



CASE MANAGER'S PRESENTATION OUTLINE

PLACEMENT STABILITY TDM™ MEETING

STAGE 1: INTRODUCTION

Introduce yourself and share your title or position, the agency and department you work in, how you are involved in the case, and how long you have known the child and family. Pay special attention to welcoming the placement providers and the child's parents.

STAGE 2: IDENTIFYING THE SITUATION

Be prepared to take a lead role in the discussion in this stage.

Goal: To gain everyone's understanding, in succinct terms, of the immediate concerns and why a Team Decision Making™ (TDM) meeting has been called.

- Explain why we are here and either (1) clearly state the circumstances that suggest the need to stabilize or consider moving the children from their placement or (2) present the child's readiness to move to a placement at a lower level of care. Describe what steps need to be taken to ensure this move will lead to stability and timely permanency.
- Present a summary of the current situation, including with whom the children currently live and how long they have lived with them, an overview of the child and family's adjustment to one another, and all current services and/or supports.

STAGE 3: ASSESSING THE SITUATION

Be prepared to take a lead role in the discussion in this stage.

Goal: To provide a full, factual, understandable, and specific evaluation of the situation; safety concerns if any; summary of stability and well-being issues; and child's supports and strengths. (This stage should not be redundant with respect to Stage 2.)

- Focus on immediate concerns for child's safety (if applicable), stability, and well-being.
- Share briefly why, and for how long, the child has been in out-of-home care.
- Share relevant stressors experienced by both the child and the caregiving family.
- In collaboration with the rest of the team, identify caregivers' protective capacities and highlight relevant strengths.
- Express concerns and strengths in a behavior-specific way, focusing on how they affect the child's placement stability.
- Outline supports and services that have been offered, have been used, or are in place.
- Discuss sibling placements to determine if current circumstances affect those children; consider whether a placement change could result in sibling unification.
- Bring the voice of the caregivers, child's parents, and children into the meeting.
- If necessary, provide information on relatives who are available as resources for support and/or potential placement options.
- Consider what resources and connections will be gained and lost as a result of a placement change.
- If a move is being recommended, explain how it will promote permanency and support the case plan goal.

STAGE 4: DEVELOPING IDEAS

- During this stage, you and the group should build on relevant strengths and supports, as charted.
- The team should focus on three areas: (1) immediate actions needed to maintain placement, (2) any action that can be taken to provide for the child's needs, and (3) services and supports needed to maintain the current placement or any newly identified placement.
- Suggest ways to ease the transition if the placement must change.

STAGE 5: REACHING A DECISION

- As a team, seek to recommend the least disruptive plan that will address children's safety, stability, and well-being needs and support the caregivers.
- Help explain why any ideas have been rejected.
- Ensure the recommendation/decision includes timely linkages to immediately needed support services and other actions, the individuals assigned to each action item, and contact information for services and staff.
- If children are changing placement, develop a transition plan to minimize negative effects of the move.

STAGE 6: RECAP AND CLOSE

- Confirm that summary information provided by the facilitator is accurate, clear, and understood by all.
- Ensure the summary is clear about who will do what and by when, and whether an informal follow-up meeting is needed.
- Provide readable, accurate written summary of decision and action steps to each participant.
- At the end of the meeting, attend to the emotional needs of the placement provider, child, and child's family.