

THE SUPER-DUPER PROFESSIONAL PLACEMENT ADVOCACY TRAINING JAMBOREE:

SURE TO FIX IT ALL RIGHT UP OR YOUR
MONEY BACK!

1



Overall Goals

Consistency in
Practice


Fewer Placements
or Less Time in
Placement

System Change

Youth Voice and
Participation

National Research

2



Family First Prevention Services Act & Colorado Juvenile Justice Reform

3



Family First Prevention Services Act

FFPSA speaks specifically to avoiding and limiting time in congregate care. Emphasis is on supporting families, kin, community placement.

There are philosophical and data driven reasons why placement should be avoided if possible. 1 day in placement can change trajectory.

Prevention should be the goal, with thoughtful and well-planned out alternatives if needed.

Ensure issues of race or poverty don't affect quality of services or representation. Data shows disproportionality overall even if decrease in cases

4



Colorado Juvenile Justice Reform

Limits on detention

Kinship information form

Consistent screening of risk

Diversion screening

5



JJR Impact Criteria for Detention

Court can further detain a juvenile ONLY if it finds:

- ✓ Probable Cause
- ✓ Detention screen showed detention-eligibility AND
- ✓ ***Juveniles poses a substantial risk of serious harm to others or a substantial risk of flight from prosecution and community-based alternatives to detention are insufficient to reasonably mitigate that risk.***
- ✓ *Flight from prosecution is distinguished from simple failure to appear and must generally be evidenced by a demonstrated record of repeat, recent willful failures to appear at a scheduled court appearance*

19-2.5-305 (formerly 19-2-508(3)(a)(IV))

6

Detention Limits

Detention is NOT permitted for youth who::

- Have not committed, or have not been accused of committing, a delinquent act unless otherwise found in contempt of court;
- Delinquent and nondelinquent youth placed in the custody of DHS through a D&N and are solely awaiting out-of-home placement;
- Require medical care, are intoxicated, or are under the influence of drugs, to an extent that it is beyond the scope of the detention facility's medical service capacity;
- Are solely assessed as suicidal or exhibit behavior placing them at imminent risk of suicide;
- Have not committed a delinquent act but present an imminent danger to self or others or appear to be gravely disabled as a result of a mental health condition or an intellectual and developmental disability.

19-2..5-304 (Formerly 19-2-507..5:)

7

FFPSA & JJR

Keeping children/youth with their family or community is best practice.

Reducing traumatization of being separated.

Preventing trauma associated with non-family-like settings.

Appropriate treatment for the appropriate amount of time with oversight/review.

Safety today does not mean safety tomorrow: Re-assess

Youth voice and participation increases chances of success

8

Purpose of the Guide

- Provide a structured approach to placement advocacy for youth in placement or at risk of placement.
- A thorough evaluation of all factors pertaining to the child/youth.
- An informed understanding of child/youth, family, kin, community resources, strengths, concerns. In conjunction with CC case specific follow up questions or specific questions the GAL may have.
- Relaying that information to the GAL in order to inform the GAL's legal representation and case advocacy.

9

Why the structure, dude?



Offers a standard and comprehensive approach to investigation, information gathering, and advocacy.



Outlines standard and consistent expectations and deliverables.



Report: Presents a structured way to convey the full information and insight gained; provides a concrete and proactive plan to the GAL

10

Youth Voice (Their life, not your “case”)



Meaningful engagement with youth.



Youth involvement in the process can:

Help you understand their thoughts, calculations, concerns.
 Help them see issues without you pointing out,
 Help them develop their own plan.
 Lay the framework for future difficult conversations and decisions.



Support in the placement.

11

Child/Youth's Participation

1

Ensure that the youth understand their rights and that their needs and strengths are considered in any planning.

2

Be able to explain to youth your role and why you're gathering information.

3

Be clear on what may or may not happen but support and encourage them to express their opinions on solutions.

12

Solution Focused

Engagement with youth, welfare system, community as a whole.

Not meant to point fingers but find solutions.

13

Using the Guide



The sections in the guide can be completed at different times or out of order if needed.



Aim is to have some information for all sections.

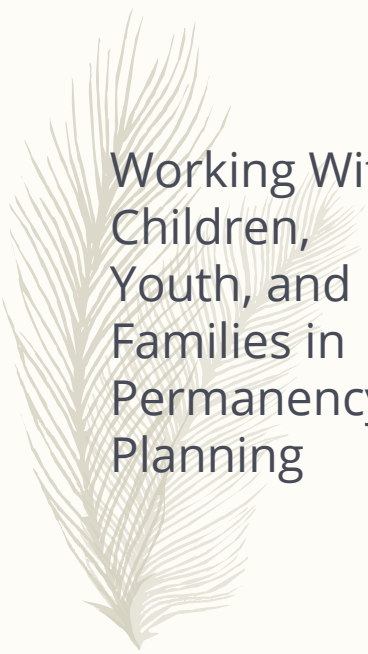


There may be no practical plans in the near future, no available resources & current plan is in the best interest at this time.



Ideally done over several discussions, but possible for emergency sit down

14



Working With Children, Youth, and Families in Permanency Planning

During the permanency planning process, it is critical for child welfare workers to work closely with children, youth, and families. The Federal Child and Family Services Reviews, which looked at child welfare in every State, found that engaging families in case planning and timely and quality caseworker visits were the two most important activities to impact child welfare outcomes—including permanency. Family input can help guide workers toward the most beneficial permanency plan for each child and ensure that children have a support network both during and after they leave out-of-home care. Workers may engage and work with families in different ways depending on the circumstances and goals of the case.

<https://www.childwelfare.gov/topics/permanency/planning/>

15



Reunifying Families

When children must be removed from their families to ensure their safety, the first goal is to reunite them with their families as soon as possible. Child welfare agencies implement multifaceted strategies that build on family strengths and address concerns. Such strategies may include family engagement, maintaining family and cultural connections, connecting families to evidence-based services in the community, regular and frequent visits among family members and with the worker, and parent education, among others. Returning children home often requires intensive, family-centered services to support a safe and stable family. Services should be tailored to each family's circumstances and should address the issue(s) that brought the child and family into the child welfare system.

<https://www.childwelfare.gov/topics/permanency/reunification/>

16

The Guide



Colorado Office of the Child's Representative
1300 Broadway, Ste. 320 | Denver, CO 80203
Phone: 303-860-1517 | Fax: 303-860-1735

Placement Advocacy Guide

The goal of the placement advocacy guide is less placements or less time in placements. Section 2 is for a child/youth already in an out of home placement and Section 3 is for a child/youth who is at risk of removal. Section 2 is specifically geared towards residential facilities but can be adopted for placement in a foster home. The sections are outlines with different subject areas to explore and examples of specific questions and actions to take. The end result being a report to the GAL. The Appendix has more detailed questions to review in addition to the guide. These are not intended to cover all areas of concern for every individual case. It's assumed that there may be some questions which aren't applicable and others that need further investigation. Section 4 is to help address the Q RTP process.

SECTION 1: CASE INFORMATION		
Case Number	Youth Name	GAL Name
Is the youth residing in a placement (residential facility or foster home)?		If yes, complete Section 2.
Is the youth at risk of removal?		If yes, complete Section 3.
Is the youth being assessed for a Qualified Residential Treatment Program (Q RTP)?		If yes, complete Section 4.

Resources are in Appendix A.

SECTION 2: FACILITY/OUT OF HOME PLACEMENT INFORMATION

Use the left column to track relevant topics and the right column for notes.

Funding

Funding streams (e.g., RAEs/Medicaid) can provide services before, during, and after discharge which may be helpful in JD cases or when DHS is involved due to a youth being placed. You can coordinate and make referrals.

Biopsychosocial History and Background

Review all reports. Obtain additional biopsychosocial history of youth, family, kin, etc. Determine factors leading to placement and helpful supports that could benefit youth in getting out of placement and avoiding future placement.

17

Reports: Understanding and Interpreting



What do they look like?



What is the purpose?



What is included in them?



Who does them?



What triggers them?



Timeframes.



Possible results from them?



Review period and process of review.

18



DYS Forms (work in progress)

Forms referenced in the FFPSA/JJR video:

- JDSAG (Detention hearing)
- YLS/JASR (informs probation eligibility)
- CO-YASI (DYS placement)

19



CANS and QRTP

20



Ensure information is correct and well informed for assessors if assessment is upcoming



This is where the importance of building relationships with other organizations can pay off



Helping to make sure you are aware assessments are happening.



Who will be doing the assessment and how to contact them.



What is/isn't being included in the DHS piece.



How to read assessments with a critical eye to present to the GAL in a concise manner



Are the strengths acknowledged and included in planning?



Make sure all sources of information – school, therapist, etc. – are part of the youth's story.

*If an Assessment
is Upcoming:
Review with a
Critical Eye*

21

Report to the GAL

Summarize Info:
Inform GAL position

Report is internal!

Be succinct!

CC Expertise

Meet with GAL

22



Provide recommendations for moving forward for the GAL to consider.



Could be short term, purely to re-evaluate if everything has been done/thought of as far as placement.



If there is new information or new possibilities, what needs to be in place to make the plan/s happen? How does the plan work? What, if anything, might need to be asked of the court?

Next Steps

23

JD Cases

Same engagement/investigation/philosophy as in a D&N case

BUT in JD:

- Do **NOT** discuss details of the JD case.
- Limits of confidentiality in your role compared to defense.
- In general, shorter timeframes. A day in detention is longer and more impactful than a day outside.
- Be aware you may be only one thinking/planning **past** the delinquency case.
- If no DHS involvement, investigate Medicaid eligible services.

24

Cautions

Don'ts - NO!

- CC is not a witness,
- Report is not a court exhibit.
- Do not supervise visits, despite heartstrings being pulled.

Do's

- Remember your role and DHS's role.
- Hold the system accountable.
- Prepare with the GAL & read reports before visiting.

25



Final Questions?

26