Child Welfare in Kansas

Realistic Job Preview
Teachers’ Guide

- Where You Can
Make a Difference
The students viewing the realistic job preview will have completed the reading and exercises in the first module of this series. As always, educators/facilitators must be aware of the fact that some of the materials to be discussed in the video may be disturbing to students.

As always, the role of a facilitator is to create and sustain a safe environment, so arrangements should be made to allow students to opt out or leave the room during the presentation. By referring to the social work values of dignity and respect identified in the first module, facilitators may assist students in adopting standards for watching and discussing the material.

If a student or students have strong reactions to the content, the facilitator should make certain counseling or follow-up is provided.

Each student will be provided a viewer’s guide in which he/she may list questions, concerns and ideas about the presentations. The names of each presenter appears on the screen, and although the actual names are provided in the transcript following, it is not so important for the students to capture each name. The teacher will be able to link the names to each position, however, so if students have questions about a specific idea, it can be linked if necessary.

Debriefing will follow the video and will provide an opportunity for participants to discuss their responses. During debriefing, participants’ questions and interest points will be discussed. If further information is needed, refer to Frequently Asked Questions and/or the Glossary and List of Acronyms. If further information is needed, students may adopt an extra credit assignment of interviewing a child welfare social worker and reporting to the class.

Before starting the video, caution students to respect the experiences of their classmates and of any others in the room, reminding them that we do not always know what the experiences of others are and that one of the key tenents of social work is to respect others.

The video has been divided into chapters and a matrix for response/notes has been included in each Viewers’ Guide. The chapters have been divided to allow for discussion of each section rather than of the video as a whole, but educators may structure the presentation and discussion differently if desired.

Chapter One – Introduction to Kansas Child Welfare
Chapter Two – Overview of Child Welfare System
Chapter Three – The Work of Child Welfare
Chapter Four – The Work Can Be Challenging
Chapter Five – The Work Can Be Rewarding
Chapter Six – Voices from the Field

The development of this curriculum was supported through a cooperative agreement between the University of Kansas, School of Social Welfare and the U.S. DHHS/ACF Children’s Bureau, Grant Number 90CT0150. The contents of the publication are solely the responsibility of the authors and do not necessarily represent the official views of the Children’s Bureau. Curriculum development and collaboration with the Kansas Department of Education by Kathleen Holt, MLS, Project Coordinator.
### Transcript

**Realistic Job Preview**

**CHAPTER ONE – INTRODUCTION**

<table>
<thead>
<tr>
<th>START</th>
<th>STOP</th>
<th>TEXT/SPKR</th>
<th>SCRIPT/TRANSCRIPT</th>
<th>TITLES/SCENES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00:00</td>
<td>00:00:09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>00:00:09</td>
<td>00:00:21</td>
<td>Anne-Marie</td>
<td>If you are the type of person who is who likes to be on the go, is organized, who likes to interact with people, who have every day be different, then, this is absolutely the job for you.</td>
<td>music bed</td>
<td></td>
</tr>
<tr>
<td>00:00:22</td>
<td>00:00:31</td>
<td></td>
<td>SNAPSHOT</td>
<td>Make a difference . . .</td>
<td>music bed</td>
</tr>
<tr>
<td>00:00:32</td>
<td>00:00:43</td>
<td>Tauna</td>
<td>We want workers to know that, when you make a commitment to this job, it’s more than just a job. You’re touching people’s lives. You’re not just clocking in, clocking out and doing a job.</td>
<td>music bed</td>
<td></td>
</tr>
<tr>
<td>00:00:44</td>
<td>00:00:55</td>
<td></td>
<td>SNAPSHOT</td>
<td>Make a commitment</td>
<td>music bed</td>
</tr>
<tr>
<td>00:00:56</td>
<td>00:01:04</td>
<td></td>
<td>TITLE SLIDE</td>
<td>Child Welfare in Kansas</td>
<td>music bed</td>
</tr>
<tr>
<td>00:01:05</td>
<td>00:01:17</td>
<td></td>
<td>TITLE SLIDE</td>
<td>Where You Can Make a Difference</td>
<td>music bed</td>
</tr>
<tr>
<td>00:01:18</td>
<td>00:01:50</td>
<td>Joanna</td>
<td>I have always been drawn to the relationship aspect or the human aspect of almost anything, so social work was one of the only things that I could think of that I could actually get a paycheck to work with people and to kind of work in relationships. In fact, all through my education I was very, very staunchly never going to go into child welfare. And I think from the outside the system is so, can look so gristy that it, a lot of times, it’s easier to just disregard it and put your blinders on.</td>
<td>Joanna</td>
<td></td>
</tr>
<tr>
<td>00:01:52</td>
<td>00:02:07</td>
<td>Matt</td>
<td>I’ve always enjoyed people. Uh… I started in the helping profession right out of high school. Uh… I had a lot of different uh…opportunities to work with, with vulnerable populations and a degree in social work definitely was kind of, uh the next step for me.</td>
<td>Matt 00:01:52-00:01:59</td>
<td></td>
</tr>
<tr>
<td>00:02:08</td>
<td>00:02:28</td>
<td>Kerri</td>
<td>You know, getting into this field, my goal was, you know, I just really enjoy kids and I just wanted to be able to make sure that their needs were always being met. But what has come of this is, you know, you learn to appreciate the families as a whole too.</td>
<td>Kerri 00:02:11-00:02:16</td>
<td></td>
</tr>
<tr>
<td>00:02:29</td>
<td>00:02:48</td>
<td>Maureen</td>
<td>And, it’s always been the same question, why did you pick social work? And for the longest time I would rack my brain trying to come up with the correct answer. And one day I just realized that I did not pick social work; social work picked me.</td>
<td>Maureen 00:02:31-00:02:37</td>
<td></td>
</tr>
<tr>
<td>00:02:50</td>
<td>00:02:57</td>
<td></td>
<td>TITLE SLIDE</td>
<td></td>
<td>music bed The child welfare system protects children and strengthens families</td>
</tr>
<tr>
<td>00:02:58</td>
<td>00:03:09</td>
<td></td>
<td>TITLE SLIDE</td>
<td></td>
<td>music bed The work includes: Intake &amp; Investigation Family Preservation Kinship Care Foster Care Foster Family Support Adoption Services</td>
</tr>
</tbody>
</table>
| Time  | 00:03:10 | Matt | My role in this job is to go out and investigate and assess child abuse and neglect allegations and also non-abuse neglect allegations. I think a lot of people in the community think that we are there to snatch babies, to remove children from their home.
Our real job is to make sure that children are safe. We would prefer that they do that remaining in their home because we understand that it’s very traumatic for the family, and especially the child, for them to be removed from the home. So we would definitely prefer to do that in the home. So the misconception is that we take babies, when in reality our goal is to leave them in their home as long as their welfare is not in danger. | Notes | Matt
Intake & Investigation
00:03:12 – 00:03:20
Investigating and assessing child abuse and neglect allegations; linking families with community resources
00:03:27 - 00:03:37 |
| Time  | 00:03:52 | Erica | To remove a kid is a huge deal, so we’ve gotta make sure that the reason we’re doing it is going to get that child in a situation where they are in less harm than they were to begin with. We are the ones who go out there and we are the ones who have met the family, talked to the child, gathered the information...I think a lot of people think that I have the power to remove a kid...Well, I don’t have the power to do that. I don’t get to make that decision on my own... | Notes | Erica
Intake & Investigation
00:03:56 - 00:04:01 |
| Time  | 00:04:19 | Aretha | I never know what I’m gonna do day-by-day...depends on what client needs happen...um...I schedule visits; I meet with families at home...
I meet with them in the office... I meet with them in the community...um...I might work intensely with them...um...to maintain...not only to just maintain them in the home, but also to provide some skills for families to be successful. | Notes | Aretha
Family Preservation
00:04:22 - 00:04:29
Family Preservation: Short term, intensive work with families to prevent placement outside the home
00:04:30 - 00:04:44 |
| Time  | 00:04:48 | Kerri | You work in the homes with the family...um...because you want to meet them where they’re at. They’re more relaxed and so you’re going to see more of the realistic interactions with the parents or the kids, with each other or the parents and the children. So that then gives you more of an understanding of what your role is going to be to help the family. | Notes | Kerri
Family Preservation
00:04:51 - 00:04:58 |
| Time  | 00:05:09 | Jean | I’m the kinship care coordinator and um...what I do is explore um...families to locate relatives and then once we’ve located relatives, I um explore their home to see if they will be appropriate for placement while their children are in the foster care system. | Notes | Jean
Kinship Care
00:05:10 - 00:05:14
Kinship Care: Exploring and supporting placement of children with extended family
00:05:16 - 00:05:25 |
| Time  | 00:05:26 | Mike | We try to find resources within the family unit for the children that are pulled out for abuse, abandonment or neglect and we try to assess homes within the extended part of their family, um...their aunts and uncles and grandmas and anybody who really has a connection with them and try to keep children in that family unit, in the same culture, um...in that same extended family network so um they can have less of a traumatic move if they are separate, since they are separated from their parents. | Notes | Mike
Kinship Care
00:05:31 - 00:05:39 |
| Time  | 00:05:59 | Anne-Marie | I work as a therapeutic case manager and my goal is to achieve timely permanency for children in foster care. Permanency can be achieved through reunification, adoption, custodianship or even if a child ages out, through independent living. | Notes | Anne-Marie
Foster Care
00:05:58 - 00:06:04
Foster Case: Working with families of children placed outside the home to achieve a permanent living arrangement for the children
00:06:05 - 00:06:13 |
<table>
<thead>
<tr>
<th>Time</th>
<th>Name</th>
<th>Speech</th>
<th>Name</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:05:15</td>
<td>Maureen</td>
<td>Basically, my job is to coordinate the community partners... I work with the courts... I work with mental health systems... I might work with drug and alcohol systems to work together to help the children and the families work towards reintegration.</td>
<td>Maureen Foster Care</td>
<td>00:06:20 – 00:06:32</td>
</tr>
<tr>
<td>00:06:33</td>
<td>Jenny</td>
<td>I support foster families as they have placements of foster children. I visit them periodically on a regular basis. I receive phone calls, do crisis management... all of those things needed to support the families.</td>
<td>Jenny Foster Family Support</td>
<td>00:06:32 – 00:06:37</td>
</tr>
<tr>
<td></td>
<td>Jenny</td>
<td></td>
<td>Foster Family Support Recruiting and training foster parents: supporting placement of children in foster care</td>
<td>00:06:38 – 00:06:45</td>
</tr>
<tr>
<td>00:06:46</td>
<td>Natasha</td>
<td>Sometimes despite all the effort and the teamwork that people put into getting the children reintegrated... that ultimately they all don’t get to go home and so now you have these kids that need a forever mom and dad or a forever family.</td>
<td>Natasha Adoption Services</td>
<td>00:06:47 – 00:06:52</td>
</tr>
<tr>
<td></td>
<td>Natasha</td>
<td>Really we work... um... in partnership with one another to really identify... there are many different pieces to adoption... You really... one, you have to identify families that would like to adopt. You have to work with those families, train them, prepare them for... um... learning how to be an advocate for their children. ... there is the other piece that ensuring children are prepared to adopt... have they processed and have they grieved the loss of their birth family and where are they at in that? What kind of support system do they need? Um... And we try to incorporate both those pieces and bring that together.</td>
<td>Adoption Services Recruiting and assessing prospective adoptive families; supporting adoptive placements</td>
<td>00:06:53 – 00:06:59</td>
</tr>
</tbody>
</table>
| 00:07:02 | Natasha  | Discuss students’ questions. Discuss issues identified by students. FACILITATOR QUESTIONS  
- What do you think Tauna meant when she said being a social worker is more than just a job, that it is a commitment?  
- What do you think Joanna means when she said that before she became a social worker, she thought the system seemed “so gristly”? Why did she choose social work and working with abused and neglected children anyway? | 00:07:02 – 00:07:35  Interviewing Adoptive Parents Parents – Natasha talking  |
|         | Natasha  | 00:07:06 – Natasha  |
|         | Natasha  | 00:07:18 – Adoptive Mom & Natasha  |
|         | Natasha  | 00:07:23 – Adoptive Dad  |
|         | Natasha  | 00:07:27 – Natasha  |
|         | Natasha  | 00:07:30 – music bed  |

CHAPTER ONE - INTRODUCTION & CHAPTER TWO - OVERVIEW

DISCUSSION POINTS
• Why does Matt say that it is important to keep kids in their own homes if they can be there safely?
• Why does Erica think that it is important to discuss decisions about removing a child with her supervisor and her colleagues?
• Kerri and Aretha talk about family preservation being different things all the time and about working in families' homes wherever that might be. Can you think of reasons that would be important?
• What does the term “kin” mean? Mike and Jean talk about the importance of keeping kids within their family circle. Why would that be important? Why would being with a relative or close friend be easier on children than being with nice, kind strangers willing to foster a child?
• Anne-Marie talks about permanency that can be achieved through reunification, adoption, custodianship or even if a child ages out, through independent living. Review the Handout “Safety, Permanency & Well-Being” in your Viewers’ Guide. Why is permanency important?
• What is the difference between safety and well-being?
• Why would it be important to make sure a child has a stable placement as early in his or her life as possible?
• Jenny works with foster parents. She has taking specialized training to be able to offer a foster-parent training course. How might her job differ from that of a social worker who works with birth families?
• Natasha works in adoption. An important part of her job is helping birth families, children, and adoptive families understand the grief process. Why would that be important?

• Other questions?
# CHAPTER THREE - WHAT THE WORK IS LIKE

<table>
<thead>
<tr>
<th>Time</th>
<th>Becky</th>
<th>Becky</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:07:47</td>
<td>00:08:02</td>
<td>The first day on the job. I can still remember everything about it. It was unforgettable and it wasn't what I was expecting. It was exciting. It was a little nerve wracking. It was a little…scary…(laugh)</td>
<td>Becky Family Preservation 00:07:49 – 00:07:55</td>
</tr>
<tr>
<td>00:08:03</td>
<td>00:08:14</td>
<td>B ROLL – Interview with social worker and parent in mock home. These families don’t always want you there necessarily…they are there because they have to be there…whether it be the court saying that they need to be involved with you or it be SRS saying that they need to be involved with you</td>
<td>Parent Interview in Home 00:08:03 – 00:08:14</td>
</tr>
<tr>
<td>00:08:15</td>
<td>00:08:27</td>
<td>And I was one of the workers who thought I want to work with kids. But the more I worked with kids, the more I worked with foster parents, the more I realized I don’t live in that home, so to help children, I’ve got to help those families.</td>
<td>Tauna Foster Family Support 00:08:16 - 00:08:22</td>
</tr>
<tr>
<td>00:08:28</td>
<td>00:08:44</td>
<td>It’s very challenging…um…you know, initially, your families are angry which is to be expected. They are scared. They are concerned . . .They don’t know what exactly all this means</td>
<td>Denise Foster Care 00:08:31- 00:08:35</td>
</tr>
<tr>
<td>00:08:43</td>
<td>00: :</td>
<td>In that time, you’re also trying to work with them on their feelings on their anger and their frustration…and gather background information…what’s going on with the family…where are your struggles . . . Spanish language Un momento. She works from 6:00 a.m. to 2:00 p.m.</td>
<td>Latina FSW and Worker 00:08:43 – 00:09:08 Translation – Spanish scheduling and work</td>
</tr>
<tr>
<td>00:09:07</td>
<td>00:09:10</td>
<td>Latina FSW scheduling in Spanish - translation It takes a lot of patience</td>
<td>Kristalle Foster Care 00:09:15 – 00:09:21</td>
</tr>
<tr>
<td>00:09:10</td>
<td>00:09:26</td>
<td>... in working with families who sometimes struggle with substance abuse, who struggle with parenting skills. And some of them struggle with the more basic things like making sure that they have a job or a house or having utilities on in their home, having food and water.</td>
<td>Kristalle Foster Care 00:09:15 – 00:09:21</td>
</tr>
<tr>
<td>00:09:27</td>
<td>00:09:36</td>
<td>There is no cookie cutter family, so every solution is going to be different. Um…some of the challenges we face are</td>
<td>Anne-Marie Foster Family Support 00:10:29 – 00:10:33</td>
</tr>
<tr>
<td>00:09:37</td>
<td>00:10:12</td>
<td>poverty…with families. It is difficult for families often to get to and from appointments because of lack of transportation. Um…some of the challenges we face…are...um…you know, when they are doing so well and progress is being made and there is some sort of a roadblock. Maybe they’ve relapsed using drugs and alcohol. Maybe they’ve skipped a visit. And to see the disappointment on a child’s face when their mom or dad doesn’t show up for a visit is really difficult to see.</td>
<td>Worker driving up to an apartment complex 00:09:37 – 00:10:12</td>
</tr>
<tr>
<td>00:10:13</td>
<td>00:10:16</td>
<td>Well, this job is definitely not the same thing every day….</td>
<td>Jenny Foster Family Support 00:10:26 – 00:10:32</td>
</tr>
<tr>
<td>00:10:16</td>
<td>00:10:24</td>
<td>You could start off the week with an emergency disruption and then end with an adoption finalization and everything in between...and um…</td>
<td>Worker getting out of vehicle at home; team meeting 00:10:16 – 00:10:24</td>
</tr>
<tr>
<td>00:10:24</td>
<td>00:10:42</td>
<td>...Um, I think the worker in order to be successful needs to be very flexible and very adaptive . ..</td>
<td>Jenny Foster Family Support 00:10:26 – 00:10:32</td>
</tr>
<tr>
<td>00:10:33</td>
<td>00:11:06</td>
<td>You do have to be flexible and a multi-tasker. You know, if you are somebody that is obsessed with starting a project and finishing it in that day and in that week, you might struggle with it in this position. . . If you need something answered right there in that moment, um you might struggle if you need to see immediate progress...um ...People don’t change overnight. Adoptive families don’t get perfect overnight. Children don’t get perfect overnight and problems don’t get solved overnight…not when you’re working with people’s lives. That’s very unrealistic.</td>
<td>Natasha Adoption Services 00:10:36 – 00:10:42</td>
</tr>
</tbody>
</table>
CHAPTER THREE – WHAT THE WORK IS LIKE

DISCUSSION POINTS

Discuss students’ questions

Discuss issues identified by students

FACILITATOR QUESTIONS

- Why do you think families might not want you in their homes to talk about the situation with their children?

- Denise talked about the importance of communicating with families in their first language. That is important not only as a sign of respect to the family, but it is also important in understanding each family’s culture. What aspects of culture might be important to think about in developing a working relationship with the family to help them change?

- How would you go about finding out what cultures were represented in an area in which you had recently moved to work? How could you learn more about another person’s culture?

- Kristalle talked about helping families with more than parenting skills. How would you go about helping a family with housing? Having enough money for basics like food? Why would transportation be an important challenge for families?

- Anne-Marie said that there is no cookie-cutter family. What does that mean?

- Maureen said that sometimes people perceive social workers as interfering in families’ lives. Are there situations in which interference is necessary? Why and when?

- Other questions?
<table>
<thead>
<tr>
<th>Time</th>
<th>SNAPSHOT – Erica</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:12:24</td>
<td>Erica</td>
<td>I think some of the challenges that happen with our job, and especially when you first start, you have no idea what you’re walking into. I mean it may be in the report that it’s just an overwhelmed mom with an infant but when you go up to the door and you knock on it and you’ve got three men sitting in the house, drugs all over the place and you’re like, “I don’t know about this…” This isn’t what it said was gonna be on the report her…and yeah, you’ve gotta walk in there expecting anything. Ummm…and that was kinda one of the scariest things was, you know, you go up to a door, you knock on it and you don’t know who’s on the other side of it.</td>
</tr>
<tr>
<td>00:13:03</td>
<td>Kerri</td>
<td>You have to be prepared for anything. You’re not always in the best neighborhoods.</td>
</tr>
<tr>
<td>00:13:29</td>
<td>Kerri</td>
<td>. . . one of your roles is you’re a mandated reporter. You have to report concerns of any sort of child abuse and neglect and that might not always feel good.</td>
</tr>
<tr>
<td>00:14:49</td>
<td>Anne-Marie</td>
<td>Staffing He came into custody two years ago. He’s been expelled from school and truant from many schools. I think when you first start out in this field everything does seem very overwhelming and shocking at times.</td>
</tr>
<tr>
<td>00:14:33</td>
<td>Anne-Marie</td>
<td>I can remember situations and cases where I just came home and cried, and it was hard.</td>
</tr>
<tr>
<td>00:14:08</td>
<td>Staffing 02</td>
<td>Something that I’m wondering about . . . He would have been 13. That would have been a time in his life when he’s starting to ask questions; he’s starting to put two-and-two together. I’m wondering where we should start as far as therapy goes. 14:08 You learn to digest it in a way that it just forces you to continue to move forward and help this child to be successful and resilient.</td>
</tr>
<tr>
<td>00:14:20</td>
<td>Anne-Marie</td>
<td>digest it in a way that it just forces you to continue to move forward and help this child to be successful and resilient.</td>
</tr>
<tr>
<td>00:14:30</td>
<td>Erica</td>
<td>The scariest thing when I first started when I first started doing the investigations for abuse and neglect was having to interview people.</td>
</tr>
<tr>
<td>00:14:45</td>
<td>Erica</td>
<td>Interview with child And how many people are you going to draw in that house? Four of them? Cuz, I think a lot of it is that as a new worker, you come in...you think you’re gonna ask something wrong . . you think your job is a big deal with the interviews...well, it is, but it in a way, you just have to go in there and they are people. You have a conversation with them</td>
</tr>
<tr>
<td>00:14:56</td>
<td>Kristalle</td>
<td>This is a line of work that every decision that we made affects families and that can be overwhelming at times for workers.</td>
</tr>
<tr>
<td>00:15:22</td>
<td>Maureen</td>
<td>Court Scene 02 – Judge Cahill in court I mean, here’s like the normal course of business. I don’t want social workers to be afraid of the court system. It is, it can be scary. It can be nerve wracking, but if you go in there knowing that each person in that room has a role in these kids’ lives and we all have one common goal, the fears go away.</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Role</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>00:15:23</td>
<td>Denise</td>
<td>Foster Care</td>
</tr>
<tr>
<td>00:15:30</td>
<td>Becky</td>
<td>Supervision in office</td>
</tr>
<tr>
<td>00:15:53</td>
<td>Becky</td>
<td>Supervision in office</td>
</tr>
<tr>
<td>00:16:17</td>
<td>Becky</td>
<td>Supervision</td>
</tr>
<tr>
<td>00:16:37</td>
<td>Kristalle</td>
<td>Supervision</td>
</tr>
<tr>
<td>00:16:55</td>
<td>Natasha</td>
<td>Supervision</td>
</tr>
<tr>
<td>00:17:57</td>
<td>Denise</td>
<td>Supervision</td>
</tr>
<tr>
<td>00:17:22</td>
<td>Denise</td>
<td>Rural Countryside</td>
</tr>
</tbody>
</table>
CHAPTER FOUR – THE WORK CAN BE CHALLENGING

DISCUSSION POINTS

Discuss students’ questions

Discuss issues identified by students

FACILITATOR QUESTIONS

- Natasha talked about the job being fluid and requiring flexibility and the ability to multi-task. How would you feel about that type of job?

- Erica talked about some of the challenges you might face in child welfare. Worker safety is a central part of all social work practice. Did you understand the role of the supervisor, colleagues and law enforcement in making sure that workers going into the field feel safe? In your background reading, did you see a commitment to worker safety in the standards?

- Anne-Marie and some of the workers talked about how difficult and sad the job of working with troubled and vulnerable children and families can be. How do you feel about that aspect of the job?

- Maureen discussed working with the courts. Some social workers love this aspect of the job. Working with other professionals including judges and lawyers can be intimidating, but invigorating since the collaboration is important in achieving the goals of child welfare. What would you like about that aspect of the job? What might you be concerned about regarding working with the legal and court systems?

- Several of the presenters talked about not knowing the final outcome of a case after a child and/or a family moved on. How would you feel about that?

- Denise and Mike talked about working in a rural area. What are some of the differences you might encounter in a rural area compared to a more populated city?

- Becky, Maureen and Matt all mentioned the fact that things in child welfare change frequently and without exception. The ability to work with and manage change is an important social work skill. How do you manage change and how would you encourage families to change?

- Other questions?

-
<table>
<thead>
<tr>
<th>Time</th>
<th>的时间</th>
<th>Name</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:17:48</td>
<td>00:18:03</td>
<td>Kristalle</td>
<td>For me, one of the most rewarding things is seeing families be together, whether that be kids going to live with their biological families once again or whether that be them being adopted by their foster parents.</td>
</tr>
<tr>
<td>00:18:04</td>
<td>00:18:38</td>
<td>Becky</td>
<td>This may sound strange, but for me, even in the face of some of those but for me, even in the face of some of those not so pretty situations that you’re walking into, um…it’s exciting. It is exciting to work with all these different people and different families and even though the situations may not be what they should be or what you’re expecting them to be, it’s exciting to figure out, you know, how can I engage this family in the face of all this and how can we together come up with a way to start to change this.</td>
</tr>
<tr>
<td>00:18:40</td>
<td>00:19:23</td>
<td>Maureen</td>
<td>Taking a difficult case and seeing a situation where everybody tells you it’s not going to happen. This is impossible. And when you work with families and you work side by side with them and you see the progress and you are able to help them achieve permanency and you can sit in the stands at a high school and watch this kid walk across the stage and graduate with his diploma when nobody said it would ever happen. Everybody said it’ll never happen and you were a part of that. But, yeah, to be able to watch that, it’s indescribable.</td>
</tr>
<tr>
<td>00:19:25</td>
<td>00:19:36</td>
<td>Matt</td>
<td>One of the good things about this job is there is, and the most exciting part is I have no idea what I’m going to come up against today. I’m going to show up here and I’m not going to have any idea of what could potentially come across my desk.</td>
</tr>
<tr>
<td>00:19:38</td>
<td>00:19:53</td>
<td>Joanna</td>
<td>I think it’s kind of awesome – in office discussion to be a social worker in a small community because I think that you do get, just by the nature of being a social worker in a small community, you get a reputation a little bit of as a helper or as a connector. In Office discussion 00:19:40 – 00:19:51</td>
</tr>
<tr>
<td>00:19:53</td>
<td>00:20:24</td>
<td>Mike</td>
<td>A lot of times, when you establish that rapport with those family members and you build their, you gain their trust, it’s something that isn’t forgotten. And when you go around in the community they recognize you for that and they may call you up for simple answers or questions about things that they want to know. And so it’s just really a rewarding thing, especially in the smaller communities where you know everybody and everybody knows you, it can be really rewarding.</td>
</tr>
</tbody>
</table>
Discuss students’ questions

Discuss issues identified by students

FACILITATOR QUESTIONS

- After listening to the challenges of child welfare social work, can you understand why the rewards might be so important? Have you ever faced a difficult challenge and even if it was hard, succeeded in reaching a goal in the end? What did that feel like?

- Matt talked about really like the part of the job that meant he had no idea what each day would be like. Would you like that kind of job? What would you like about it? Not like about it?

- What would it be like to be a social worker in a small town? What would the rewards be? Would the difficulties be?

- Some people refer to social work as “mission-driven.” What does that mean to you? Why would people want to work in a “mission-driven” field?

- Other questions?
<table>
<thead>
<tr>
<th>Time</th>
<th>00:20:25</th>
<th>00:20:34</th>
<th>00:20:35</th>
<th>00:20:41</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER SIX – VOICES FROM THE FIELD</strong></td>
<td><strong>Voices from the field</strong></td>
<td><strong>music bed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>00:20:35</strong></td>
<td><strong>00:21:03</strong></td>
<td><strong>Matt</strong></td>
<td>I think it’s important to know that it can be very stressful and it can seem, at times, that the, you’re by yourself, but there is lots of support. We have great supervisors. We have good coworkers. You have community support. People care about what we’re doing and it’s, you know, and we’re put in place to help children and help families.</td>
<td></td>
</tr>
<tr>
<td><strong>00:21:04</strong></td>
<td><strong>00:21:23</strong></td>
<td><strong>Mike</strong></td>
<td>. My advice for a social worker thinking about coming into child welfare would be not to come into it thinking you’re going to save a bunch of children or right off the bat feel like you’re making a huge difference</td>
<td></td>
</tr>
<tr>
<td><strong>00:21:24</strong></td>
<td><strong>00:21:41</strong></td>
<td><strong>Mike</strong></td>
<td>. I think one of the biggest learning curves happens in those first couple months of just learning like the rules and what the agency goal is, what the courts want to hear, how that whole thing interacts when you get there and the process of your court reports and case plans and timelines.</td>
<td>B-ROLL – Technology 00:21:24 – 00:21:30</td>
</tr>
<tr>
<td><strong>00:21:42</strong></td>
<td><strong>00:22:05</strong></td>
<td><strong>Jean</strong></td>
<td>Most often this job is not black and white…um…most of the time it is gray .and you have to understand and be willing to accept that there’s not going to be any straight answers. And learn how to deal with it, how to accept it, um…and just move on . . .</td>
<td></td>
</tr>
<tr>
<td><strong>00:22:07</strong></td>
<td><strong>00:22:23</strong></td>
<td><strong>Joanna</strong></td>
<td>Learn how to write. Work on your writing skills. Um . . . Because there is so much documentation in social work that if you can’t write, if that’s a struggle for you, that’s going to slow you down. Learn how to manage your time. That’s one thing that you get very, very good at...</td>
<td>Writing/documentation 00:22:10 – 00:22:15</td>
</tr>
<tr>
<td><strong>00:22:24</strong></td>
<td><strong>00:22:27</strong></td>
<td><strong>Maureen</strong></td>
<td>Never stop asking questions . . .</td>
<td></td>
</tr>
<tr>
<td><strong>00:22:28</strong></td>
<td><strong>00:23:34</strong></td>
<td><strong>Maureen</strong></td>
<td>Supervisor Discussion Give yourself time to learn the field. It is not something you can learn in a day, a week, a month.</td>
<td>Supervisor Discussion 00:22:29 – 00:22:34</td>
</tr>
<tr>
<td><strong>00:23:36</strong></td>
<td><strong>00:22:48</strong></td>
<td><strong>MB</strong></td>
<td>It takes a good year to really get a grasp on what the field entails, and even after that year, you will be learning something new every day.</td>
<td></td>
</tr>
<tr>
<td><strong>00:22:49</strong></td>
<td><strong>00:22:59</strong></td>
<td><strong>SNAPSHOT</strong></td>
<td></td>
<td>Making a Difference 00:22:54 – 00:22:59</td>
</tr>
<tr>
<td><strong>00:23:00</strong></td>
<td><strong>00:23:08</strong></td>
<td><strong>Jenny</strong></td>
<td>When you work with people, you develop relationships with them and it goes much deeper than the job or the paycheck</td>
<td></td>
</tr>
<tr>
<td><strong>00:23:08</strong></td>
<td><strong>00:23:21</strong></td>
<td><strong>Foster Home Visit</strong></td>
<td>by any means . And that is the part that keeps me coming back is the relationships that I’ve formed with the families, and helping them do a better job helps me do a better job as well.</td>
<td></td>
</tr>
<tr>
<td><strong>00:23:22</strong></td>
<td><strong>00:24:02</strong></td>
<td><strong>Kristalle</strong></td>
<td>It’s also important to recognize that not only are we making a commitment to our professional lives and our careers, but we’re also making a commitment to these families and a lot of times we have workers that will come for a few months and recognize that maybe this isn’t what they thought it was or not something that they can do and they leave. And when they leave, that turns those families upside down. And so not only is it important for social workers to dedicate themselves to their career or to their job for an extended period of time, but it’s also important to families to maintain that stability for them.</td>
<td></td>
</tr>
<tr>
<td><strong>00:24:03</strong></td>
<td><strong>00:24:08</strong></td>
<td><strong>Erica</strong></td>
<td>It’s a job that if you get in and if you can figure out your niche, and get there and do the work and</td>
<td>Law enforcement and video 00:24:10 – 00:24:18</td>
</tr>
<tr>
<td><strong>00:24:08</strong></td>
<td><strong>00:24:18</strong></td>
<td><strong>Erica</strong></td>
<td>you feel confident in what you’re doing, it’s something you can do for long term. You have to figure out how to manage your stress. You have to figure out how to not take it home with you…um…and you can do it.</td>
<td></td>
</tr>
<tr>
<td><strong>00:24:19</strong></td>
<td><strong>00:24:20</strong></td>
<td><strong>Erica</strong></td>
<td>and you have to have the support.</td>
<td></td>
</tr>
</tbody>
</table>
Mike

Every child that we get to keep with extended family members, I feel like it’s a small success for the agency, a small success for their numbers and things like that. But really it’s a huge success for that family. For that child, it’s the biggest difference.

Becky

I came to this field to help people. I do feel like I’ve helped people. Um, I think at the end of the day, we can all look back across our caseloads over the years and we can say that there were probably some people we weren’t able to get through to, or some people that would have preferred that they’d never met me, but (laughter) I think overall, you do get a sense of doing good work, making good connections with kids and families and I’m here because I want to help.

Aretha

It’s more than just helping people. It’s being there . . . It’s being resourceful

Aretha

Shopping at Boyles Joyland

Oh man, that’s nice and clean in there . . .

See the shine?

Yeah, that looks really good.

Aretha

It’s knowing the resources in the community; it’s knowing the people that you work with...it’s knowing your co-workers, and

Aretha - Shopping at Boyles Joyland

and building on that strength . . But also, realize that it’s a helping profession that gives rewards,

Aretha - Shopping at Boyles Joyland

and the rewards may not be monetary, but they are just deep down into your heart that you are able to give a part of yourself to a client in a different way. . .and it’s worth it to me, I still love what I do and it’s been 16 years that I’ve have done social work.

Joanna

There are hard days. There are days that you cry and there are days that you kind of lose hope, but there are days that, there are days that have a lot of joy attached to them and there are days that, that you can take that deep breath and feel good about everything.

Maureen

I’m still here because I feel like I’ve helped families along the way. I don’t help every family that I talk to. But, you really can’t put a dollar amount on the families that I have helped. Seeing kids who graduate high school that maybe wouldn’t have otherwise. Seeing kids that are headed towards a life in either juvenile delinquency centers or the correctional facilities who find a way to turn their life around and do the right thing. Parents are in the same situation, you know. If we can work with families and help eliminate some of their problems, then it helps children. It helps strengthen the community. Strong families lead to strong children.

Kristal

I think something that, as a social worker, we sometimes joke about is that the successes have to go along way because the families that we’re working with have a lot of hurdles and a lot of struggles that they have to go through. Seeing them succeed though is one of the best things and there are certain times where you see families succeed or you see a child being adopted and having a forever home that you never forget. And for those reasons, I will always do this.

Child Welfare in Kansas

Where You Can Make a Difference
Discuss students’ questions

Discuss issues identified by students

**FACILITATOR QUESTIONS**

- Matt talked about the fact that even though the work can be stressful, there is a lot of support. What type of support did he mention?

- Mike talked about the fact that it takes some time to learn the ropes and to really start to make a difference. What types of things would you need to learn?

- Joanna mentioned that it is very important to be a good writer. Why would documentation be important and how could you improve your skills now to prepare for social work?

- She also mentioned managing your time. Is that a skill for you now? How do you balance school, activities, home life and your personal life?

- Several of the presenters mentioned the deep rewards of working with people. Is that something you would find rewarding in a career? Why or why not?

- Turnover refers to a social worker changing jobs. Why might that be difficult for children or families?

- Aretha talked about the important of knowing the community. How well do you know your community now? Would you know where to go for help? Do you know where to shop wisely for necessities?

- What kinds of personal skills would you bring to a social work position? Budgeting? Life skills? Building connections and relationships?

- Several of the presenters talked about the importance of balancing home life and work life. Do you have strategies for managing stress? Is that a goal for you?

- Other questions?
FOLLOW-UP & CLOSING DISCUSSION POINTS

Refer to additional resources found in the Viewers’ Guide.

Pages 9-11: Frequently Asked Questions
Students will find some of the questions asked by others who have viewed the realistic job preview *Kansas Child Welfare: Where You Can Make a Difference*.

Page 12: Feedback form
Instruct students to fill out the feedback form on page 13. The form asks students to identify three action steps they can take to learn more. These can be used to guide future lessons and activities. Supplemental activities may include interviewing a social worker or inviting a social worker to visit the class to make a presentation.

Page 13: Resources
This page guides students to the Kansas Child Welfare Workforce Initiative webpage on which they will find additional resources outlining the work of child welfare.

FACILITATOR POINTS FOR FOLLOW-UP

- 
- 
- 
- 
-
SUPPLEMENTAL EXERCISE –
WHY CROSS-COMMUNICATING WITH OTHER PROFESSIONALS IS KEY

MATERIALS
Blank 8 1/2x11 paper (1 sheet for each pair of participants)
Pencils or other drawing instruments (1 for each pair of participants).
Prepared worksheets/instructions folded so that participants cannot see until instructed to do so.

DIRECTIONS
1. Ask participants to select a partner, preferably someone they do not know well.
2. Have the partners sit back-to-back with one at the table and the other on a chair facing away from them. Space them so that verbal instructions may be heard without interference.
3. Distribute the folded instructions to the person facing away from the table and hand a blank sheet of paper and pencil to the partner facing the table.
4. The instructions should not be opened until participants are instructed to open them.
5. The partner at the table is to remain silent. No question, no clarifications.
6. Before the written instructions are opened, explain that this will be a drawing exercise demonstrating permanency for a child. The partner at the table is a child welfare professional. The other participant facing away is a judge seeking permanency for the child as well. The judge will tell the worker what to do, but again, the worker must remain silent and do the work mandated by the judge.
7. When all participants are ready, have the judge open his/her instructions and proceed.

[TRAINER’S NOTE: The prepared instructions will ask participants to draw a house in different formats, so make sure participants do not see other’s performance until it is time to process. Caution drawing participants to remain silent and do the work.]

TIME: Allow five minutes for processing.

When participants are finished, have them join one another at the table and share their drawings.

TOPICS FOR DISCUSSION
1. Do you feel that you reached permanency for the child on whose behalf you were working?
2. What would have helped you achieve a better outcome?
3. What were some of the barriers that made the task difficult?
   a. lack of common understanding of the goal
   b. lack of ability to describe the task better
   c. lack of information
4. Were you comfortable leading? Following?
5. What implications does the exercise have for communication between judges, the legal system and child welfare professionals?

SUMMARIZE THE EXERCISE
- Communication is key
- Understanding other professionals’ perspective is important
- If the professionals have different values from one another, they will also have different values than the family and it is important to consider the role of communication if the courts, social welfare system and families are to work together to help children return to their birth homes or integrate into a permanent family through adoption or legal guardianship
Partner A - Social worker,

- As a social worker, your job is to work with each family in a timely fashion to identify a plan for permanency for children who are children in need of care. Families in crisis don’t always understand what is needed for a child to be safe at home. In planning with the family, you must communicate in a way that helps them identify the concerns and create and achieve plans for addressing those concerns.

- In this exercise, you will be working to achieve a clear vision of what the “home” should look like. You are working with a partner who represents the family. You may not describe the overall object that your partner is drawing other than to say that you will be drawing a picture that represents what you want to achieve in your work together.

- Beyond that, please give instructions as to position on the paper, the shape and/or fill color for the shape. The system does not give you much time, so know that you will have to work quickly. You may not look around to check the worker’s outcomes until the exercise is complete.

- The family member may not ask you questions until the exercise is complete.
SILENCE AS YOU READ PLEASE!

Partner A - Social worker,

- As a social worker, your job is to work with each family in a timely fashion to identify a plan for permanency for children who are children in need of care. Families in crisis don’t always understand what is needed for a child to be safe at home. In planning with the family, you must communicate in a way that helps them identify the concerns and create and achieve plans for addressing those concerns.

- In this exercise, you will be working to achieve a clear vision of what the “home” should look like. You are working with a partner who represents the family. You may not describe the overall object that your partner is drawing other than to say that you will be drawing a picture that represents what you want to achieve in your work together.

- Beyond that, please give instructions as to position on the paper, the shape and/or fill color for the shape. The system does not give you much time, so know that you will have to work quickly. You may not look around to check the worker’s outcomes until the exercise is complete.

- The family member may not ask you questions until the exercise is complete.
Partner A - Social worker,

- As a social worker, your job is to work with each family in a timely fashion to identify a plan for permanency for children who are children in need of care. Families in crisis don’t always understand what is needed for a child to be safe at home. In planning with the family, you must communicate in a way that helps them identify the concerns and create and achieve plans for addressing those concerns.

- In this exercise, you will be working to achieve a clear vision of what the “home” should look like. You are working with a partner who represents the family. You may not describe the overall object that your partner is drawing other than to say that you will be drawing a picture that represents what you want to achieve in your work together.

- Beyond that, please give instructions as to position on the paper, the shape and/or fill color for the shape. The system does not give you much time, so know that you will have to work quickly. You may not look around to check the worker’s outcomes until the exercise is complete.

- The family member may not ask you questions until the exercise is complete.
Student Handout:

Human services work used to be based on policies and service models that required focusing on families’ and client’s deficits, failures and/or problems. Once identified, those negatives were used to form the basis of case plans to address them. However, experience and research showed that for human beings to make meaningful change, it was important to identify and focus on the strengths – the resources, the talents and skills, the dreams and aspirations that clients possessed.

Today, social services employ strengths-based practices which involve shifting from a deficit approach to engaging as partners with families to identify and employ strengths in addressing challenges. Identifying strengths helps families engage with the system to meet goals to address the needs. It supports personal and community relationships that are helpful to families, and, more important, the strengths model increases family efficacy and empowerment.

This exercise will demonstrate that it is sometimes easier to identify deficits than it is strengths. Follow your facilitator’s directions for this portion of the exercise.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

FACILITATOR

1. Instruct the students to read the section on strengths. Discuss examples of strengths that families might have (housing, job, relatives willing to help, community services, transportation, love for children, past sobriety, etc.)

2. Discuss how much easier it is to identify deficits like substance abuse, mental illness, anger, physical abuse, depression, homelessness, unemployment, physical disability)

3. Conduct the exercise. Each student should have a pencil/pen and the page with the two lists.

4. Tell student they will have a very short time for this exercise and that it is important to fill in as many blanks as possible.

5. The exercise is quiet. No talking. The students should begin as soon as you tell them the content of the list and say, “Begin.” Tell them to stop when you call time, but remind them the exercise is quick. The lists will not be shared, so tell students to be as honest as possible.

6. Begin and stop the exercise after instructing students to list what they consider to be their personal shortcomings, their deficits on List A. (Actual time: 30-45 seconds).

7. Quickly move to the next section of the exercise, leaving students very little time to think. Start and stop the exercise by instructing students to list what they consider to be their strengths on List B. (Actual time: 30-45 seconds).

8. Debrief the exercise by discussing which part of the exercise was easier, listing strengths or listing deficits. Discussion points;
   a. What are some possible reasons for the differences?
   b. What would it be like to have to discuss your deficits with someone you didn’t know?
   c. Would it be easier to talk about your strengths?
Closing Part of the Exercise

1. Have participants rearrange chairs to sit in a circle. Each should have a pen or pencil and a book or tablet upon which to write.

2. Discuss the value of acknowledging and assessing strengths.

3. Each participant should fold up about 1” of paper along the bottom, and clearly write his or her name on the exposed part of that fold.

4. After the names are printed, ask each participant to pass his/her sheet to the left.

5. Each participant will then lift the paper at the fold and under the folded section, write one strength he/she feels the person whose name is on the front possesses. After the strength is written, the participant folds the paper up to cover his/her contribution and when everyone is finished, the paper is passes to the left again.

6. When the strengths lists are complete and are returned to the originator, each person reads his/her comments quietly.

7. Discuss the comments. Were there any surprises? Does the recipient agree

8. Thank the students for their participation and close the class.
I. Explanation of Each Type of Court Hearing

Temporary Custody (TC) Hearing
The TC must be held within 72 hours if the child has been removed based on an Order of Protective Custody or Police Protective Custody. The judge determines if the child’s health or welfare may be in danger or if the child is a runaway risk or is dangerous to self or others. The judge must also find that reasonable efforts have been made to maintain the family or that an emergency exists which threatens the safety to the child.

Adjudication Hearing
Held within 60 days of the Temporary Custody Hearing unless good cause is shown and stated in the record). The judge must determine if there is enough evidence to believe the information in the Child in Need of Care (CINC) petition is probably true and meets the definition of in need of care set out in the statutes and if so, adjudicates the child as a Child in Need of Care.

Dispositional Hearing
is often held the same day as the Adjudication Hearing, but within 30 days of Adjudication unless good cause is shown. The court receives testimony with regard to the safety and well-being of the child and may enter orders regarding: (1) Case planning which sets forth the responsibilities and timelines necessary to achieve permanency; and (2) custody of the child (whether the Secretary of DCF, a parent, or other appropriate caregiver.)

II. Explanation of Each Type of Court Hearing

Evidentiary Hearing
Most often scheduled at parent’s request if he/she disagrees with information or recommendations. It allows parties to have witnesses testify; cross examine witnesses; and/or provide other evidence when a parent does not stipulate to the items in a petition. This gives parents an opportunity to object to the removal of a child and forces the state to present evidence of the abuse and/or neglect.

Parental Rights Termination (PRT) Hearing
(Can be held any time during a case, when/if it is determined that parents have not made enough progress to care for their child). Based upon evidence, the judge must determine if a parent is unfit to properly care for their child and is likely to remain unfit for the foreseeable future. If the judge decides not enough progress has been made or if a parent is unwilling to make changes and it is in the best interests of the child, the judge can terminate parental rights. Doing so permanently ends the rights of the parents to visit, communicate with; make decision for and obtain information about the child.

Adoption Hearing
Is held to build a new legal relationship between the child and the individuals who are to become the child’s adoptive parents. Should be scheduled without delay once parental rights are terminated. It will require a new petition and is a different case than the child in need of care case.
Appeal Hearing Parties have the right to appeal certain decisions the judge makes. The appellate process protects against judicial mistakes and abuses of discretion. Appeals are expedited by the statute and Supreme Court rule but are still time consuming and may postpone permanent placement of a child.

Administrative Review: Within six months of a child’s removal, the state agency must conduct an administrative review which need not but may also be a court hearing. The six month administrative reviews must continue throughout out of home placement.

Secure Care Hearings (Can be held any time during a case after a child has been given written and verbal warnings by the court not to run from any placement or the home and child runs again). The judge determines if a locked placement is in the best interest of the child for a period of 60 days. The judge can extend the order for secure placement for up to a total of 120 additional days if he/she determines the child is still at risk of running away. The youth can be in Secure Care a maximum of 180 days. K.S.A. 38-2260. (A federal law, the Juvenile Justice and Delinquency Prevention Act or JJDPA restricts use of locked facilities for children who haven’t committed an act which would be a crime if committed by an adult.)

Review Hearings (May be held every three to four months after the Dispositional Hearing). The judge reviews reports and other evidence provided to determine if enough progress is being made so that the child can be returned home as soon as possible. He/she will modify the case plan and consider whether reintegration of the child with the parent should remain the goal or if another permanency goal should be considered. The court will review reasonable efforts and progress made by family toward permanency goals.

Permanency Hearing - Required by within 12 months of the date the court ordered the removal but not less frequently than every 12 months thereafter or within 30 days following a judicial determination that reintegration is not viable. A permanency hearing is conducted by the court or by a Citizen Review Board to determine progress toward the permanency plan.

(a) The court or CRB shall determine whether a child should be
(1) reintegrated with parents;
(2) placed for adoption;
(3) placed with a permanent custodian; or
(4) in another planned permanent arrangement if the secretary has documented compelling reasons for such placement.

(b) The court shall enter a finding regarding reasonable efforts by entity having custody to permanency plan.

Review Hearings

Child Welfare Acronyms

CASA Court Appointed Special Advocates
CFSR Child & Family Service Review
CINC Child in Need of Care
CINC/NAN Child in Need of Care / Non-Abuse and Neglect
CIP Court Improvement Program
CRB Citizen Review Board
CSO Court Services Officer
GAL Guardian ad Litem
DA/ADA District Attorney/Assistant District Attorney
FTA Failure to Appear
JJA Juvenile Justice Authority
KBA Kansas Bar Association
KLS Kansas Legal Services
OJA Office of Judicial Administration
PPC Police Protective Custody
TPR Termination of Parental Rights
TOP Temporary Order of Protection
VAWA Violence Against Women Act

Child Welfare Acronyms

ASFA Adoption & Safe Families Act
CANIS Child Abuse & Neglect Information System
CAPTA Child Abuse Prevention & Treatment Act of 1996 P.L. 104-235
CFSR Child & Family Service Review
CPS Child Protective Services
CWCBS Child Welfare Community Based Services
CWLA Child Welfare League of America
DCF Ks Department for Children & Families (formerly SRS)
HHS U S Department of Health & Human Services
FBA Family Based Assessment
ICPC Interstate Compact on Placement of Children
ICWA Indian Child Welfare Act
MEPA Multiethnic Placement Act
SSI Supplemental Social Security Income
SSN Social Security Number
TANF Temporary Assistance to Needy Families
UA Urinalysis Test