



Basics of Placement

Preservice

Learner Guide

October 2022

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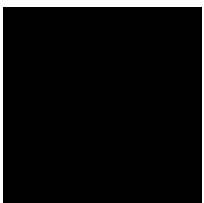




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- Summarize the life of a case from referral to placement
- Describe the matching process
- Explain what an informed decision is when considering placement
- Describe the strategies you can use to help create a sense of safety
- Describe the agency's involvement in post placement

Best Interests Defined:

Reasonable Efforts Defined:

Matching

What do you want to remember about the **Child**

Characteristic Checklist?



Pretend you are a caseworker and need to find a home for Max (they/them). Decide which family you think is the best option for Max and why.

Max (they/them), age 12

- They use pronouns they/them/their
- They have severe animal allergies
- They attend therapy weekly and enjoy the therapist
- Their school has been supportive and works to meet their needs due to a learning disability
- They have difficulty making friends, but have several good friends at school and an active LGBTQ+ club
- They are agnostic and do not feel comfortable in a church

Notes:

1. Ben and James Marks

- Prefer a child under the age of 10
- Pet-free home
- They live at least 45 minutes away from Max's current therapist and are unsure if they could get them to therapy
- They are Catholic, very active in their church, and want to raise their children Catholic
- They are members of the LGBTQ+ community
- They live in a different school district

2. Marjorie Chambers

- No preference in gender, would prefer a teenager
- No pets in the home
- Lives in the town where Max's therapist practices
- Describes herself as spiritual but does not belong to any religion
- Marjorie led a campaign in her small town to have the Pride flag flown over city hall during Pride month
- Lives in Max's current school district

3. Robert and Elizabeth Clark

- Prefer a female, age 8 to 12, interested in sibling groups
- Two outdoor cats
- They are skeptical of the benefits of counseling

Notes:

[illegible]

- Robert regularly attends a Presbyterian church,
but Elizabeth only goes occasionally.
- Elizabeth has not spoken to her brother since he “came out” two years ago
- Live in Max’s current school district

Which family is the **best match**? Why?

The Indian Child Welfare Act (ICWA)

is federal legislation that provides for certain protections and rights for American Indian and Alaska Native children involved in the child protection system.



Write down your understanding of how **ICWA** influences placement decisions.

The Multi-Ethnic Placement Act (MEPA) is a federal law that prohibits the use of a child’s or prospective parent’s **Race, Color, or National Origin (RCNO)** to delay or deny the child’s placement. It also:

- Requires states to provide for diligent recruitment of potential foster and adoptive families that reflect the ethnic and racial diversity of the children for whom homes are needed.

Notes:

- Does not allow agencies to deny a foster or adoptive family based solely on **RCNO**.

Write down your understanding of how **MEPA** influences placement decisions.



Title VI of the Civil Rights Act protects people of every race, color, or national origin from discrimination in programs, activities, and services administered by child protection agencies and state court systems and retaliation or intimidation.

Write down your understanding of how **Title VI** influences placement decisions.

Informed Decision

Meet twelve-year-old **Kamal (he/him)**:

- Eats whatever he wants whenever he wants
- Unresponsive to physical affection and attempts to avoid it
- Reverts to “babyish” behaviors when he thinks he is going to get into trouble
- Leaves the home without asking and stays gone for hours at a time

How do you feel about Kamal living with your family?



Notes:

- ## Notes:

[illegible]

Receiving Placement

From the child's perspective, placement into a new home means:

- Ruptured relationships and separation
- New people, new routines, and new rules
- People with authority over them
- Labels and stigma



What does the “**invisible suitcase**” hold?

Write down ideas shared on **welcoming a child** into your home.

You may be a **first responder** to addressing the child's emotional needs after they have experienced **significant trauma**. We recommend you take a course on mental health first aid, such as the one provided by the National Council for Mental Wellbeing

<https://www.mentalhealthfirstaid.org/>

Work with your group to identify two actions to build felt safety using the strategy assigned to you. Fill in additional actions you can take as you review the other strategies.



Notes:

1. Let the child know you are interested in learning about them.

2. Reassure the child

3. Help the child maintain connections

4. Do what makes the child feel safe

5. Be honest with the child about their situation

What **rights** did the youth highlight in the video?

What else do you want to remember about the **Foster Youth Bill of Rights**?

Notes:

3. How can I support the child's family in achieving their Family Case Plan goals?

Application

Write down one or two new ideas you gained during this course.



Notes:

[illegible]

Resources

Child Characteristics Checklist

<http://www.odjfs.state.oh.us/forms/num/JFS01673-A/pdf/>

Creating Supportive Environments When Scary Things Happen

<https://www.nctsn.org/sites/default/files/resources/fact-sheet/creating-supportive-environments-when-scary-things-happen.pdf>

Creating a Sensory Friendly Home

<https://uphomes.com/blog/homeowners-guide-creating-sensory-friendly-space/>

Foster Youth Bill of Rights

<https://codes.ohio.gov/ohio-administrative-code/rule-5101:2-5-35>

How to Communicate with a Nonverbal Autistic Child

<https://www.thefca.co.uk/fostering-autistic-children/communicating-with-a-nonverbal-child/>

Ohio Administrative Code 5101:2-42-90: Information to be provided to caregivers, school districts and juvenile courts; information to be included in individual child care agreement.

<https://codes.ohio.gov/ohio-administrative-code/rule-5101:2-42-90>

Ohio's Youth Ombudsman

<https://youthandfamilyombudsmen.ohio.gov/youth/>

The Wounded Spirit: Grief and Loss in Foster Care (Self-directed course)

<https://www.fosterclub.com/foster-parent-course/course/wounded-spirit-grief-and-loss-foster-care>

Directions: As you watch the second part of The Life of a Case video fill in the missing words.

Kin:

Kin are related by _____ or _____, stepparents and stepsiblings, spouses and former spouses of relatives, and legal guardians or custodian.

They can also be _____ who have a family and long-standing relationship with the child or the family.

Notice of placement must happen within 30 days of removal from the home.

Legally Authorized Out-of-Home Placement:

If removing the child from the home is the only intervention that can ensure child safety, a legally authorized out-of-home placement _____ is required.

Children should be placed in the _____ that can meet their needs and provide safety.

Typical placement settings, in order from least to most restrictive are:

1. Suitable relative
2. suitable non-relative
3. _____
4. Independent Living Arrangement
5. _____
6. Emergency Shelter Care Facility
7. _____
8. Medical or Educational Facility

The _____ allows the family to acknowledge the types of children for which they can and cannot provide care.

Family foster homes provide care for children with _____ needs.

Specialized Foster Homes provide care for children with _____ needs.

Risk Assessment:

Risk refers to the likelihood of _____.

Workers use the _____ to complete their risk assessment.

Court Hearing(s):

Adjudicatory hearing is completed _____ days after the complaint is filed.

Dispositional hearing _____ days from the filing of the complaint.

Types of Court Hearings:

Preliminary Protective, Emergency Removal, or Shelter Hearing:

This hearing is typically held when a child is initially placed outside of their parent's care. Both the parent(s) and the agency may present evidence to the court. A judge decides where the child should stay temporarily. Parents/caregivers get a lawyer.

Fact-Finding or Adjudicatory Hearing:

Evidence is heard specifically about whether the child is abused or neglected as alleged in the petition to determine if the court will continue to be involved in the case. A judge dismisses the case or rules that the child was abused or neglected.

Dispositional Hearing:

This type of hearing may take place immediately after the fact-finding hearing. A judge will, among other things, decide the visitation plan, order services, and determine where the child will be placed while the case is ongoing.

Review Hearing:

Courts usually hear evidence and make findings regarding whether the agency has offered and provided services to assist the parents in making progress in safely parenting their child and providing permanency and well-being. It also addresses various well-being issues related to the child.

Permanency Planning Hearing:

A judge will determine where the child will live while the case is ongoing; what services will be provided; whether the agency has made reasonable efforts to finalize the permanency plan; and whether the parent has addressed any safety or risk concerns.