

Silberman School of Social Work



Child Welfare Practice I

Session Nine

Today's Class

Review of Chapter 6 in Lukas - How to Take a Developmental History Learning About Assessment

- Demonstrate understanding of the laws and regulations that govern child protection;
- Critically choose and implement interventions that achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical construct

Read: <https://www.childwelfare.gov/topics/safety-and-risk/?top=77>

Read: "The Case of Alma and her Family – Posted here on the website

In-Class Activity: In your groups discuss the following:

1. What are the important aspects of cultural diversity in this case that might explain the family's decision-making process?
2. How would you address the family's concerns about their daughter?
3. How would you assess the safety, permanency, and well-being of Alma?

Lukas Review of Chapter 6

- Introduce concept of developmental history by end of first session – will take several sessions
- Consider mother as the primary source
- Depth of attachment – both ways child to mother, mother to child
- Physical, Psychological, Interpersonal, Environmental, Innate disposition, level of developmental growth, parent's expectations

Chart on page 85-86

Laws and Regulations that Guide Child Protection

- Adoption and Safe Families Act – safety, permanency, and well-being
- Fostering Connections to Success and Increasing Adoption Act of 2008
- Family First Prevention Service Act

Laws and Regulations that Guide Child Protection

Adoption and Safe Families Act – ASFA

- Safety
- Permanency
- Well-being
- CFSRs

Laws and Regulations that Guide Child Protection

Fostering Connections Act of 2008

- Kinship navigator programs
- Efforts to find biological family and reestablish relationships
- Family group decision-making meetings
- Residential family treatment programs
- Youth transitioning
- Tribal recognition

Laws and Regulations that Guide Child Protection

Family First Prevention Services Act

- Prevent placement
- Limit residential care
- Adoption, Foster Home Recruitment and Reunification
- <https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf>

Interventions with Families

- Family Centered Practice
- Coaching
- Visiting Practices
- Substance Abuse Treatment
- Mental Health Assessment and Treatment
- Parenting

What's Missing From Interventions with Families

- What About Stress Relief?
- Respite?
- Support?
- What Else?

Alma's Family – Parts I & II – see attachment

1. What are the important aspects of cultural diversity in this case that might explain the family's decision-making process?
2. How would you address the family's concerns? What would be first to consider?
3. How would you assess the safety, permanency, and well-being of Alma's family?

Next Week's Class

Review of Chapter 7 in Lukas - How to Conduct a First Interview with a Couple

Interviewing

1. Demonstrate professional demeanor in behavior; appearance and oral and written communication
2. Critically choose and implement interventions that achieve practice goals and enhance capacities of clients and constituencies
3. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Read: https://www.childwelfare.gov/pubPDFs/cps_46.pdf

Listen: <https://soundcloud.com/childwelfare/casework-what-it-really-takes>