

**Social Work Practice in Child Welfare I
SW 41000
BSW Program
Fall 2024**

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Office hours: by appointment

Day: Mondays
Time: 10:10am to 1:00pm

COURSE DESCRIPTION

Social Work Practice in Child Welfare I and II are designed to help students apply the major psychological and sociological theories about attachment, trauma, and development; policy frameworks, and evidence-informed interventions to child welfare services in the field. Social Work Practice in Child Welfare I is the first course in a two-course **sequence** and will emphasize skills and knowledge used in child safety, preventive services, and foster care. Emphasis will be placed on teaching students to intervene quickly and carefully, work with traumatized children and adolescents and work with caregivers who are either mandated to service or engage in services voluntarily. Students will learn how to work on safety, permanency plans and well-being using evidence-informed and evidence-based models.

This course is designed to prepare students for entry-level work in child welfare. An emphasis will be placed on increasing students' knowledge and skills for culturally competent, strengths-based, and family-centered child welfare services.

COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Identify the roles and responsibilities of social workers in child welfare including child protection, preventive services, foster care, adoption, juvenile justice, and education;
2. Understand the stages of the casework process including: intake, initial assessment, family assessment, engagement, service planning, service provision and termination;
3. Know the federal and state statutory requirements related to case management including responsibilities such as mandatory reporting and expected competencies for child welfare and juvenile justice service providers; and
4. Understand the impact of the involuntary nature of the client's relationship with the child welfare service providers.

COURSE FORMAT

This course will be taught both in class and with online assignments. Every week students will be given readings, podcasts, films, or other material related to the topic on the syllabus.

COURSE COMPETENCY OUTCOMES

Competency	Behavior	Dimension	System Level	Session in which Content Covered	Assignments
Competency 1: Demonstrate Ethical and Professional Behavior	B1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Values, Knowledge, Skill		2,3,6,7,8,9,10,11	Discussion Board Integrative Assessment #1 #2. #3
	B2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Values, Cognitive & Affective Processes, Skill, Knowledge		2,3,5,6,7,8,9,10,11	Discussion Board Integrative Assessment #1 #2. #3
	B3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Skill, Knowledge		2,3,6,7,8,9,10,11	Discussion Board Integrative Assessment #1 #2. #3
	B5: Use supervision and consultation to guide professional judgment and behavior	Cognitive & Affective Processes, Knowledge, Skill		7,8,9,10,11	Discussion Board Integrative Assessment #1 #2. #3
Competency 7: Assess Individuals, Families, Groups,	B19: Collect and organize data, and apply critical thinking to interpret	Skill, Values, Knowledge,	Individuals, Families, Groups, Organizations,	4,5	Discussion Board

Organizations, and Communities	information from clients and constituencies		and Communities		Integrative Assessment #1 #2. #3
	B20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Skill, Knowledge	Individuals, Families, Groups, Organizations, and Communities	7	Discussion Board Integrative Assessment #1 #2. #3
	B21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Values, Cognitive & Affective Processes, Knowledge, Skill	Individuals, Families, Groups, Organizations, and Communities	2,3,6,12	Discussion Board Integrative Assessment #1 #2. #3
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	B26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Values, Skill, Knowledge	Individuals, Families, Groups, Organizations, and Communities	3,6,7,8,9, 10	Discussion Board Integrative Assessment #1 #2. #3
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	B30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Cognitive & Affective Processes, Knowledge, Values, Skill	Individuals, Families, Groups, Organizations, and Communities	11,13	Discussion Board Integrative Assessment #1 #2. #3

REQUIRED TEXT

Susan Lukas. (1993). Where to Start and What to Ask: An Assessment Handbook.

NY: W.W. Norton

ONLINE RESOURCES:

Child Welfare Information Gateway: <https://www.childwelfare.gov/>

The Children's Bureau: <https://www.acf.hhs.gov/cb>

The Annie E. Casey Foundation: <https://www.aecf.org/>

National Center for Excellence in Child Welfare: <http://www.nccwe.org/>

ASSIGNMENTS

The assignments for this class will consist of the following:

Integrative Assessment Paper Part One and Two: A comprehensive assessment plan of a family, group, or agency with whom the student is working in field placement.

All assignments with grading rubrics are noted herein. All assignments must be submitted to the instructor on time. You will not be able to submit an assignment after the due date except by arrangement with the instructor. There is an automatic 5 point deduction on all late assignments.

Integrative Assessment Part One:

1. **What is the individual (family or group) like?**

- Describe age, ethnicity, socio-economic-status, and other variables that you think are important; such as occupation, sexual orientation, gender expression, etc.
How did the individual (family or group) come to your agency for services?
- Are services voluntary? Are services mandated? By whom?
Are there limitations that affect the individual (family or group) from attending services – such as physical disability, developmental or intellectual disability, any other variable?

2. **What resources are available to the individual (family or group)?**

- Is the individual (family or group) capable of meeting the needs/requirements of services?
- Does the individual (or family or group members) have a stable home?
- Is the individual (family or group members) capable of performing activities of daily living?
- Does the individual (family or group members) have health insurance?

- What neighborhood or community resources are available to the individual, family, or group members?
- Is the individual (family or group members) connected to friends, neighbors, church, or community?

Integrative Assessment Part Two:

3. What are the individual's (family's or group member's) educational backgrounds, lifestyles, and beliefs?

- What is the level of education of the individual (family or group members)?
- Does this individual (family or group members) have basic linguistic and literacy skills?
- Are there barriers to communication?
- What is the individual's (family's or group members) lifestyle and cultural background?
- Does the individual (or any family or group member) have beliefs that are alternative, folk-based, or otherwise outside of the normative dominant culture?
- Are there potential conflicts between you, the agency and the individual's (or family or group members) belief systems?
- Is the individual (family or group members) able to take in new information easily?
- Is the individual (or family or group member) overwhelmed as a result of the need for services and new information?

Rubric for Integrative Assessment

	<u>Proficient</u>	<u>Competent</u>	<u>Novice</u>	<u>Needs Improvement</u>
<u>Description</u>	<p>Answers questions with details and insight; clarity in description of individuals, families, groups, or events</p> <p>Connects answers to course content where applicable</p>	<p>Answers most questions with details, clarity, and insight; some reference to course content where applicable</p>	<p>Answers some questions with clarity, insight and details;</p> <p>Little connection to course content where applicable</p>	<p>Does not answer the questions with clarity, insight or details;</p> <p>No evidence of connection to course content where applicable</p>

<u>Organization</u>	Very organized in presenting information; follows the outline as presented in assignment	Mostly organized in presenting information; shows effort to follow the outline of the assignment	Somewhat organized in presenting information; leaves out some questions	Information is not presented in an organized manner
<u>Grammar and Spelling</u>	Excellent writing, grammar, punctuation; no spelling errors	Good writing, grammar, and punctuation; some spelling errors	Fair writing, grammar, and punctuation; several spelling errors	Poor writing, grammar, and punctuation; many spelling errors

GRADING

This course uses the Hunter College Undergraduate Grade Scale grading system. Final grades will be based on the following:

Discussion Board (10, 5 points each) **50% of total course grade**
Integrative Final Paper (3 parts, 16.6 points each) **50% of total course grade**

LETTER GRADE	GPA VALUE	GRADE SCALE%
A+	4.0	97.5 - 100
A	4.0	92.5 - 97.4
A-	3.7	90.0 - 92.4
B+	3.3	87.5 - 89.9
B	3.0	82.5 - 87.4
B-	2.7	80.0 - 82.4
C+	2.3	77.5 - 79.9
C	2.0	70.0 - 77.4
D	1.0	60.0 - 69.9
F	0	0.0 - 59.9

Incomplete: Grades of Incomplete may be given at the discretion of the instructor. Incompletes are not given in this class. Failure to had in assignments at the agreed upon date will result in an automatic F.

COURSE EXPECTATIONS

1. Attendance and participation policy

- a. Attendance will be taken at every class.
- b. On time attendance is required (more than three unexcused absences will result in automatic failure of the course);
- c. Inform the instructor via email that you will not be in class;

- d. Classes missed for religious reasons are excused, however you must still notify the instructor prior to class of your absence

2. Blackboard

We do not use Blackboard in this course. Student resources and on-line assignments are available at: www.garymallon.com

3. Course conduct:

- a. Please arrive to class on-time;
- b. Mute your devices upon arrival;
- c. Do not use your cell phone to talk or text during class;
- d. Please participate in both group and class discussion;

4. Deadlines and Extensions

- a. All assignments are due on the date specified by 11:59PM uploaded to Professor's email
- b. Extensions may be granted under extenuating circumstance but, you need to get the approval of the instructor beforehand;
- c. Assignments that are not turned in on-time will receive a failing grade;
- d. If you need assistance with writing please utilize the Writing Center: Christopher Hartley, Director: ch552@hunter.cuny.edu

HUNTER COLLEGE/SSSW POLICIES

I. Hunter College School of Social Work Attendance Policy

Class attendance is a requirement of the program. Excessive absence will affect course grades. Students should discuss any unavoidable absence with instructors and clarify the potential impact of absences on the grade for the course.

Hunter College Catalogue: Pages 71 & 72

Class Attendance: All students must report to classes during the first week of classes. Students will lose their place in some classes if they do not attend the first class meeting. (See, for example, the "Notes" for biology and chemistry in the Schedule of Classes.) The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Such attendance policies will be listed in the course syllabus. Students may not use absence from class as an excuse for not fulfilling all course requirements.

Religious holiday policy: *Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).*

The rationale for the above language is from an excerpt from the School of Social Work's catalogue on our web site:

Student Rights Concerning Religious Observances

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by State law:

- *No person shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days.*
- *Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused from any examination or any study or work requirements.*
- *It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.*

In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student who avails himself/herself of the provisions of this section.

- *Students who are aggrieved by the alleged failure of any faculty or administration officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of their rights under this section.*

II. Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. **Sexual Violence:** Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. **All Other Forms of Sexual Misconduct:** Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct

Link: <http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

III. Accommodations for Students with Disabilities

The Office of AccessABILITY provides accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The students who are eligible for reasonable accommodations during classroom, testing, and or internships include those with any psychiatric, physical, learning, medical or temporary conditions that limits their overall academic functioning. All information is kept confidential and only released with the student's written permission.

If you have any of the conditions listed above, or you are not sure if you qualify for accommodations, please contact the office for further information and a meeting with a counselor. **Please note, in order to receive an accommodation, you must provide current and appropriate [documentation](#).** Registering **early in the semester** with the Office of AccessABILITY will ensure your accommodations in a timely manner so your condition won't affect your academic progress. The office is located in room East 1214 of Hunter College at 68th Street, phone: [\(212\) 772-4857](tel:2127724857). fax: (212) 650-3449. VP: (646-755-3129).

IV. Hunter College Academic Integrity/Dishonesty

Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, obtaining an unfair advantage, and falsifying records or documents (see examples) whether intentional or not.

Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension, or expulsion from the College when it has been determined that academic dishonesty did occur. Please click here to see a full list of disciplinary sanctions. For more information on Hunter College's Academic Integrity Policy, please [click here](#).

V. Professional Code of Conduct

Students are expected to comply with the College's policies and regulations outlined in the [Campus Code of Conduct](#).

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every element of their work and to conduct themselves in ways that manifest the maturity and emotional

stability necessary to function as professionals. Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program include the following:

1. Violations of the College policy on Academic Integrity (e.g., plagiarism).
2. Behavior determined to be a violation of College or School policies or regulations.
3. Behavior determined to be a violation of the profession's ethics (e.g., the NASW Code of Ethics).
4. Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
5. Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

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COURSE OUTLINE

CLASS/WEEK 1	<p>UNIT 1: ORIENTATION TO THE COURSE</p> <p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> 1. Understand the course and its relationship to social work competencies; 2. Review assignments and general orientation <p><u>To Do:</u></p> <ul style="list-style-type: none"> • Read the syllabus
CLASS/WEEK 2	<p>UNIT 1: BUILDING TRUSTING RELATIONSHIPS WITH FAMILIES</p> <p>Caseworker competence and values</p> <p><u>Learning Outcomes:</u></p> <p>(Competency 1 – Demonstrate Ethical and Professional Behavior)</p> <ol style="list-style-type: none"> 1. How ethical decisions are based on the NASW Code of Ethics; 2. Demonstrate professional demeanor 3. Use of supervision to guide practice 4. Understand the values of the profession versus personal values <p><u>To Do:</u></p> <ul style="list-style-type: none"> • Read NASW Code of Ethics • The Mary Ellen Story: https://www.americanheritage.com/first-chapter-childrens-rights • <u>Listen:</u> Radio Lab: https://www.wnycstudios.org/podcasts/radiolab/article/s/g-miseducation-larry-p
CLASS/WEEK 3	<p>UNIT 1: BUILDING TRUSTING RELATIONSHIPS WITH FAMILIES</p> <p>Culturally responsive practice with children, youth, and families</p> <p><u>Learning Outcomes:</u> (Competency 8)</p> <ol style="list-style-type: none"> 1. Understand cultural competency through self-awareness and self-regulation

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

To Do:

- Listen: This American Life: Mimis in the Middle: <https://www.thisamericanlife.org/449/middle-school/act-three>

This American Life: The Family that Flees Together, Trees Together: <https://www.thisamericanlife.org/177/american-limbo/act-one>

In-Class Activity:

- Group work focused on diversity issues in child welfare
- 1. On a blank sheet of paper, each person in the group will 'draw' their family (share as much or as little as you feel comfortable doing); TAKE 15 MINUTES
- 3. With each other in the group, share your picture and discuss your family's structure, family member's roles, responsibilities; family rules; primary values; TAKE 45 MINUTES
- 4. As a class we will look at what we learned about diversity from our classmates: types of families, family structures, family functioning;
- 5. Lastly we will use the strengths perspective lens to identify ways to engage and work with diverse families.

CLASS/WEEK 4

UNIT 1: BUILDING TRUSTING RELATIONSHIPS WITH FAMILIES

Engagement

Learning Outcomes: (Competency 7)

1. Apply knowledge of human behavior and the social environment

To Do:

- Read: <https://socialworkhaven.com/social-work-ecomaps/>
- Listen: <https://www.thisamericanlife.org/731/what-lies-beneath>

In-Class Activity:

1. Take out the drawing you did last week of your family;
2. Read the hand-outs on eco-maps; make an eco-map of your family;
3. Be prepared to discuss in your groups and in class

**CLASS/WEEK 5 UNIT 1: BUILDING TRUSTING RELATIONSHIPS
WITH FAMILIES**

Engagement

Learning Outcomes: (Competency 1 and 7)

1. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
2. Identify the steps in the engagement process

To Do:

Read:

https://www.childwelfare.gov/pubPDFs/f_fam_engagement.pdf

- Critelli, F. M. (2015). Parenting in a new land: Specialized services for immigrant and refugee families in the USA. *Journal of International Migration and Integration*, 16(4), 871-890. doi:http://dx.doi.org.proxy.wexler.hunter.cuny.edu/10.1007/s12134-014-0359-z

- Rogers, T. N., & Rogers, C. R. (2019). Social services professionals' views of barriers to supporting homeless noncustodial fathers. *Family Relations*, 68(1), 39-50. doi:http://dx.doi.org.proxy.wexler.hunter.cuny.edu/10.1111/fare.12345

Listen: <https://www.npr.org/2019/09/28/765040505/a-refugee-family-takes-viewers-on-a-years-long-escape-in-midnight-traveler>

CLASS/WEEK 6 UNIT 2: FAMILY-CENTERED CPS INVESTIGATIONS

Steps in the CPS process

Learning Outcomes: (Competency 1 and 7)

1. Demonstrate understanding in the laws and regulations that govern child protection;
2. Critically choose and implement interventions that achieve practice goals and enhance capacities of clients and constituencies
3. Use inter-professional collaboration to achieve beneficial practice outcomes

To Do: <https://ocfs.ny.gov/programs/cps/>

New York State Office of Children and Families
Guidelines on Child Protection

CLASS/WEEK 7**UNIT 2: FAMILY-CENTERED CPS INVESTIGATIONS**

Date: 11-1-21

Court procedures

Learning Outcomes: (Competency 1 and 8)

1. Demonstrate understanding of the laws and regulations that govern child protection;
2. Critically choose and implement interventions that achieve practice goals and enhance capacities of clients and constituencies
3. Use inter-professional collaboration to achieve beneficial practice outcomes

To Do:

- Find a recent (within the last year) article on social media having to do with a child protection case; in your groups discuss the description of the case, identify missing information about child protection procedures; identify any stereotypes. In class we will take a look at your findings and compare them to what the actual rules and regulations are regarding family intervention via the child protection system.
- Watch: Custody (2016):
<https://tribecafilm.com/films/custody-2016>

CLASS/WEEK 8**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Assessment

Learning Outcomes: (Competency 1 and 8)

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

To Do:

- Read: <https://www.childwelfare.gov/topics/systemwide/assessment/family-assessment/#:~:text=Comprehensive%20family%20assessment%20is%20the,%2C%20youth%2C%20and%20their%20families.&text=When%20families%20are%20presented%20with,child%20or%20other%20family%20members>
- Read: “The Case of Alma and her Family – handout will be posted 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?

CLASS/WEEK 9**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Assessment

Learning Outcomes: (Competency 1 and 8)

1. Demonstrate understanding of the laws and regulations that govern child protection;
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

To Do:

- Read: <https://www.cato-unbound.org/2018/11/09/diane-redleaf/when-child-protective-services-system-gets-child-removal-wrong>
- <https://www.thenation.com/article/has-child-protective-services-gone-too-far/>
Listen: <https://www.childwelfare.gov/more-tools-resources/podcast/episode-27/>
- <https://www.childwelfare.gov/more-tools-resources/podcast/episode-53/>

CLASS/WEEK 10**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Interviewing

Learning Outcomes: (Competency 1 and 8)

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

To Do:

- Read: https://www.childwelfare.gov/pubPDFs/cps_46.pdf
- Listen: <https://soundcloud.com/childwelfare/casework-what-it-really-takes>

CLASS/WEEK 11**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Interviewing

Learning Outcomes: (Competency 1 and 9)

1. Use technology ethically and appropriately to facilitate outcomes
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

To Do:

- Read: https://cascw.umn.edu/wp-content/uploads/2013/12/CW360_2011.pdf "Child Welfare and Technology"

CLASS/WEEK 12**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Goal Statements and Need Statements

Learning Outcomes: (Competency 7):

1. Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, challenges with clients and constituencies

To Do:

- Read: The entire Lukas Book

- "How the System Works": https://www.childwelfare.gov/pubPDFs/cpsw_ork.pdf

CLASS/WEEK 13**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Evidence-based practice

Learning Outcomes: (Competency 9)

1. Understand what is 'evidence' in evidence-based practice
1. Select and use appropriate methods of evaluation of outcomes

To Do:

- <https://www.childwelfare.gov/topics/management/practice-improvement/evidence/>

CLASS/WEEK 14**UNIT 3: FAMILY-CENTERED ASSESSMENTS AND PLANNING**

Wrap-Up