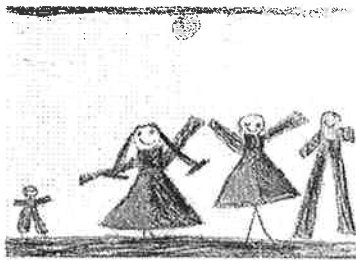


**The Georgia Family-Centered Practice Model**  
presented by  
**Dianne Yearby, Special Assistant to the DFCS DD P&P**



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**Innovation Zones**



- Fulton
- Catoosa
- Walton
- Richmond
- Muscogee
- Brantley

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**FORG / CFSR MEASURES of FCP**

■ **Outcome S2: Children are safely maintained in their homes whenever possible & appropriate.**

- Item 3. Services to protect children at-home & prevent removal

■ **Outcome P1: Children have permanency & stability in their living situation.**

- Item 7. Permanency goal for child

■ **Outcome P2: The continuity of family relationships & connections are preserved for children.**

- Item 11. Proximity of foster care placement
- Item 12. Placement with siblings

■ **Outcome WB1: Families have enhanced capacity to provide for their children's needs.**

- Item 17. Needs & services of child, parents & foster parents
- Item 18. Child & family involvement in case planning & review
- Item 20. Worker visits with parents

■ **Outcome WB2: Children receive appropriate services to meet their educational needs.**

- Item 21. Educational needs of child

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[www.gacfsrpi.org](http://www.gacfsrpi.org)

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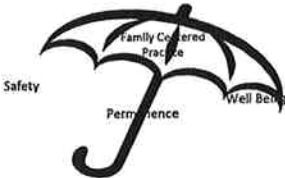
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Family Engagement

Clinical Supervision	Family Team Meetings	Community Partnerships
Legal Collaboration	Diligent Search	Targeted Recruitment
Staff/FP Retention	Visitation	Concurrent Planning
	Birth/Foster Parent Relationships	

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### Family-Centered Values



- Families are the experts on their situation.
- Assessments yield valuable information for the agency *and* the family.
- Respectfulness, genuineness and positive regard are the foundation for communication.
- Information is not filtered; full disclosure is the norm.
- Birth and foster parents share parenting.
- Power is shared with families and partners.
- Family engagement is a process not an event.

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**Purposeful Family Engagement**



- Respect/Genuineness/Empathy
- Ability to Tune into Self and Others
- Motivating and Supporting Participation
- Providing Concrete and Clear Information
- Assisting Client in Identifying Connections and Strengths

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**Purposeful Family Engagement**



- Managing the Use of Power and Authority
- Listening for Client Needs, Interests and Concerns
- Assisting Clients in Making Their Own Case for Change
- Focus on solutions: Ask “HOW” questions
- Culturally Sensitive and Culturally Responsive

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**Full Disclosure**



- Transparency
- Everybody knows everything
- Nothing about me without me
- Collaboration and team decision making
- Non-adversarial forms of dispute resolution
- Belief and practice of all working together towards the common goals of safety, permanence and well being.

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### Concurrent Planning Definitions

- Working towards reunification while at the same time, establishing and implementing an alternative permanency plan.



- Concurrent rather than sequential planning efforts to more quickly move children from the uncertainty of foster care to the security of a permanent family.

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### Goals of Concurrent Planning



- To support the safety and well-being of children and families
- To promote early permanency decisions for children
- To decrease children's length of stay in foster care
- To reduce the number of moves and relationship disruptions children experience in foster care

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### Concurrent Planning Goals



- To develop a network of foster parents (relatives and non-relatives) who can work towards reunification and also serve as permanency resource families for children.
- To engage families in early case planning, case review and decision making about permanency options to meet children's urgent need for stability and continuity in their family relationships.
- To maintain continuity in children's family, sibling and community relationships.

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### Partnership Parenting Fundamental Value

While addressing deficits that led to the foster care placement, birth parents...

- need to continue “parenting”
- have opportunities to demonstrate parental responsibility and competence to support their reunification efforts.

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### Cancellation of Parenting



- Parents cease their parenting role
- Children are “adjusted” to new parents (foster parents)
- Foster parents may become attached and experience complicated grief and loss reaction when families are reunified.

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### A Few Paradigm Shifts....

#### Name Changes

- 2 Types of Foster Parents
  - “Partnership Parent” (Foster Parents)
  - “Resource Parent” (concurrent planning)
- Adoptive Parent (unchanged)
- Eliminate the Foster to Adopt Program

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<b>Foster To Adopt</b>	<b>Resource Parent</b>
Adoptive Parent	Foster Parent
Standard Information	Full Disclosure
Accepts legal risk placements	Works in partnership with the birth parent toward reunification AND will adopt, IF it becomes in the best interest.
Expects to adopt	Expects reunification unless notified otherwise
"Closed-Adoption"	Potential "Gentleman's Agreement" for Open-Adoption
Standard Recruitment & Training	Specialized Recruitment, Training & Support

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**The Role of the Family in the Assessment Process**

**Traditional View**

Participate in interviews, be observed complete rating scale, report back to DFCS.

**Family-Centered View**

Families as "collaborators" with professionals in the assessment process, feedback to the family, inclusion of the "family story."

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**3-Phases of the CCFA**

- **Initiation**
  - Referral
  - Information
  - Ask families what they want/need
  - Share DFCS wants and needs
- **Assessment**
- **Sharing Results**

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### CCFA Initiation Phase

- What kind of information would be useful to you?
- What kind of activities would bring out the best in your child?
- What kind of activities reflect what your child does at home?
- When & where would be the best time and place to gather information about your family/child?

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### Assessment Phase

- Are we getting a representative sample of your family/child?
- Was that the correct interpretation of what you/your child said (or did)?

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### Family-Centered Assessment Results

- **Share Information Clearly and in a Caring Manner**
  - Present information in the language a family uses
  - Monitor use of technical terms
  - *Present information like you would to a friend who is bright but knows nothing about child development, assessment or permanency planning.*
  - Allow time for the family to process information....allow for silence

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