

Executive Summary

Course Title: Facilitating Permanency For Youth **The Why, The What and The How**

Course Description: This class will start with a brief look at the “why” behind the permanence for youth movement. A quick look at positive adolescence development and the recent legislation regarding permanency will be explored as a foundation for the day. From here the class will explore the “what”. What gets in the way and what strategies can be use to deal with the barriers. This training will give participants an opportunity to explore some of the barriers to permanency for youth as well as practical strategies to assist youth in finding permanent lifelong connections. The focus will be on how to talk to youth and families about permanence. The last part of the class will focus on the “how”. The how being, how to use the resources Alameda County has to help find connections. This section will give workers the actual resources that Alameda County has to offer related to youth permanency. At the end of the day workers should know the “why”, have strategies to deal with the “what” and the know “how” to use the services the county has to offer to facilitate finding permanency for youth.

Target Audience: This class is designed for new or experienced workers and their supervisors.

Outcome Objectives for Participants:

1. Participants will learn the reasons youth need permanency and the legislation related to permanency.
2. Participants will learn a variety of tools to assist them in their everyday practice including the five steps to permanency.
3. Participants will learn how to talk to and work with youth to achieve permanence.
4. Participants will understand how to talk to and work with birth families, foster parents, mental health providers and others to achieve permanency for youth.
5. Participants will understand the challenges for youth when exploring permanency.
6. Participants will know the services that Alameda County has to offer to assist in finding permanency for youth

Ways Supervisors Can Support the Transfer of Learning from the Classroom to the Job:

Before the training:

1. Have the worker make a list of youth on their caseload who do not have a permanency connection.
2. Discuss with the worker their experience in finding permanency for foster youth focusing on what has worked and what the barriers have been.
3. Share with the worker a complicated case from the supervisor experience where permanency was found.
4. Ask the worker what are services for foster youth that focus on permanency they know about.
5. Explore with the worker their feeling about helping foster youth find permanency.
6. Ask the worker to listen in the class for a strategy the worker would like to try. Ask them to be prepared to share that strategy with the supervisor or the unit after the training.
7. Ask them on a scale of 1-10 how skilled they think they are in assisting youth in finding permanence. What would they need to be a point higher? Ask them to focus on this area in the class.

After the training:

1. Ask the worker what they learned about youth permanency. What emotional issues did the class bring up?
2. What are some of the barriers they see in the cases they have and what did they learn in the class that might help? When would they like to try that idea?
3. Now that they have had the class, ask the worker what they see as their strengths in finding permanency for the youth on their caseload. What do they see as getting in the way of using their strengths? What strategies can they come up with to ensure they use their strengths?
4. Ask them on a scale of 1-10 how skilled they think they are now in assisting youth in finding permanence. What would they need to be a point higher? Can they use something from the class to help them achieve one point higher? Where else can they get the information they need?
5. What techniques or strategies do they want to use in their practice. Make an action plan to use what they chose. Have them try one thing in 24 hours.
6. Report back to you how the technique worked via e-mail or call.
7. Ask them what they learned that would be helpful to the other social workers in their unit. Teach/share one technique or strategy at the next unit meeting.

8. Pick a youth on their caseload and try Campbell's five steps to permanency. Assess where the youth is in the process and develop strategies for going to the next step.
9. Ask them to show you the "Remember People Chart" or the "Family Network Diagram". Ask them to try one of them with a youth on their caseload.
10. Ask them what service they heard about that they did not know. How can they use that service? How would they make a referral? What case can they use that on?

Brief outline of the Training:

Defining how permanence is related to tasks of Adolescent development

Defining the concept of permanence and the legislation around it.

The Barriers to permanency- all the players have issues

How youth perceive permanency

- What are the barriers?

- How to have the conversation

- What the plan needs - process of helping youth

- Social worker as facilitator

The other barriers in developing possible permanent connections

All the partners have issues – understanding and dealing with the barriers from:

- Professionals

- Family

- Caregivers

Understanding the concept of shared parenting

Strategies for finding permanent connections

- Identifying a youth's network

- Ideas for finding connections

How to do it in Alameda County

- Resources in Alameda County

- How to access those resources and who they best serve

Commitment to permanence