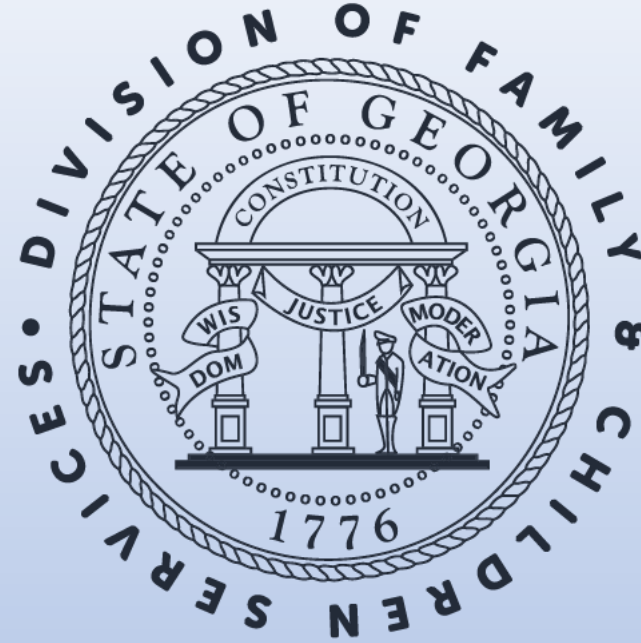


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Director



CPA Monthly Series

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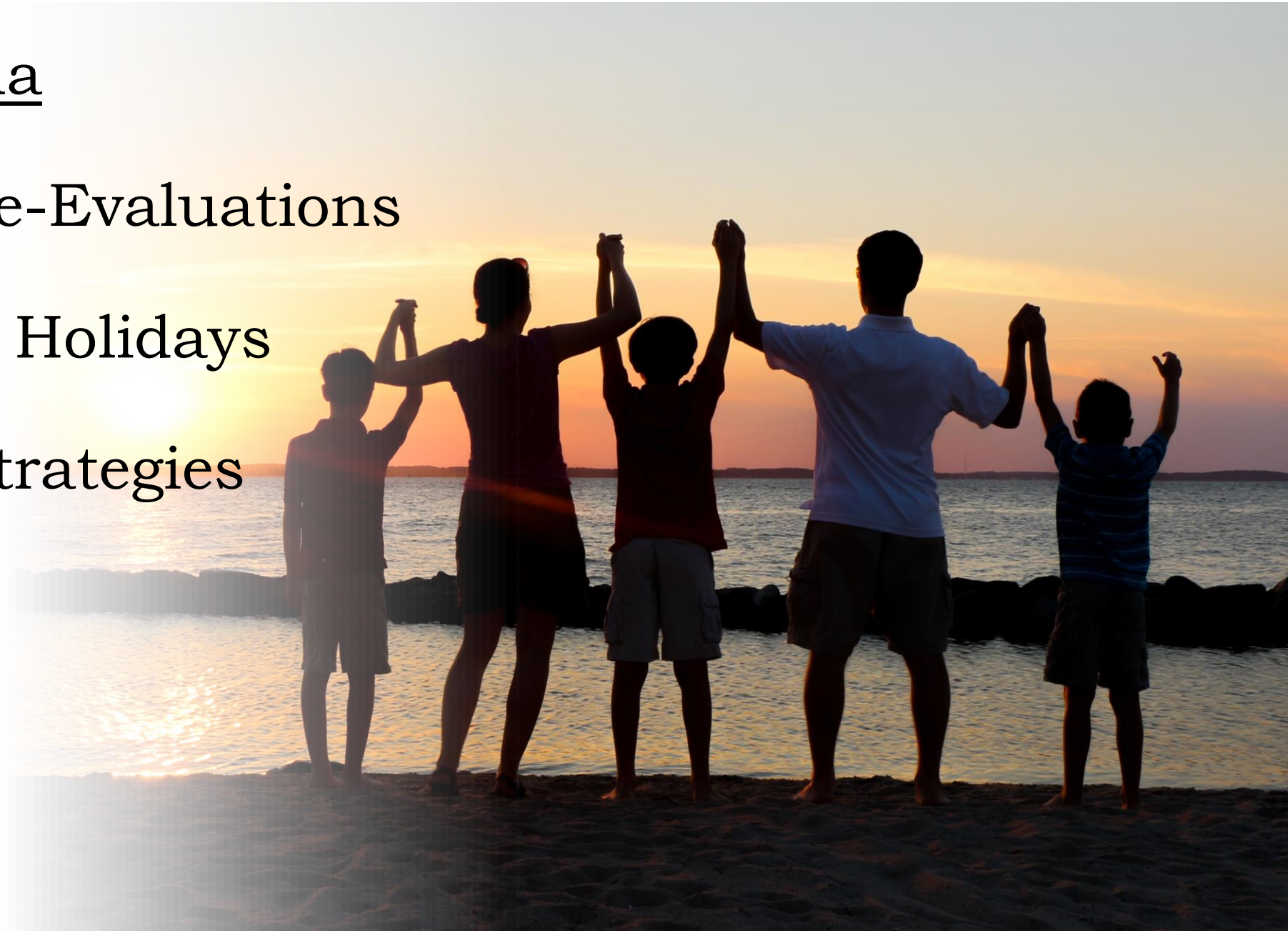


Agenda

1. Unapproved Re-Evaluations

2. Navigating the Holidays

3. Interviewing Strategies



Unapproved Re-evaluations

Unapproved Re-Evaluations

287 Overdue Re-Evaluations currently with **50** Kenny A Placements

40 Overdue Re-evaluations are pending OPM review

****247** Overdue Re-Evaluations remain outstanding



■ Re-Evaluations Overdue ■ Pending OPM

Review GA SCORE



QUICK LINKS

GA SCORE > Provider > Snap Shot

Rachel's Place (Test Only)

• Foster Care Program (5108) - Child Placing Agency (ACTIVE)

Select Foster Home

PROFILE

MONITORING

SERVICES

ROSTERS

REPORTS

RISK
MANAGEMENT

Snap Shot

STATUS

Active

VENDOR ID

98987

FOSTER HOMES

6

SHINES RESOURCE ID

728746167

PROGRAM SIZE

Medium

OPM TEAM

Green

SITE CAPACITY (compliant homes only)

COMPLIANT FOSTER HOMES

MONITORING SPECIALIST

RISK MANAGEMENT SPECIALIST

MAILING ADDRESS

PO Box 545

SITE ADDRESS

545 S West Blvd.

CITY

Atlanta

CITY

Atlanta

GA SCORE FOSTER HOME ROSTER



QUICK LINKS

GA SCORE > Provider > Rosters > Foster Home Roster

Rachel's Place (Test Only)

• Foster Care Program (5108) - Child Placing Agency (ACTIVE)

Select Foster Home

PROFILE

MONITORING

SERVICES

ROSTERS

REPORTS

RISK
MANAGEMENT

Foster Home Roster

+ Add New Foster Home

+ Search All Foster Homes

+ CY 2018 Training Hours

- Daily Roster
- Foster Home Roster
- Daily Non-RBWO Roster
- RBWO Referrals

Application in Process - No Placements Allowed

Show 10 entries

Filter:

FH ID	Primary/Secondary Caregiver	Inquiry Date	Most Recent Submission	OPM Response
10099	Mike Ditka	07/12/2012	12/11/2013	IA Rejected: 12/11/2013
10100	Erin Matthews	03/12/2012	06/27/2013	IA Rejected: 11/2/2021
9425	Dianne Yearby	12/01/2013	06/07/2019	<i>pending</i> (1)

Routinely Check Foster Home Status

Open Foster Homes (in SHINES)

Show entries

Filter:

FH ID	Primary/Secondary Caregiver	Initial Approval Date	Annual ReEvaluation	Current Status	Placements Allowed
10101	<u>Cindy (Test) Holmwood (test)</u>	06/15/2016	Overdue: due 5/31/2021	Unapproved <i>On Hold</i>	No
9590	<u>Sylvia Horne (TEST) and Ben Horne (TEST)</u>	09/04/2011	Due 8/31/2022	Approved	Yes
16604	<u>Ronald McDonald</u>	01/05/2021	Due 12/31/2021	Approved	Yes
9589	<u>Sarah Palmer (TEST) and Leland Palmer (TEST)</u>	11/15/2012	Overdue: due 4/30/2021	Unapproved	No
27524	<u>Dawn Reed and Kevin Ummmm</u>	01/01/2020	Due 1/31/2022	Approved	Yes
8790	<u>Poppy Sockavich (Test Only) and Jennie Sockavich (Test Only)</u>	07/01/2007	Overdue: due 7/31/2021	Unapproved	No
13398	<u>Linda Wahlig and Barry Wahlig</u>	01/15/2021	Due 12/31/2021	Approved	Yes

Showing 1 to 7 of 7 entries

Previous

1

Next



QUESTIONS



Navigating the Holidays |

Policy

- Foster Parent Manual, p.11, p.33
- Chapter 14.20 about Discipline and Behavior Management
- Review module 2 of IMPACT
- Review module 8 of IMPACT
- RBWO standards “Safety of Children in Care” and “Safe and Appropriate Behavior Management”
- Other resources: Trust Based Relational Intervention, *The Body Keeps the Score*

Safety of Children in Care (RBWO Definition p. 6 in standards)

Social – the provision of an environment in which the child’s relationships with peers, staff, significant others, and community are improved through the use of recreational and leisure activities.

Emotional – a support network that implements recommendations of treatment providers; provides access to treatment; and recognizes behaviors such as anger, negative and positive stress, often accompanied by physiological or psychological changes.

Spiritual/Cultural – awareness, sensitivity, and competence in understanding the child and family’s religious values, belief system, mores, customs, training, social growth or development.



RBWO Minimum Standard 6.22

6.22 Providers must incorporate the principles of trauma informed knowledge into the daily living environments in CCIs and provide trauma informed training to CPA staff and caregivers.



Preparing Families for Holidays

- Help families be sensitive to the fact that many children and birth parents will have a hard time being apart for major holidays.
- Prepare them for more difficult behavioral issues as children may be feeling grief or anger but do not know how to verbalize it or process it. (review module 8 of IMPACT and specifically “signs and behaviors associated with grief” handout).
- Remind them that large family gatherings (especially with extended family they have never met before) can be very difficult for foster children to manage. The foster parent may need to protect the child from insensitive comments, intrusive questions, etc.

Scenario

- A foster family caring for a sibling group of 3 would like to go out of town to see family on Christmas day, but they know the birth parents have already requested to see the children on Christmas Eve. They really don't want the parents to visit their children on Christmas Eve because their behavior always gets dysregulated and out of hand after visits, which would make their trip the following day harder.
- How would you address this situation with the foster family?



What can families do?

- Involve birth parents in holiday planning/events. Incorporate activities or traditions that are important in the family of origin (you may want to review module 2 of IMPACT as well as the parenting plan form).
- Prepare children for difficult situations. Talk to them before hand, bring fidgets, etc. (Review of module 12 of IMPACT)
- Talk to family members beforehand about topics that are off limits. (review policy 14.26 and good judgement around RPPS)



What can families do?

- Keep them asking: What is the need behind this behavior? (it may just be anger, grief, etc.) Behaviors aren't always a sign that the child needs *less* contact or reminders of their birth family, it is often a sign they need more, and they need help processing those emotions. (see foster parent manual p.11)
- Help them keep in mind: the child may not cognitively remember a traumatic event/time, but their body remembers, and holidays are a common time for family conflict.
- Have presents under the tree from birth family, meet or facetime birth family on Christmas/Thanksgiving if possible. (foster parent manual, p.11 and p.33)
- Read books/have talks about the fact that families look different, and that having two families means more adults that love the child.
- Consider: was this child removed during the holidays?
- Instead of making visits a battle the birth parent has to fight with the department, have families step in and plan with the birth parent ahead of time. (foster parent manual p.33)

Reminders

- Sometimes emotions just need to be felt (not disciplined, corrected, or punished)
- Holidays are a time to connect
- Children should be encouraged to verbalize their feelings, instead of acting out (discipline should be constructive; see policy 14.20)



Questions are the path to learning

Child Interviews and Assessment



Policy 10.18 pages 3-7

Purposeful
Contacts

General Assessment

Assessment based on
age

Role as Assessors

Every child interview is an opportunity to ensure the safety and well-being of children across the state of Georgia.



Policy 10.18

<https://odis.dhs.ga.gov/General>

Purposeful contacts, pages 3-7 specifically highlights areas to assess when completing child interviews.

General Tips

- Ask open ended questions during the interview.
- Children must always be seen alone and in private (if for any reason they cannot be seen in private, document the reason).
- Discipline must be discussed with verbal children. A clear picture needs to be painted of what this looks like (example, where does time out take place, how long do they have to stay there).
- Special note: For biological children who are spanked as a form of discipline, this needs to be carefully assessed for risk to foster youth.



General Tips

- How integrated are the foster youth in the family's lifestyle and routine? (Are they treated like a part of the family?).
- Discuss their medical and immunization status (youth immunization record **MUST** be entered in GA Score for all youth under 18 residing in the home).
- The interview should provide a clear assessment of the youth safety and well-being. Also discussing permanency and partnership parenting.
- Directly observe the parent/placement resource and child interaction as well as communication patterns



Assessing Infants/Toddler

The assessment of younger children MUST include:

- Observation of the child's person (do they appear to be a healthy height and weight for their stated age, any marks or bruises on their person).
- Interaction with the caregivers and other member of the home (does the child appear bonded, seeks out the caregiver).
- Is the child reaching developmental milestones? (Does the foster parent appear to have an understanding of child development?)
- Safe sleep (ABCs)



Teenagers/School Aged Children

- Discussion of education/any education deficits and challenges (How is the foster parent addressing this?)
- Is prudent parenting being utilized where appropriate?
- Are they in any services?
- Discussion of independent living skills (Can they articulate what skills the foster parent has taught them to get ready for adulthood?)
- Any extracurricular activities.



Questions & Answers