

## 8. Conduct a Family Support Services Case Plan review

Family support services are intended to be short-term services to assist a family through a crisis. When reviewing the FSS Case Plan, be attentive to the family, child or former foster child's progress in achieving the case plan goals.

### Procedure

- Review the FSS Case Plan a **minimum of every 90 days** and make necessary updates.
- Consider revising the FSS Case Plan to include recommendations from an expert evaluation *within 30 calendar days* of receiving an expert evaluation.
  - a. If the recommendations are not implemented and included in the FSS Case Plan, the rationale must be documented in FACIS.
  - b. Document in FACIS case notes when the decision is made; and
  - c. Document the decision in the next CF 333d or CF 333e (when the child is in substitute care) FSS Case Plan update.
- Review the FSS Case Plan in a face-to-face meeting with the parents, legal guardians or former foster child.
  1. If parents, legal guardians or the former foster child are unavailable for the review, the caseworker must document the following:
    - a. The reason the parents, legal guardians or former foster child were not available and
    - b. The efforts that were made to involve the parents, legal guardians or former foster child in the review.
  2. The meeting also may include the child, service providers, attorneys, family members and the substitute caregiver when a child is in substitute care.
    - a. The caseworker must consider input received from the child, the service providers, a safety plan participants, substitute caregivers, attorneys, a child's CASA, persons with significant attachments to the child and family members during a case plan review whether input is received during a meeting or through other contacts or correspondence.
- In all cases, the case plan review must include:
  1. An assessment of the progress that has been made in meeting the goals of the Family Support Services Case plan.

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2. Input received from service providers, foster parents, attorneys, CASA, and family members.
  3. The reduction or elimination of the circumstances, conditions, or behaviors for which the department is providing services.
- In substitute care cases, the case plan review must also include:
    1. An assessment of the progress toward achieving a return home.
    2. A review of the services being provided to the child and whether they are building upon the strengths of the child and meeting the child's needs, including those identified in the CANS screening and, when applicable, the personal care services plan.
    3. An assessment of the ability of the substitute caregiver to meet the identified needs of the child including:
      - a. The child's physical and emotional safety
        - Does the substitute caregiver possess the skill level or willingness to acquire the skills necessary to meet the physical, emotional and supervisory needs of the child?
        - What are the ages, number and gender of the other children currently in the home?
        - What are the behaviors of the children currently in the home as they relate to protection from further victimization and from harm to self or others should another child be placed in the home?
        - What is the substitute caregiver's ability to protect the child from inappropriate contact with those who would harm the child?
        - Does the physical layout of the home affect the substitute caregiver's ability to adequately supervise children?
      - b. Preserving existing attachments to family
        - Is the substitute caregiver a relative? If not, what does a review of the diligent relative search indicate? What are the barriers to placement with a relative and can they be eliminated?
        - Does the substitute caregiver meet the family's placement preference?
        - Is this the substitute care placement the child requested?
        - Does the substitute caregiver support the child's attachment through visitations and working with the family?
        - Does this substitute care placement provide mutual care when both the child and parent require out-of-home placement?

- c. Supporting continuity and familiarity
  - What is the parents' relationship with the substitute caregiver or the child's ability to develop relationships with a substitute caregiver?
  - What is the substitute caregiver's proximity to the child's neighborhood, school and family?
  - What is the substitute caregiver's capacity to provide a permanent home or ability to support transition to a permanent home?
- d. Supporting appropriate educational, developmental, emotional and physical support for the child
  - Does the substitute caregiver have demonstrated capacity to meet the child's specific or unique needs, including needs identified in the CANS screening?
  - If the child is receiving a Level of Care as a result of the CANS screening, has the substitute caregiver demonstrated the capacity to implement the Enhanced Supervision Plan?
  - Is the substitute caregiver willing to acquire the skills necessary to meet the child's specific needs?
  - Does the substitute caregiver have the ability to meet the child's needs considering the number and type of children in the home?
  - Is the substitute caregiver willing and able to assist, participate in decisions about, and act as an advocate for the child?
  - Is the substitute caregiver able to identify and build upon the child's strengths?
  - If the child is receiving personal care services, does the substitute caregiver appear to be able to provide those services?
- e. Meeting the child's need to be nurtured and supported
  - Considering the other children in the home, what is the substitute caregiver's:
    - Desire to provide care for this child and ability to provide the necessary nurture and support.
    - Willingness to provide care as long as needed?
    - Ability to recognize a child's needs and build on the child's strengths?
- f. Supporting the child's cultural and religious and religious background
  - What is the substitute caregiver's ability to:
    - Appreciate, nurture, support and reinforce the identity of the child?
    - Support the child's development and help the child develop age-appropriate developmental and social skills?

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- Communicate with the child?
  - Honor and accommodate religious differences, and support the child's religious heritage and preferences?
4. A review of the supervision plan and/or personal care services plan if one or both are in place
    - a. The review of the supervision plan should include at a minimum the substitute caregiver and may also include the child, when appropriate, and the certifier for the substitute caregiver. Questions to consider include:
      - Whether the plan is meeting the child's supervision needs as identified in the CANS screening.
      - Whether the plan should be adjusted to be either more or less restrictive depending upon how the child is progressing in the placement.
      - Whether or not there has been a significant change in the pattern of the child's behavior to warrant a referral for a new CANS screening.
    - b. The review of the personal care services plan should include at a minimum the substitute caregiver and may also include the child, when appropriate, the certifier for the substitute caregiver, and may include the child, when appropriate, the certifier for the substitute caregiver, and the Personal Care Nurse in central office.
  5. A review of the search for the child's relatives. The following questions may assist you in this review:
    - a. What maternal and paternal relatives have been identified and contacted?
    - b. What maternal and paternal relatives have responded and have we followed up on their interest to be a placement resource, visiting resource, person to maintain connections for the child, or safety service provider?
    - c. Is it time to contact relatives again who did not respond to our initial inquiry?
    - d. Is it time to contact relatives again who did not respond to our initial inquiry?  
Is it time to contact relatives again who have previously responded with some interest (i.e.: considering a placement change, considering a case plan change, considering a return home)?
    - e. In what ways are relatives engaged as placement resources, visiting resources, persons to maintain connections for the child, safety service providers, or in case planning for the child?
    - f. Are there some relatives who were denied placement but could be engaged to participate in the child's life in other ways and if so, how are the relatives involved?

6. A review of the Visitation Plan. The following questions may assist you in this review:
    - a. Does the visitation plan meet the child's needs?
    - b. What opportunities are there for the child to visit with other family members?
    - c. Does the visitation plan support progress toward the child's return home?
  7. Consideration of sibling issues.
    - a. If the child has siblings in substitute care, are siblings placed together? If so, and there are supervision and/or therapeutic issues (ie: aggression or sexual acting out between siblings, how are those issues being addressed?
    - b. If siblings are not together, what efforts are being made to place them together? What efforts are being made to keep them connected?
    - c. Has a determination been made by a permanency committee that it would not be in their best interests to be placed together? If so, what efforts have been made to assess their need for ongoing connection and met that need?
  8. A review of Concurrent Planning.
    - a. What are the child's permanency needs?
    - b. In what ways has the family been engaged in developing and implementing the concurrent plan?
    - c. What still needs to be done in order to implement the concurrent plan?
    - d. Has the child been in care for 15 out of the last 22 months, and if TPR has not been filed, what is the compelling reason not to pursue TPR?
- Review the Child Welfare Case Plan with the Supervisor to gain approval of the revised case plan. The Supervisor will document the outcome of the meeting in "FACIS case notes under "90 Day Staffing".
  - Document the FSS Case Plan review by recording the updated information in FACIS:
    1. The information gathered for a 90 day review may be documented in FACIS case notes, or
    2. The 90 day review may be documented on the appropriate FSS Case Plan form.
      - a. Use the CF 333d for an FFS Case Plan developed with a family when the child remains in their own home, including:
        - In-home family support services,
        - Independent Living Program services provided to a former foster child, or
        - Services provided to a pre-adjudicated delinquent who remains in the home and is ordered by the court to receive department services (not due to abuse or neglect).

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- b. Use the CF 333e for an FFS Case Plan developed with a family when a child is placed in substitute care including:
  - Voluntary Placement Agreements,
  - Voluntary Custody Agreements, and
  - Services provided to a pre-adjudicated delinquent who is placed in substitute care, when ordered by the court to receive department services (not due to abuse or neglect).
- Review and fully update the FSS Case Plan at least *every six months*.



*A worker may decide to document the 90-day review in the Family Support Services case Plan (CF 333d, or CF 333e) rather than in case notes when the information will soon be needed for an upcoming court or Citizen Review Board hearing. The CF 333 form must be used for the initial Family Support Services Case Plan and every six months thereafter, for the six-month Family Support Services Case Plan reviews.*

- Document all of the following in FACIS after the face-to-face meeting with the parents, legal guardians or the former foster child:
  1. The services provided to the parents, legal guardians or former foster child and the impact on achieving the case plan goals.
  2. When a child is in substitute care:
    - a. The progress made on achieving the return of the child to the home.
    - b. Implementation of the Visit and Contact Plan.
    - c. The actions the department has taken toward any concurrent permanency plan.
    - d. A review of the child's education, health and mental health services to ensure his or her needs are being met.
    - e. A review of other services provided to address the identified needs of the child and
    - f. An assessment of the capacity of the substitute caregiver to meet the identified needs of the child.
  3. Observations of measurable changes in behavior, conditions or circumstances that indicate case goals have been achieved, or substantial progress has been made, including reports from service providers.

- Distribute the updated FSS Case Plan *not later than seven days after the supervisor has approved the FSS Case Plan* to the following individuals, unless doing so would provide information that places another person at risk:
  1. The parents or legal guardians.
  2. An Indian child's tribe(s) and
  3. If involved with the court, also distribute to:
    - a. The court-appointed special advocate, and
    - b. Attorneys of record for the parent, legal guardians, and child or former foster child.

### **S** The supervisor's role

- Regular consultation with the caseworker regarding case planning and progress is imperative. Regular consultation may include brief issues specific staffings as well as at least monthly reviews of the entire caseload. Worker face to face contact with supervisors should take into account the needs and experience of the worker, and the difficulty of the case load.
- Supervisors and workers should use the exploratory questions contained in the Appendices 3.10a, 3.10b, 3.10 c and 3.11.
- Review and approve the updated FSS Case Plan (CF 333d or CF 333e).
- Consult with caseworker if the updated FSS Case Plan is not adequate or needs revisions.
- When an updated FSS Case Plan cannot be approved as submitted by the caseworker, consider the following:
  1. The impact of changes to the FSS Case Plan on the parents, legal guardians, child or former foster child and
  2. Whether meeting with the parents, legal guardians or former foster child would facilitate the process of updating the FSS Case Plan and keeping the parents, legal guardians or former foster child up-to-date about the contents of the updated FSS Case Plan.



### Forms and References

#### Forms

- CF 0333d  
[http://dhsresources.hr.state.or.us/WORD\\_DOCS/CE0333d.doc](http://dhsresources.hr.state.or.us/WORD_DOCS/CE0333d.doc)
- CF 0333e  
[http://dhsresources.hr.state.or.us/WORD\\_DOCS/CE0333e.doc](http://dhsresources.hr.state.or.us/WORD_DOCS/CE0333e.doc)

#### References

- I-B.2.3.1 Family Support Services  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_1/i-b231.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-b231.pdf)
- I-B.1 Monitoring Child Safety  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_1/i-b1.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-b1.pdf)
- I-C.3.1 Supportive or Remedial Day Care  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_1/i-c31.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-c31.pdf)
- I-I.2 Narrative Recording  
[http://www.dhs.state.or.us/policy/childwelfare/manual\\_1/i-i2.pdf](http://www.dhs.state.or.us/policy/childwelfare/manual_1/i-i2.pdf)