

Training Resource on
**SB 500 & THE FORMULATION
OF SHARED RESPONSIBILITY PLANS**

2006

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SB 500 AND THE FORMULATION OF SHARED RESPONSIBILITY PLANS

ABOUT THIS TRAINING RESOURCE

Purpose:

This brief training resource is designed to disseminate the vital information about Senate Bill 500 to everyone affected by the changes in the law. It is designed with some activities that can be conducted by a trainer, or by a supervisor or manager. The activities last about one hour, and could be used during a regularly scheduled meeting such as a unit meeting.

Format:

The training resource is formatted similarly to other curricula used by the training system in California. It has the following components:

Learning Objectives – These are brief, measurable statements of the knowledge, skills, and values that the trainee should get out of the training. The facilitator/supervisor should read them to be clear on what the specific purposes of the training are.

Title IV-E Competencies – These competencies guide practice and MSW education in California. They are included to show how this training resource applies to larger practice.

Lesson Plan – This is a brief map of the activities included in the training, which maps the learning objectives to each segment of the training. It should help the facilitator see how the whole training fits together.

Training Activities – These give specific instructions/suggestions for each segment of the training, and indicate what materials are needed, and how to conduct and process the training activities. Facilitators should read these and be familiar with them. This is not a scripted training, so facilitators may want to modify some of the discussion to fit the needs of their particular county or audience.

Supplemental Handouts – These are part of a separate document, and are intended for the participants or trainees to use. You should have a copy for each person. You may want to print the handouts for each segment on different color paper to make it easier to distinguish them during the training. It is vital that the facilitator knows what all of the participants are using. Again, these may be modified for use with a particular group of trainees or a particular county. *All-County Letters (ACLs)* and *All-County Information Notices (ACINs)* are included in separate pdf-formatted documents. These are the official information released by the state to the counties, and are not modified.

LEARNING OBJECTIVES

Knowledge:

- K1. The trainee will be able to identify when a shared responsibility plan needs to be completed.
- K2. The trainee will be able to recognize the components of a shared responsibility plan.
- K3. The trainee will know the definition of a Whole Family Foster Home.

Skills:

- S1. The trainee will be able to assist a foster parent and teen parent in creating a shared responsibility plan.
- S2. The trainee will be able to document the completion of a shared responsibility plan.

Values:

- V1. The trainee will be able to recognize and value the role of the foster parent in a Whole Family Foster Home of assisting the teen parent to provide a safe, stable, and permanent home for the infant.
- V2. The trainee will value the perspective of both the foster parent and the teen parent in assisting them to complete a shared responsibility plan.

TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the MSW specialization in public child welfare in California, a two-year, full-time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

Student understands the importance of working collaboratively with biological families, foster families, and kin networks, and understands the need to involve them in assessment and planning and supporting them in coping with special stresses and difficulties. (2.14)

Student demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change. (3.5)

LESSON PLAN

Topic/Time	Learning Objective	Methodology
<p>Segment 1 20 minutes</p> <p>What is SB 500?</p> <p>Definitions of Whole Foster Family Home & Shared Responsibility Plan</p> <p>Values Underlying SB 500</p>	<p>K2. The trainee will recognize the components of a shared responsibility plan.</p> <p>K3. The trainee will know the definition of a Whole Family Foster Home.</p> <p>V1. The trainee will recognize and value the role of the foster parent in a Whole Family Foster Home of assisting the teen parent to provide a safe, stable, and permanent for the infant.</p>	<p>Activity 1: Review of ACL 06-04</p> <p>Handouts:</p> <p>1. The What and Why of the Whole Family Foster Home and Shared Responsibility Plan;</p> <p>2. ACL 06-04,</p> <p>Note: Attachment A - Placement Option Scenarios—Non Dependent and Dependent Infants;</p> <p>Attachment B—Guidelines for the Shared Responsibility Plan</p>
<p>Segment 2 20 minutes</p> <p>Completing the Shared Responsibility Plan</p> <p>When One is Needed</p> <p>Social Worker’s Role</p> <p>Review of Template</p>	<p>K1. The trainee will identify when a shared responsibility plan needs to be completed.</p> <p>V2. The trainee will value the perspective of both the foster parent and the teen parent in assisting them to complete a shared responsibility plan.</p>	<p>Activity 2: The Shared Responsibility Plan</p> <p>Handout:</p> <p>3. The Shared Responsibility Plan</p>

Topic/Time	Learning Objective	Methodology
<p>Segment 3 20 minutes</p> <p>Applying the Shared Responsibility Plan</p>	<p>S1. The trainee will be able to assist a foster parent and teen parent in creating a shared responsibility plan.</p> <p>V1. The trainee will recognize and value the role of the foster parent in a Whole Family Foster Home of assisting the teen parent to provide a safe, stable, and permanent for the infant.</p>	<p>Activity 3: Scenarios for a shared responsibility plan</p>

TRAINING ACTIVITIES

TRAINING ACTIVITY FOR SEGMENT 1 WHAT IS SB500?

Approximate time: 20 minutes

Preparation:

- Make sure that you are familiar with the SB500, and can answer the questions that the trainees are considering.

Materials:

- Easel, chart pads, markers
- Handout One: *The What and Why of the Whole Family Foster Home and Shared Responsibility Plan*
- Handout Two: ACL 06-04

Training Activity:

- Explain the purpose of the training.
- Provide trainees with *Handout One: The What and Why of the Whole Family Foster Home and Shared Responsibility Plan*. Briefly review the basic changes in law that are at the beginning of the handout.
- Provide the trainees with *Handout Two: ACL 06-04*.
- Have the trainees divide into groups of two and three, and review the documents. Write the following three questions up on the easel paper, so that the trainees can refer to them as they discuss the documents.
 - What is the goal of this new law?
 - Who does it apply to?
 - How will it benefit teen parents and their children? Caregivers/foster parents?
- After they have finished, review their answers/questions as a large group. Below are suggested ideas for processing the responses.
- Review the CMS/CWS data process entries and payment structures.

Processing This Activity:

- This is an opportunity to discuss with workers what the passage of SB 500 means for them and the people they work with. Below are tips to process the discussions for each question.

What is the goal of this law?

- It is helpful to frame the change positively, as an opportunity for teens and caregivers to be more thoughtful in the way they handle responsibilities.
- Depending on your audience, you may need to prepare for participants/trainees to interpret the change negatively, either as a criticism of their current practices or as a workload increase.

- The goal of the law is to encourage teens to take responsibility for their infant children, and to provide more resources to placement homes so that teens can live with and care for their infant children.

Who does it apply to?

- All dependent teen parents, potentially. It applies to dependent teens who reside with their dependent or non-dependent children.

How will it benefit teen parents and their children?

- By providing caregivers with additional resources (and hopefully providing incentives for more Whole Family Foster Homes).
 - By encouraging teen parents and their caregivers to discuss issues openly – this will likely stabilize the placements.
- Some additional questions for discussion include:
 - Whom will this change affect?
 - Who on your caseload needs to know about it? Do they?

End of Activity

TRAINING ACTIVITY FOR SEGMENT 2 THE SHARED RESPONSIBILITY PLAN

Approximate time: 20 minutes

Preparation:

- Prior to the training, the management team will need to discuss if they are going to implement use of the shared responsibility plan tool as it is, or modify it.
- It is recommended that the trainees be provided with the actual form that the county is using for the shared responsibility plan, so that they can see how they might use it.

Materials:

- Handout Two: *The Shared Responsibility Plan*

Training Activity:

- The trainer/facilitator should give the handout *The Shared Responsibility Plan*.
- Explain that use of this specific form is not required by law, but it has been designed to address all the content areas that are required by law. There is an additional “other” area that can be utilized to tailor the plan for unique circumstances.
- Have the group break into groups of three and review the plan. Have them list their questions about the plan and how to complete it.

- Also, have each person in the group think of one particular teen parent. How might they work with the foster parent and the teen parent to get the plan done?

Processing this activity:

- The trainer/facilitator should acknowledge the impact of the time needed for developing, implementing, and monitoring of the plan.
- If there are lots of complaints about the workload, ask the group to identify the advantages of having such a plan. These include assistance for the caregiver and the teen to discuss basic parenting issues. The plans also allow the teen parent to take as much responsibility and initiative to promote a safe, stable and permanent home in the caring for his/her infant.
- Field questions about the form from the small groups.
- Depending on how much time you have left in the segment, have a couple of volunteers share what they plan to do to get the plan done with the teen parent on their caseload.
- Reinforce the fact that the plan should be behaviorally specific. Consideration should be given to including review or end dates of certain activities. As the infant grows, the plan will need to be revisited to reflect the developmental needs of the child. For example, a diapering schedule may no longer be needed for a 3-year-old.
- How will the plan be documented in the case file? (You should determine what county policy is for this.)
- **Please note:** The Shared Responsibility Plan should be a dynamic document. Counties may modify the template to better fits the needs of the teen parent and caregiver. Make sure that you are aware of the latest version that your county is using.

End of Activity

TRAINING ACTIVITY FOR SEGMENT 3 APPLYING THE SHARED RESPONSIBILITY PLAN

Approximate time: 20 minutes

Materials:

- Handout: Scenarios for the Shared Responsibility Plan

Training Activity:

- Using the handout *Scenarios for the Shared Responsibility Plan*, choose one or more of the scenarios and discuss the questions.
- Highlight potential barriers and potential solutions for each of the scenarios.

Processing this activity:

- Consider reviewing some plans at a unit meeting within two months. A discussion of what has been working and suggestions for improvements (including modifying the template) will assist in improving practice with teen parents and caregivers.

End of Activity
