

SESSION 4: PLANNING

ACTIVITY 4-1: GOOD PLANS, BAD PLANS, YOU KNOW I’VE HAD MY SHARE

DIRECTIONS:

If you are assigned to the “problems” group, work together to develop a list of problems common to the development or writing of case-related plans. The problems should focus on PI/worker mistakes, not family member behaviors. Write your problems in the top box below.

If you are assigned to the “characteristics of good plans” (solutions) group, work together to develop a list of characteristics of a good plan. Write your characteristics in the bottom box.

PROBLEMS:

CHARACTERISTICS OF GOOD PLANS:

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SELF-ASSESSMENT: CRITICAL THINKING APPLIED TO PLANNING

CRITICAL DECISION:

Do we have the right plan for the family, building on specific family strengths to meet the safety, permanency, and well-being goals while being responsive to the family's unique needs, characteristics, members, and situation?

CRITICAL THINKING SELF-ASSESSMENT QUESTIONS

Diligence of Inquiry

- Was I able to involve all involved/influential family members and/or people the family wanted involved (friends, pastor, etc.) and appropriate representatives of formal and informal services in the planning process?

Level of Responsiveness

- Was I able to continue to build a trusting partnership between myself and the family during the planning process through demonstrating empathy, respect, and genuineness?
- Did I encourage an open exchange of issues and concerns, even when that led to conflicting opinions?
- Was I responsive to the child's and family's concerns through acknowledging them, compromising as possible, or agreeing to their suggested interpretation and/or suggestions?
- Would the family say that the plan reflects their preferences and choices?
- Would the court say that the plan reflects its preferences and choices?

Depth of Understanding

- Was I able to develop a mutually agreeable long-term view or goal for the intervention with the family?
- Was I able to bring all necessary assessment information and findings to the planning process?
- Was I able to gather the collective wisdom of the family team and bring it to bear in the planning process?
- Is the plan consistent with the long-term view?
- Does the plan present a comprehensive, yet manageable approach?

Avoidance of Undue Influence

- Did I maintain a sufficient amount of professional distance?
- When encountering cultural differences, was I able to note my questionable understanding and seek help from someone more knowledgeable (including family members)?
- Did I engage with all family members and not let the opinions of any one person distort my perceptions?

Discernment

- Can I identify actions/statements that convey that an open and safe exchange of information occurred with the family during the planning process?
- Did I notice statements or nonverbal behaviors that indicated that the child/family was buying into the plan?
- Do we have the right plan for the family, building on specific family strengths to meet the safety, permanency, and well-being goals while being responsive to the family's unique needs, characteristics, members, and situation?

Heart/Gut Check

- Does my heart/gut feeling lead me to believe that we have the right plan for the family and that everyone is sufficiently committed to make the intervention succeed?

Confidence in Decisions Made

- Have I sought and incorporated the collective wisdom of all interested/affected parties?
- Are the family and I developing a shared positive motivation for how the intervention will proceed?