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CHILD VISITS

Big picture: How can visits play an important role in advocating for a family?

- Gives us the opportunity to observe...
 - Relationships/bonds
 - If tools are being implemented in daily practice
 - Parents aren't just "checking boxes" by completing services
 - Safety of the child in his or her placement
 - Appropriateness of placement
- Another opportunity to show our faces/build rapport
 - Shows **we** are not just here to "check boxes"

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Let's Get More Specific...

□ Placement/Child Visits

- **Standards say:**
 - Visits should take place in the placement home at least 50% of the time
- **Best practice says:**
 - Visits should occur in placement home as often as possible



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- **Standards say:**
 - Visits occurring 0-60 miles from the location of the county courthouse from which the case originated = **at least once every month**
 - Visits occurring 60-120 miles from the courthouse = **at least once every other month**
 - Visits occurring 120-300 miles from the courthouse = **at least once every three months**
 - Visits occurring 300+ miles from the courthouse = **at least once every six months**



- **Best practice says:**
 - **The number of times you visit your child should be based on what is going on with your specific case**
 - We will always meet the standard, but some cases or situations may call for us to do a little more
 - ❖ Don't be afraid to lean on your supervisor
- In some cases, "placement" is back with parents on a monitored return
 - Visiting the child is always important, but when the child is back in the home, monitoring is heightened



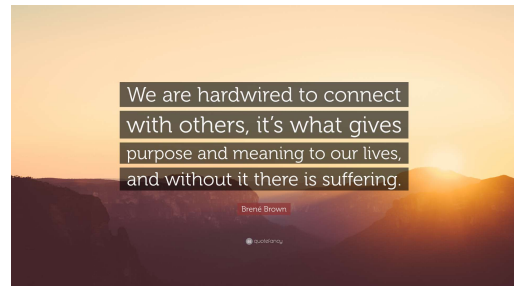
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GOAL:

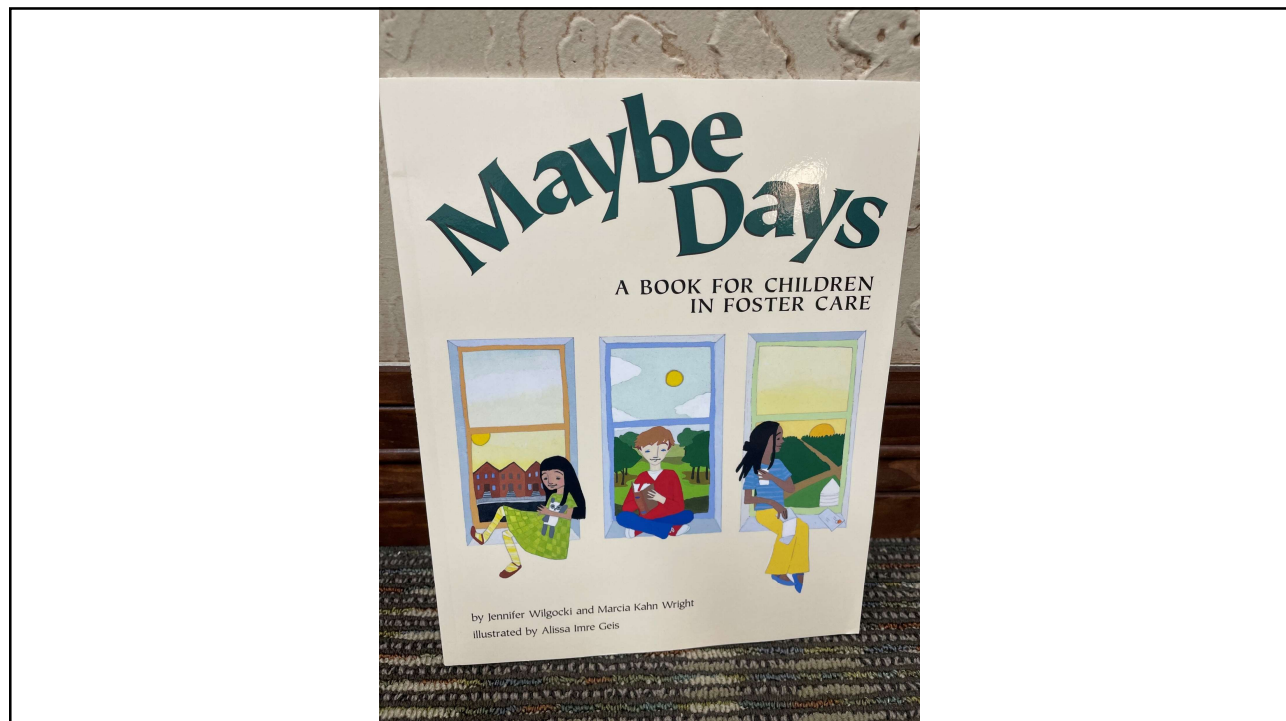
- ❖ More than checking a box; **make a connection, become a trusted adult, form a relationship**
- ❖ Gather info; fact finding

Keep these things in mind...

- ❖ Developmental Appropriateness
- ❖ The child is the *main focus*
- ❖ Plan a separate time to speak with caregivers



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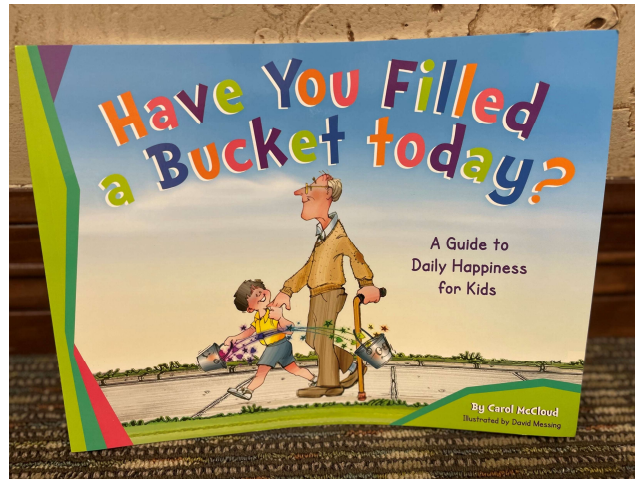


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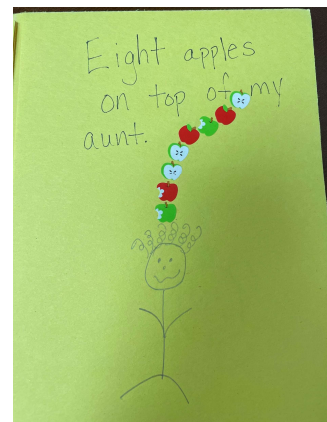
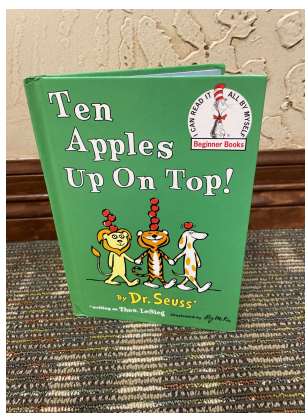
TBRI Engine Plate

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Brainstorm what fills your bucket as well as ways to fill other people's buckets. Take a small bucket as a concrete reminder to be a bucket filler.

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Read a fun book and then write your own version

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Play disarms fear, builds connectedness, and teaches social skills and competencies for life.

~Karyn Purvis Institute of Child Development~

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How well do we know our ***students**? They ***sit** in our classrooms five days a week, we certainly spend lots of time with them, but how well do we really know them? **How well do we know their thoughts, their worries, the things they obsess about?** And how well do they ever get to know us beyond our role as a ***teacher**?

My friend Liz Galarza, who teaches middle school writing in New York, has been telling me for ages about the dialogue journals she uses with her students and how transformational they have been in building relationships. The journals had such a profound impact that Galarza made them the focus of her doctoral dissertation.

*Insert "children," "CASA," or other appropriate words



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1/11/16

Dear Brandon
 I am always so excited to read your journal letters. I learn so much from you about subjects that I know nothing about. I also love your drawings. Did you ever consider writing a comic strip or a graphic novel about hunting and everything else? I think it would be great.
 Ms. Galarza

1/23/16
Ms. Galarza

Brandon Dimeo
 Writing

Dear Ms. Galarza,
 I actually never thought about writing a comic book about hunting, but when I was 4 or 5 I used to collect comic books in Marcha's out east where I used to live. Maybe someday I might try that.
 Since storm Jonas left behind at least a foot of snow, I went around shoveling driveways by myself and I made \$225 on Saturday and \$75 on Sunday. So I made exactly \$300. It was a very hard work out and I am also extremely sour to this very minute. With \$50 of the money I made I'm going to by a crocodile taxidermy head and I'm going to by 6 point velvet deer antlers. Velvet grows on velvet deer antlers and when the deer works it off they rub their horns against a sturdy tree and the velvet will come off nice and easy. But, its not pretty because when the velvet comes off the deer antlers bleed. Other than that I saved the other \$250 and put it in my safe. That's what I did with the money I made from storm Jonas.



Dialogue Journal

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*Kids greeted me with excitement. SCHOOL'S OUT! *Susan and I asked the kids to go to bedroom and shut door while we prepare a surprise. *Soon we greeted the kids back in the living area with leis, "Hawaiian" snacks served on plates and napkins, and a mat to sit on. Yellow watermelon was a new experience for the children. Melon was accompanied by ham, cheese, strawberries, and crackers. I asked them to come one by one and let me serve them and to wait until everyone was served before eating. Ashley and Ellie were last, and I asked them to serve each other. All did GREAT! We played a game with the children and gave tropical flavored candy to put into loot bags. *Game: 6 different colored dice that all would roll at the same time. Highest number would go first answering a question then picking from candy to put in loot bag. That child would remain out until all had the opportunity to answer questions and choose candy. *ROUND ONE: If you could do anything this summer what would you do?
 ASHLEY: Go to boxing camp & work. ELLIE: Trip to Alabama (family there) DAVID: Swim GAVIN: Swim *ROUND TWO, on a scale from 1-6 how good do you plan on being this summer? (Question from Susan) I let the children know that whatever number she/he chose, remember, those days she/he failed, take ownership of the problem and apologize. ASHLEY: 5 ELLIE: 5 DAVID: 6 (He added he would take ownership and apologize) GAVIN: 7 *Round 3: What do you want to do when you graduate from school, college, trade school. ASHLEY: Nurse, Cosmetologist, Military (military first to help pay for school) ELLIE: Nail stylist DAVID: Pro football GAVIN: ? *Cleaned up and said goodbye to children.

This is an actual child visit.
 Names have been changed.

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Met individually with each child.

1. Went over grades (progress reports) with each child. Pointed out grades improved, S & E conduct, grade(s) that need to be improved, why & how.
2. On back of each progress report I asked the child to draw 3 faces.
 - #1 How she/he felt when she/he left for school,
 - #2 How she/he felt in a certain class,
 - #3 How she/he felt going home.

GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance: Present	48			
Absent	2			
Late	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
 U = Unsatisfactory • I = Incomplete / Incomplete

Have children color code report card:

Orange- something he/she needs to improve (create a plan)

Green- something good

Purple- something he/she is proud of

Actual activities from an advocate's child visits

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Think of one question to ask your caseworker.

???

Describe in three words your:

- mom
- dad
- Caregiver(s)
- siblings

- ✓ Conversation cards
- ✓ Google conversation starters
- ✓ CFE cards



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- Every child deserves a champion—
- an adult who will never give up on him,
- who understands the power of **connection...**

- Rita Pierson