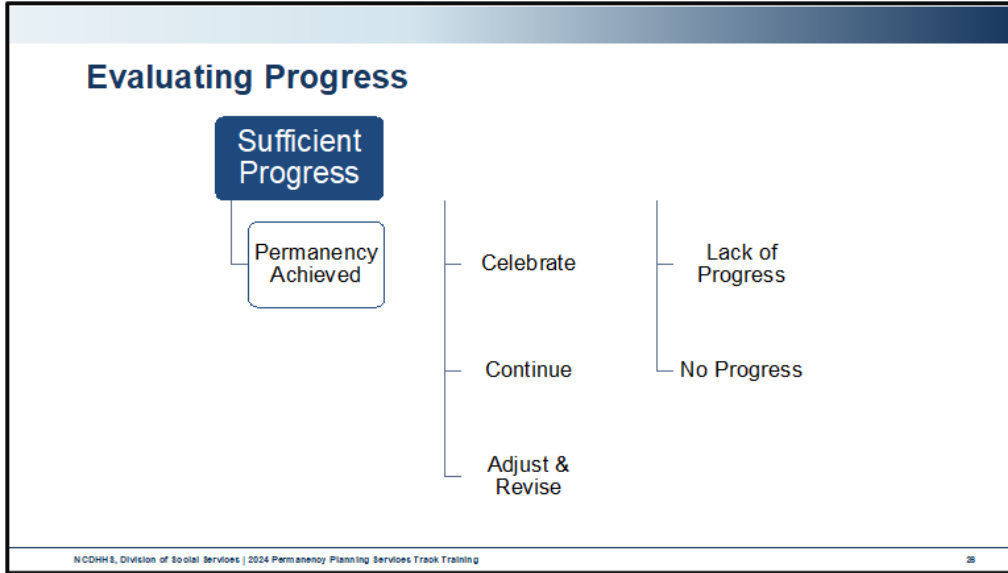
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Reflection and Check-In

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Monitoring the FSA Learning Lab
Accountability and Support When Monitoring
Activity: Drawing Competition

Within your group, select a contestant who will draw the picture for the activity. Only one person will draw, and the other members of the group will be given instructions on how to provide guidance and support for the contestant.

Use this space to record notes.

Assessing Progress
Activity: 5 Stations of Gathering Information and Family Voice

You have been working with the Lewis family for seven months. You are preparing to complete SDM tools and facilitate a CFT meeting to update the FSA.

To ensure that you gather crucial information and gain the family's perspective, we will visit five different stations. As you move through stations, organize your findings using the three-column mapping on the following page.

The three columns correspond with the three essential questions.

- **What are you worried about?** captures safety concerns and risk factors.
- **What is working well?** highlights strengths, protective capacities, and protective factors.
- **What needs to happen next?** List actions that the family, the social worker, or other safety network or CFT members must take to resolve the concerns

What are you worried about?	What is working well?	What needs to happen next?

Activity: Utilizing SDM Tools to Monitor Progress

Work in pairs.

Select and complete one tool independently: Family Reunification Assessment DSS-5227 or Family Assessment of Strengths and Needs (DSS-5229.

Switch forms with a partner. Review each other's forms and discuss them.

Use this space to record notes.

Reflection and Check-In

Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any "aha moments".

Achieving Permanency
Adequate Progress

Use this space to record notes.

Accountability and Support
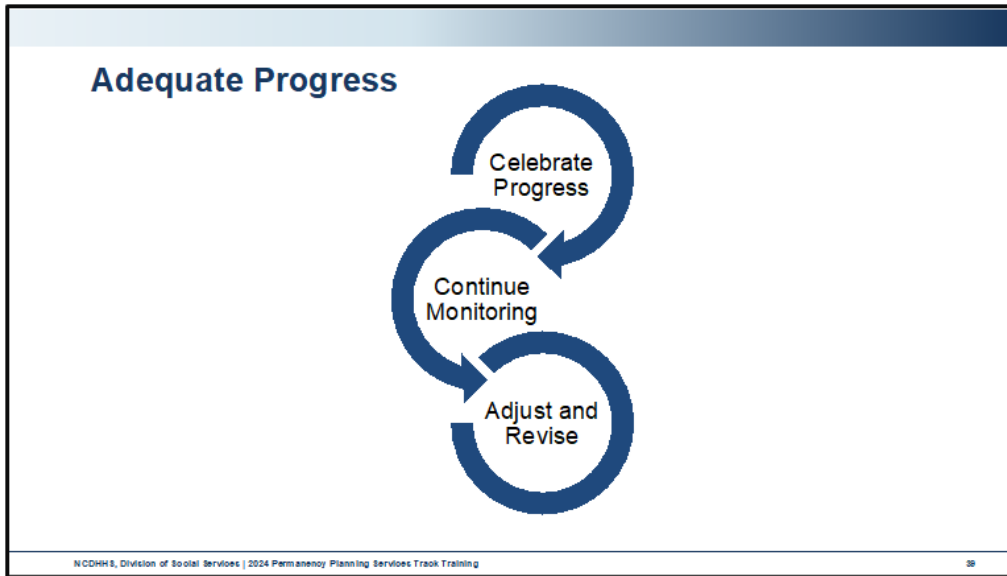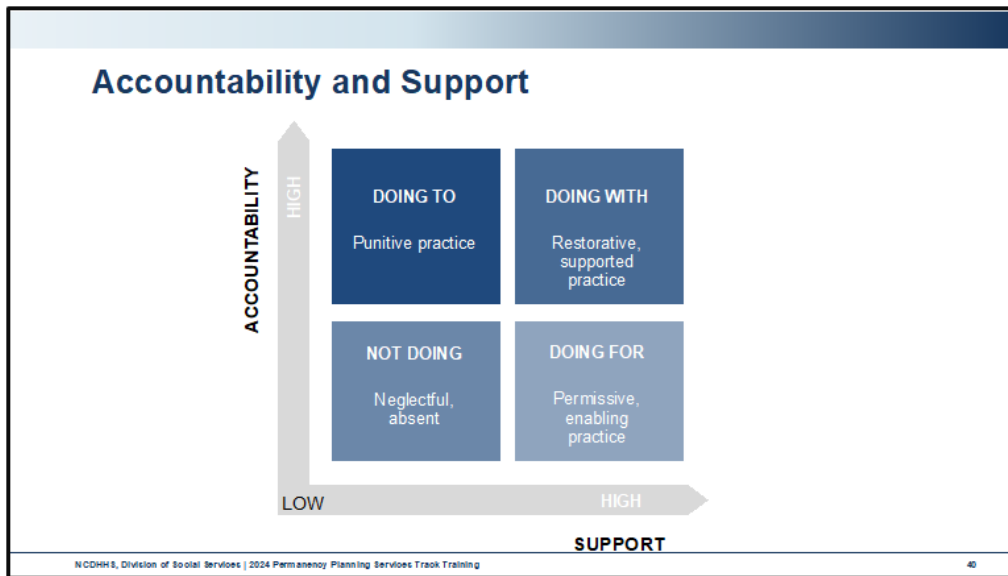
Use this space to record notes.

Setbacks and Motivation

What was different about this setback?

Did the family end the episode to avoid a true setback?

What was learned from the episode that can be used in the future?

What does the family do between episodes to avoid a setback?

When is the family more vulnerable to setbacks?

Are there barriers at the community, systems, and institution levels?

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Use this space to record notes.

Lack of Progress or No Progress

Use this space to record notes.

Reasonable Efforts

Diligent use of preventive and reunification services

Accessible, available, and culturally-appropriate services to improve capacity of families to provide safe and stable homes

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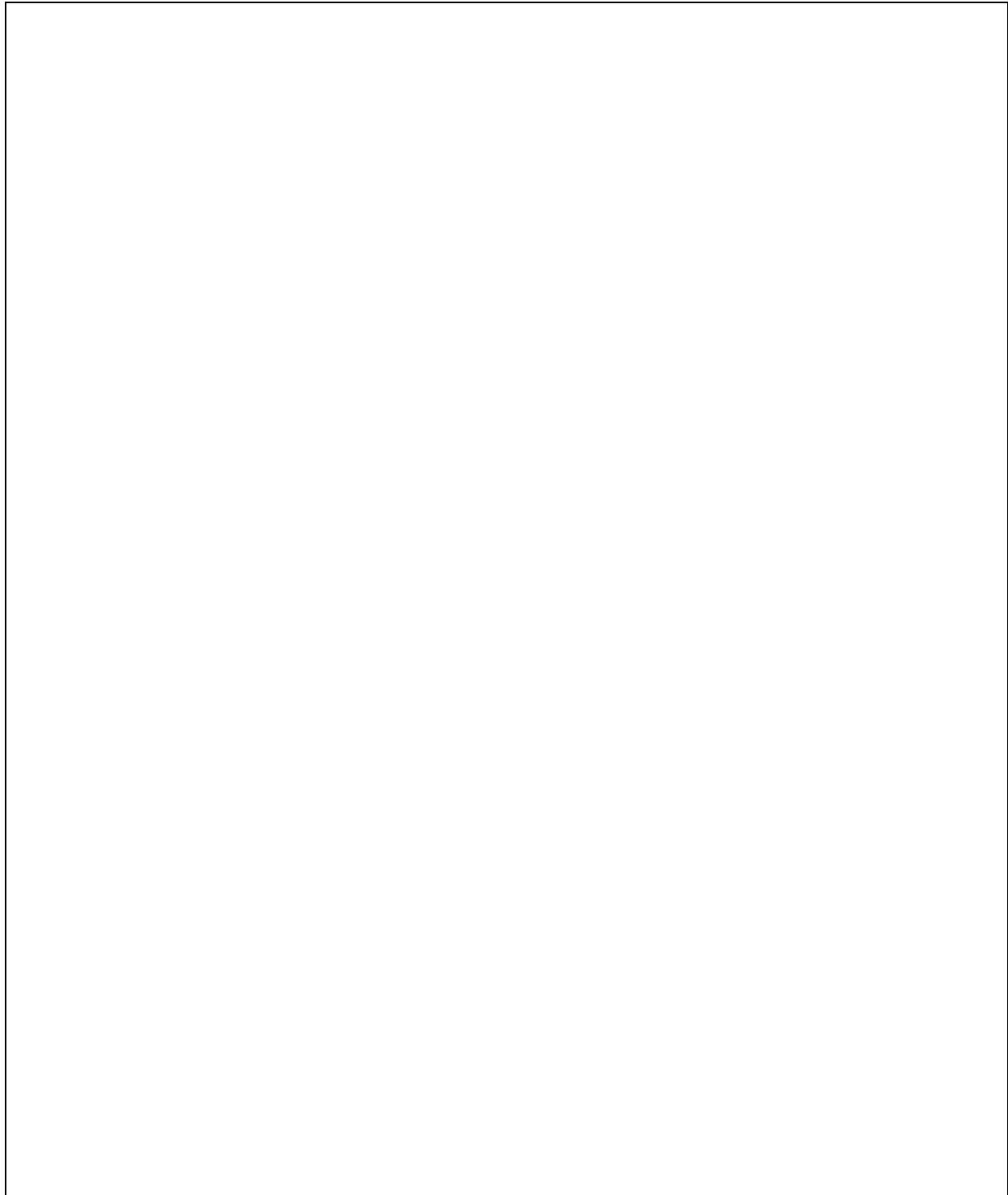
Use this space to record notes.

Video: Calming & De-escalation Strategies

Calming & De-escalation Strategies

Use the handout on the following page and this space to record notes.

Handout: Calming and De-Escalation Strategies

Escalation
- We become escalated from a sense of threat or fear, real or perceived.
- Some brains are wired to expect harm or danger due to past experiences.
- When a person is stressed, angry, or scared, their survival brain becomes activated to keep them safe. This turns off the thinking part of the brain. People act on instincts, especially reading non-verbal cues from others and the environment.

De-Escalation
Use non-verbal cues to reduce the perception of threat
- Do not block or corner people who are upset, angry, or escalated
- Keep body posture open and relaxed, even when hard

Takes the body 20-30 minutes to come back to baseline after the real or perceived threat.

Three strategies for De-Escalation
Low and Slow: reference to body movements and voice and speech patterns
- Speech: use a low tone and slow speed
- Body: move slowly, sit down or lower the body to a more equal stance to the escalated person

Name it to Tame it: naming emotions, acknowledging feelings, validating the feeling, not the behavior

Regulate over educate: Focus on regulation for yourself and the escalated person.
- Give physical space and time.
- Avoid discussions of consequences or introspection about how actions are affecting others.
- Refrain from sharing essential information, as it cannot be processed or retained at this time.

Activity: Changing the Permanent Plan

Activity Scenario:

Sam, has been involved with child welfare for the last fifteen years. Their older daughter is in guardianship with their parents as a result of a previous child welfare intervention. Currently, Sam's younger two children, ages five and two, are living with Sam's parents in kinship arrangements. Sam struggles with substance use disorder and has not made significant progress on the case plan. Sam wants to stop using drugs and get their children back. Despite many referrals, warm hand-offs with providers, intakes, and program initiation, they have not found the right support or services to facilitate the changes necessary. The children have been in care for 12 of the last 22 months and it is time for the plan to change to adoption with Sam's parents.

In the past, when crucial conversations of this nature have occurred, Sam has become dysregulated which has included yelling, using profanity, walking out of the meeting, then returning, and continuing to yell, and making statements of self-harm.

As the social worker, we have been practicing full disclosure throughout the process. You have had many conversations about concurrent planning and made clear the expectations for reunification.

We are about thirty minutes into a conversation, and we have already checked in on updates, how Sam is doing today, and the children's progress. Sam has told you about a recent binge and a call to her sponsor. The conversation picks up there.

Role play and debrief notes and observations.

What might you take with you from this experience into your practice?

Achieving Permanence
Worksheet: Achieving Permanency Jigsaw Activity- Part 1: Becoming an Expert

Expert Group Topic: _____

Discussion Question	Notes
What are the policy requirements to transition a case in this way? • Timeframes • Tasks, forms, documentation	
What considerations exist for cultural and relational permanence with this permanence outcome?	
What considerations are there for working with the family to transition in this manner?	
What barriers might exist to this transition?	
What considerations exist for post-permanency support	
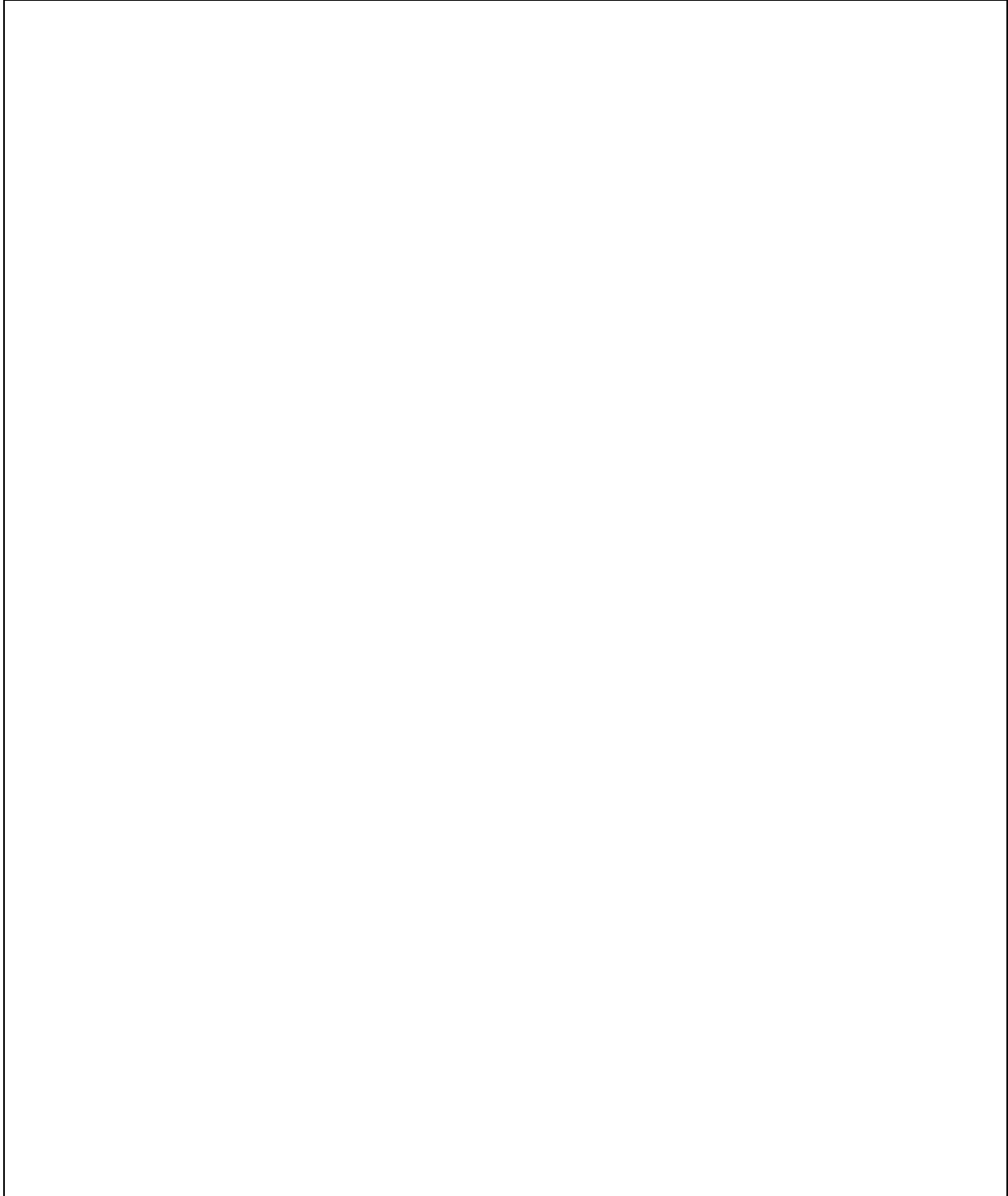
Worksheet: Achieving Permanency Jigsaw Activity- Part 2: Knowledge Share and Discussion

Topic	Policy Requirements	Cultural and Relational Considerations	Transition Considerations	Barriers	Post-Permanency Support Considerations
Reunification					
Guardianship or Custody					
Adoption					
APPLA and Foster Care					
Reinstatement of Parental Rights					

Video: Leah's Story of Forever Family

Leah's Story of Forever Family

Use this space to record notes.

Reflection and Check-In

Refer to the Record of Reflections and Values handout at the end of the Appendix and use the space to record values reflections from what you learned in this section of training. Your values reflections should include concepts learned that resonate with you and include any "aha moments".

End-of-Day-Values Reflection

Use this space to record questions and reflections about what you have learned.

In small groups at your table, share at least one value from this training today that will shape how you support and advocate for families in Permanency Planning Services.

Use this space to record notes from the group conversation.

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Appendix: Handouts

Calming and De-Escalation Strategies

Escalation
- We become escalated from a sense of threat or fear, real or perceived.
- Some brains are wired to expect harm or danger due to past experiences.
- When a person is stressed, angry, or scared, their survival brain becomes activated to keep them safe. This turns off the thinking part of the brain. People act on instincts, especially reading non-verbal cues from others and the environment.

De-Escalation
Use non-verbal cues to reduce the perception of threat
- Do not block or corner people who are upset, angry, or escalated
- Keep body posture open and relaxed, even when hard

Takes the body 20-30 minutes to come back to baseline after a real or perceived threat.

Three strategies for De-Escalation
Low and Slow: reference to body movements and voice and speech patterns
- Speech: use a low tone and slow speed
- Body: move slowly, sit down or lower the body to a more equal stance to the escalated person

Name it to Tame it: naming emotions, acknowledging feelings, validating the feeling, not the behavior

Regulate over educate: Focus on regulation for yourself and the escalated person.
- Give physical space and time.
- Avoid discussions of consequences or introspection about how actions are affecting others.
- Refrain from sharing essential information, as it cannot be processed or retained at this time.

Record of Reflections and Values

Reflection and End of Day Values Sheet		
Self-Values Reflection	Reasonable Efforts	Two Level Decision-Making

Reflection and End of Day Values Sheet		
Self-Values Reflection	Reasonable Efforts	Two Level Decision-Making