Innovative Partnerships to Achieve Permanency Competence

If Not Now, When?

TEXAS Health and Human Services

Texas Department of Family and Protective Services

The University of Texas at Austin
Texas Institute for Child & Family Wellbeing
School of Social Work

QIC•AG Quality Improvement Center for Adoption & Guardianship Support and Preservation

Five-year project that will implement evidence-based interventions or develop and test promising practices which if proven effective can be replicated or adapted in other child welfare jurisdictions.

October 1, 2014 - September 30, 2019

Spaulding for Children

The University of Texas at Austin
University of Wisconsin-Milwaukee
University of North Carolina at Chapel Hill

Children's Bureau

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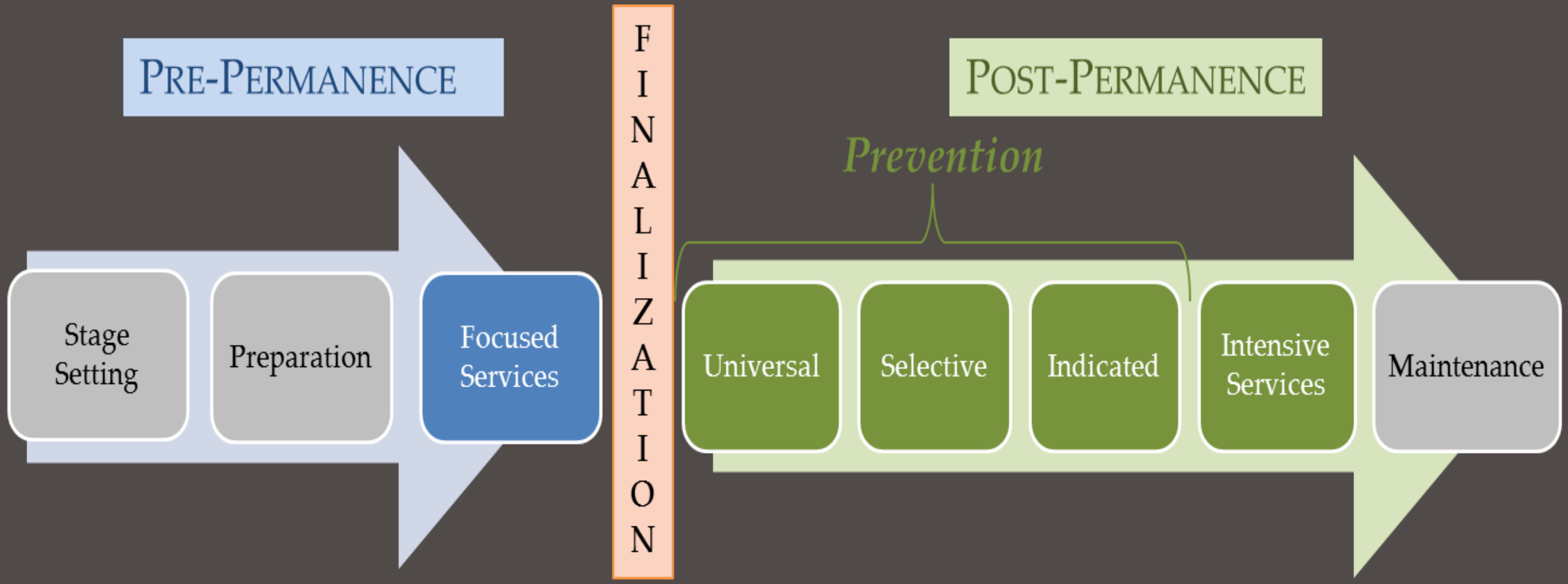
The QIC-AG is funded through a five-year cooperative agreement between the Children's Bureau, Spaulding for Children, and its partners the University of North Carolina at Chapel Hill, the University of Texas at Austin and the University of Wisconsin-Milwaukee

Project Goal

Achieve long-term, stable permanence in adoptive and guardianship homes for waiting children as well as children and families after adoption or guardianship has been finalized.

QIC-AG Permanency Continuum Framework



QIC•AG Quality Improvement Center for Adoption & Guardianship Support and Preservation

Texas

Governance Structure

- State run system, divided into 11 regions

Demographics

- 254 counties: 82 urban and 172 rural
- FY 2014: 7,266,760 child population, 0-17
- Border Issues: Undocumented adults and children

Region 7

Hillsboro
Hamilton
BOSQUE
HILL
Waco
Mexia
FREESTONE
HAMILTON
CORYELL
MILLS
MCLENNAN
Marlin
LIMESTONE
Centerville
LAMPASAS
Copperas Cove
Killeen
Belton
FALLS
Franklin
LEON
SAN SABA
Lampasas
Madisonville
Cameron
ROBERTSON
MADISON
BELL
Burnet
WILLIAMSON
Bryan
Taylor
Round Rock
MILAM
Caldwell
LLANO
BURNET
BRAZOS
BURLESON
Austin
WASHINGTON
GRIMES
BLANCO
HAYS
Giddings
Brenham
TRAVIS
Bastrop
LEE
San Marcos
BASTROP
FAYETTE
Lockhart
CALDWELL

"A Framework To Design, Test, Spread, and Sustain Effective Practice in Child Welfare." Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. February 2014.

Children in Texas Permanent Managing Conservatorship

- ✓ Termination of Parental Rights for both parents
- ✓ Partial/No Termination of Parental Rights in care 2+ years

Placement Stabilization

- ✓ Preparing Families, Children and Staff to address Trauma, Grief and Loss issues

Collaborative Partnership

Kinship Center

TEXAS
Health and Human Services
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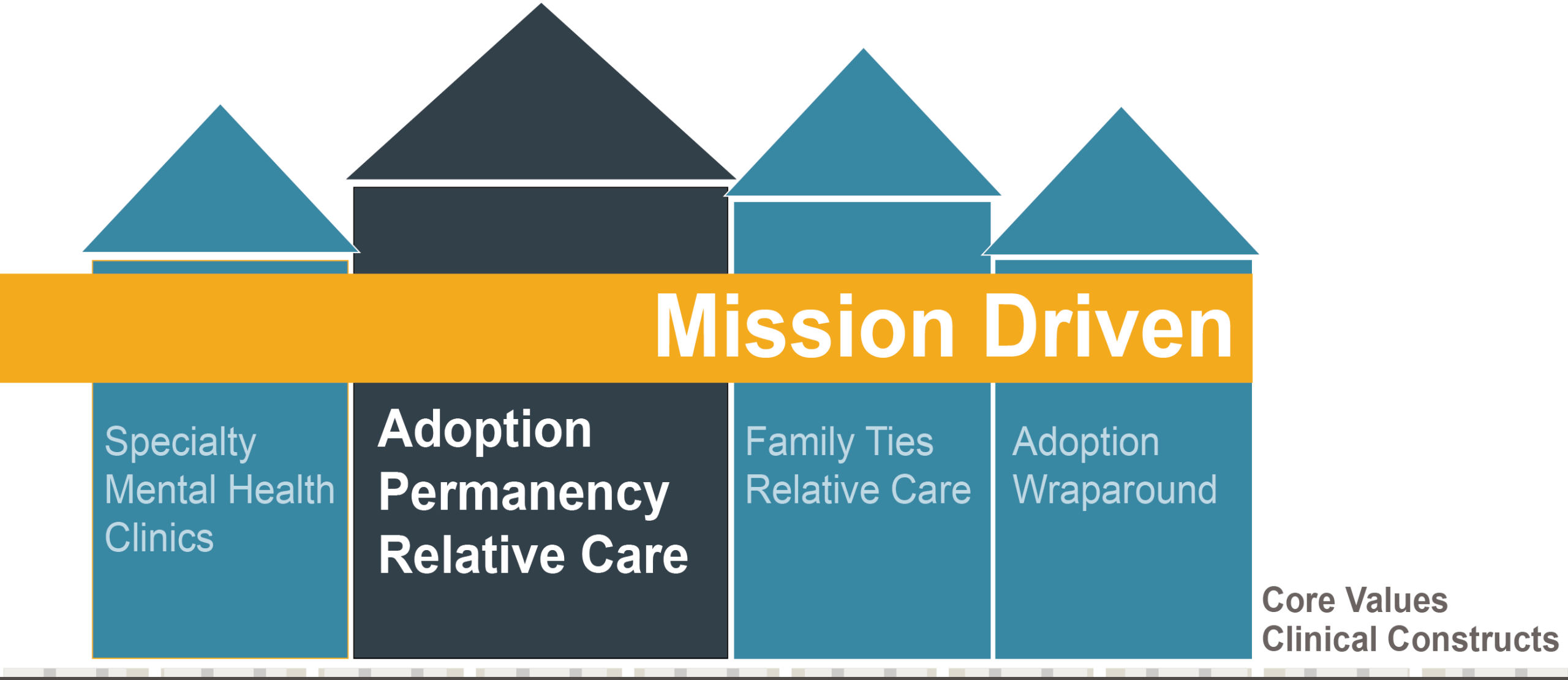
School of Social Work

Spaulding for Children

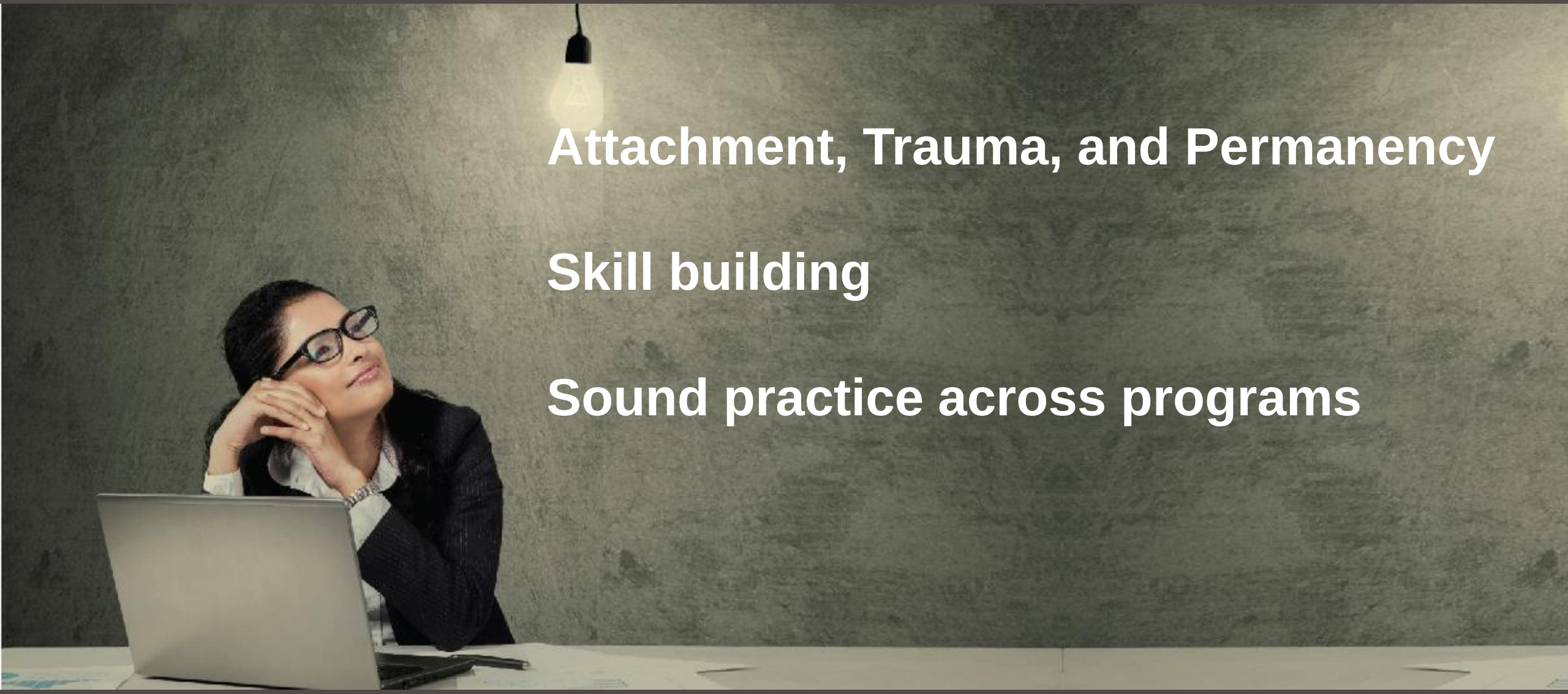
Pat O'Brien

Stephanie Hodge Wolfe

Kinship Center's Education Institute



Psychoeducational Curricula for Parents and Professionals



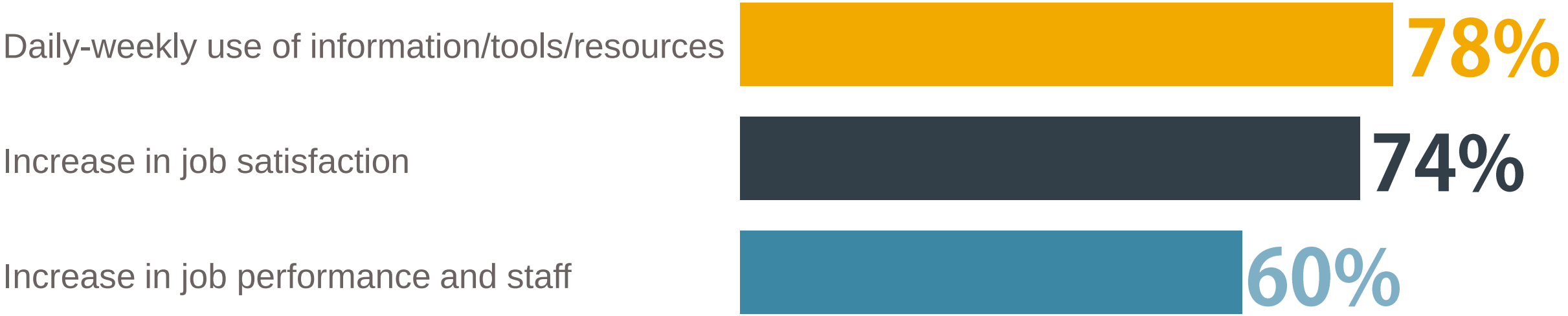
Attachment, Trauma, and Permanency

Skill building

Sound practice across programs

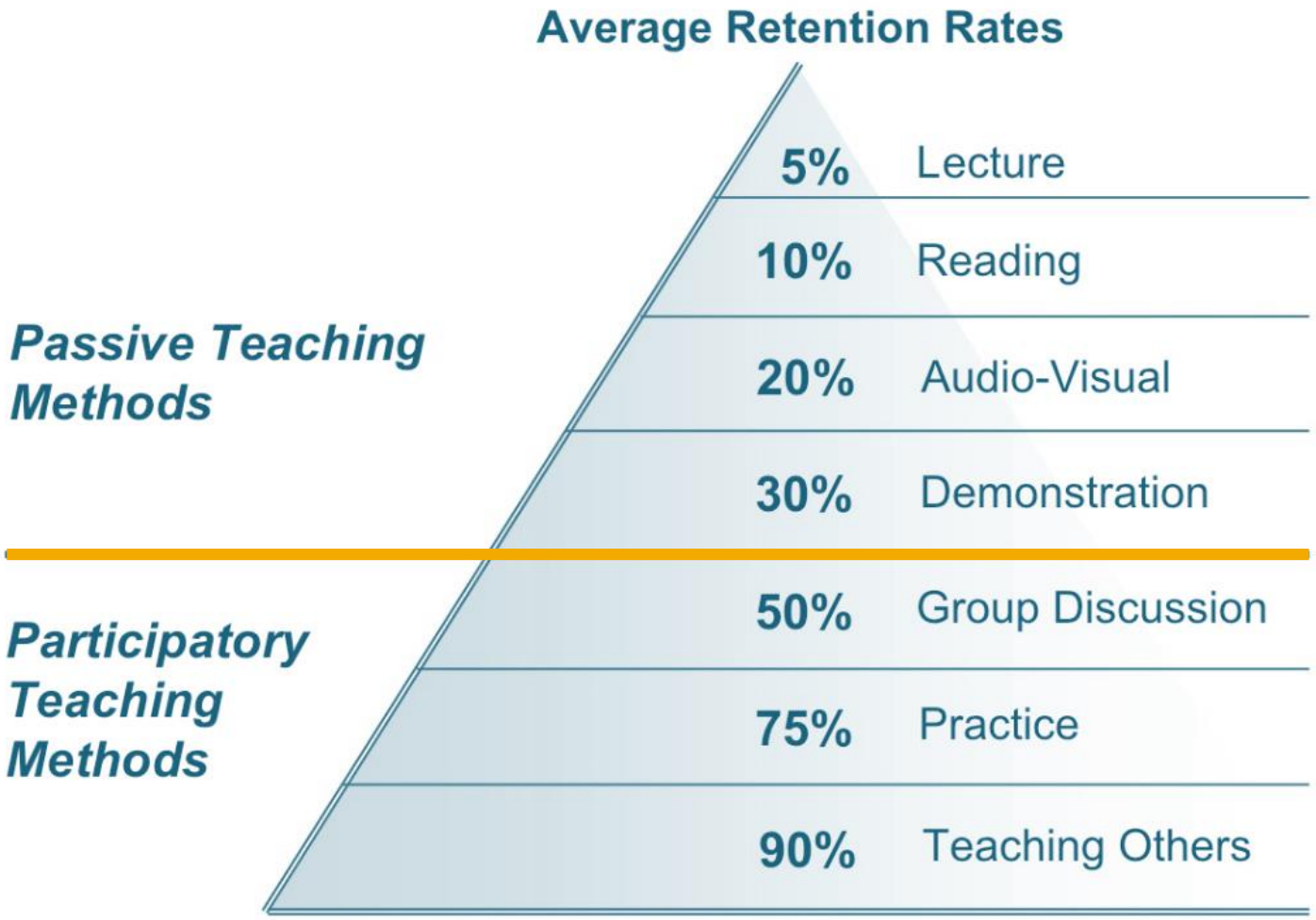
ACT: An Adoption and Permanency Curriculum for Child Welfare and Mental Health Professionals

Post-Training Evaluation: Impact and Value



Utilizing Adult Learning Theory

The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

What and how we teach are equally important

Adoption and Permanency Practice

Policy & paradox

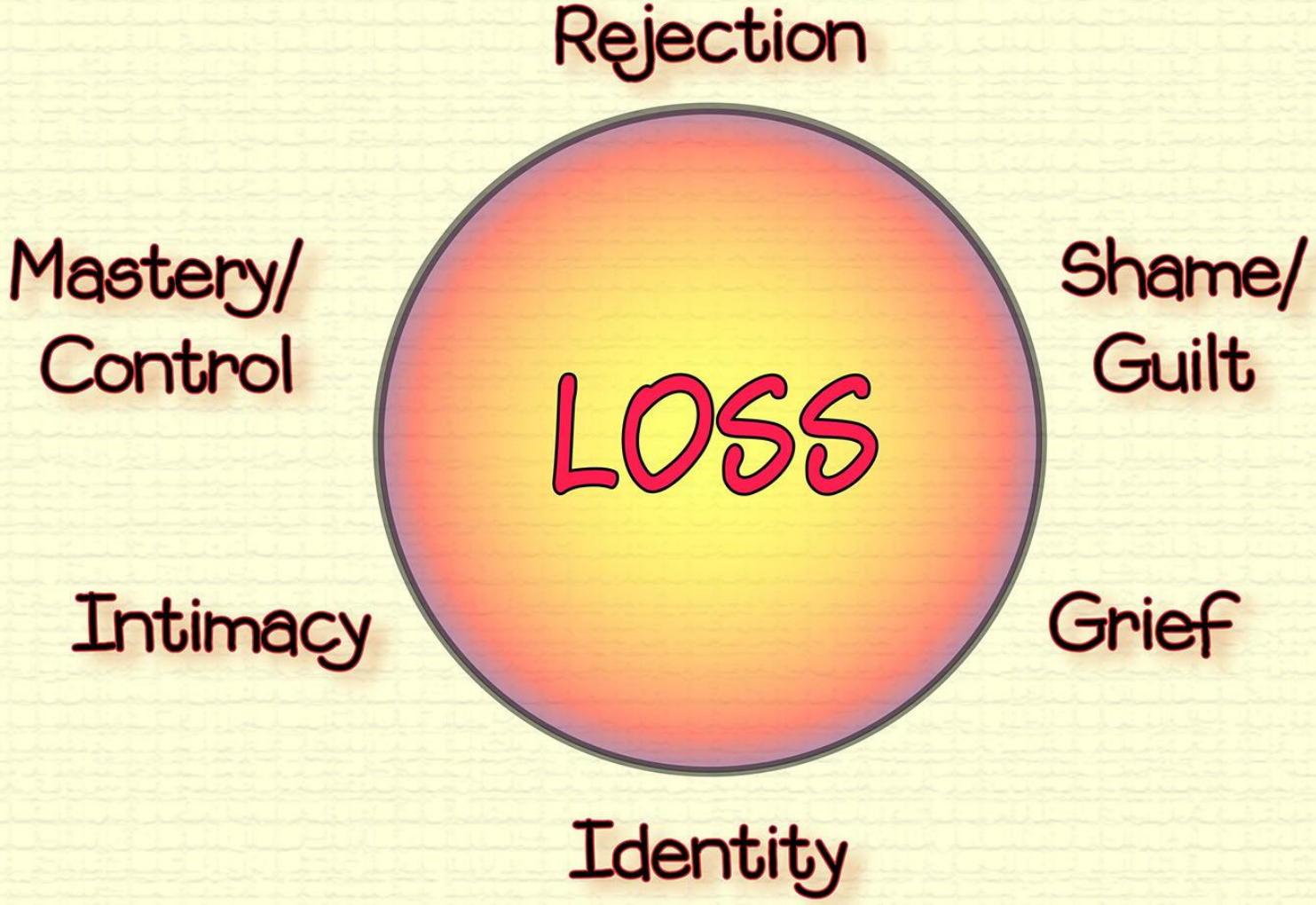
Divergent views

Impact of media & language of adoption

ACT’s basic beliefs

Ethical practice

The Seven Core Issues

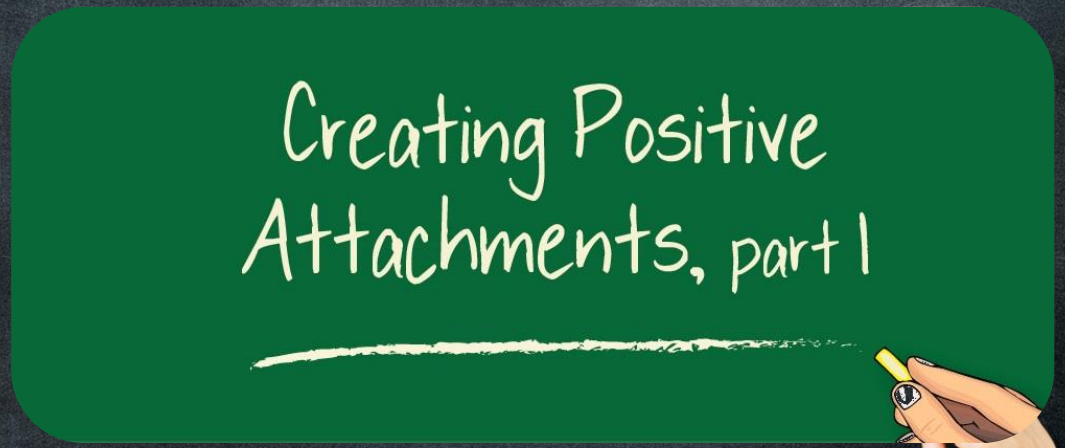


Kinship Center®
www.kinshipcenter.org

Silverstein & Roszia

Pathways to Permanence 2

Parenting Children Who Have Experienced Trauma and Loss

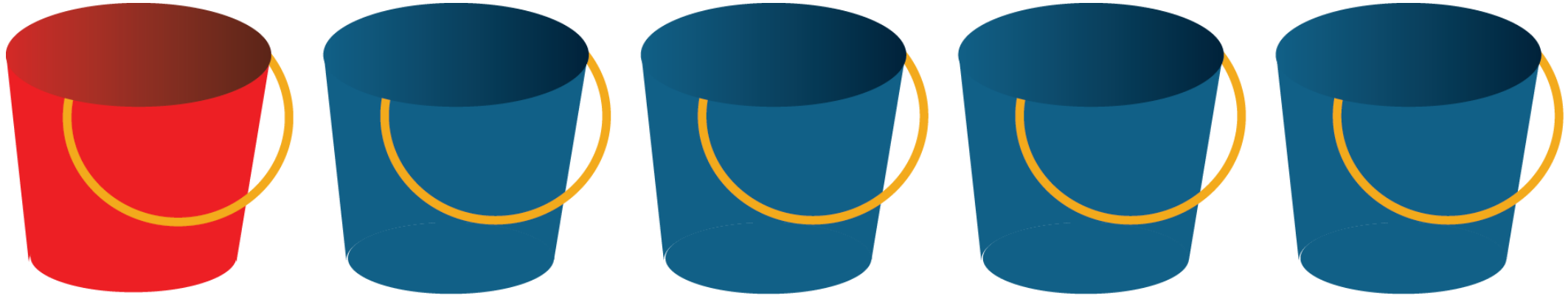


Normative Child Development

“I’ve Missed Critical Steps”

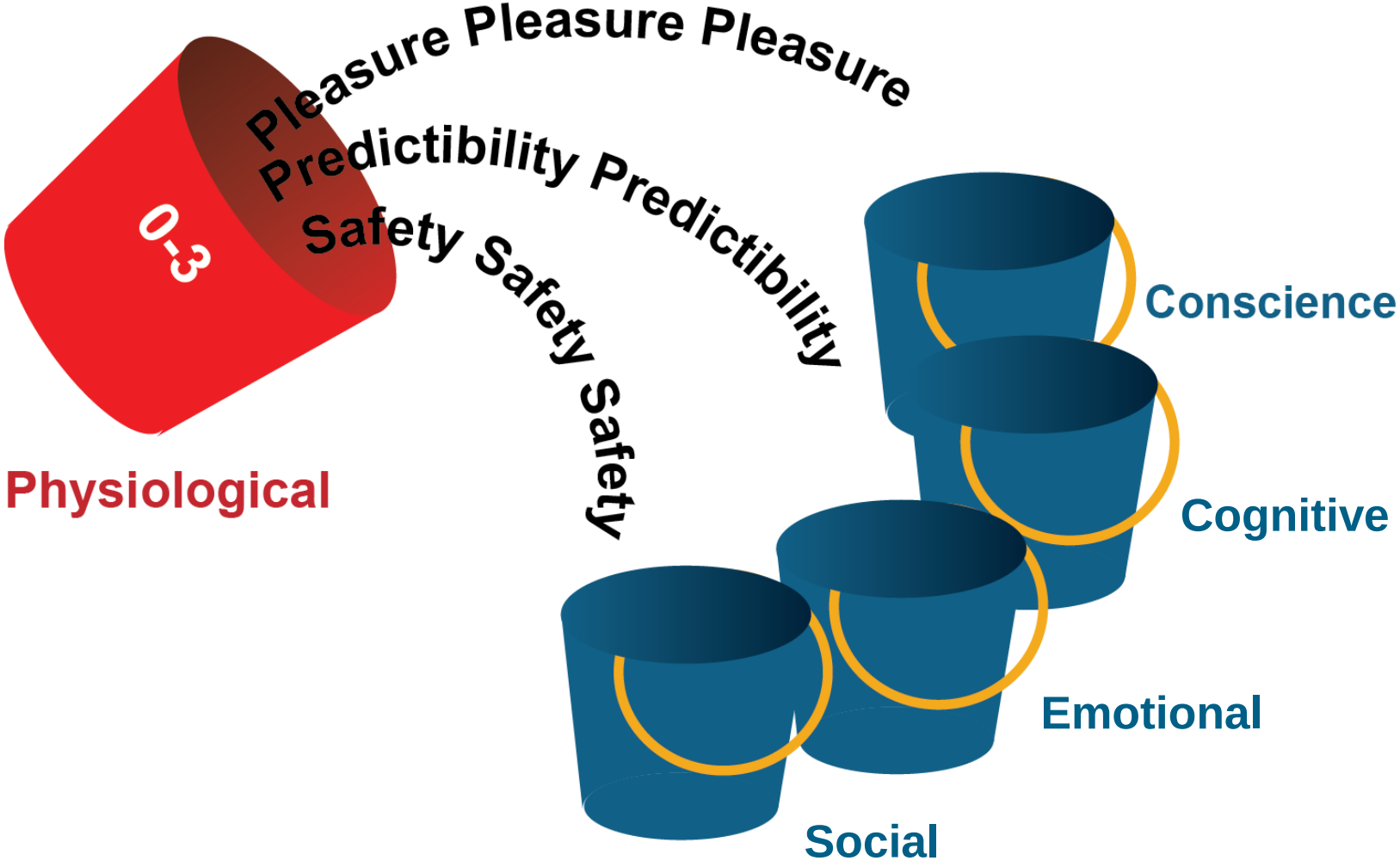
Child Development

A child is born with five empty “buckets of development”



How much “filling” did your child get?

Filling your child's developmental buckets



Punishment vs. Discipline

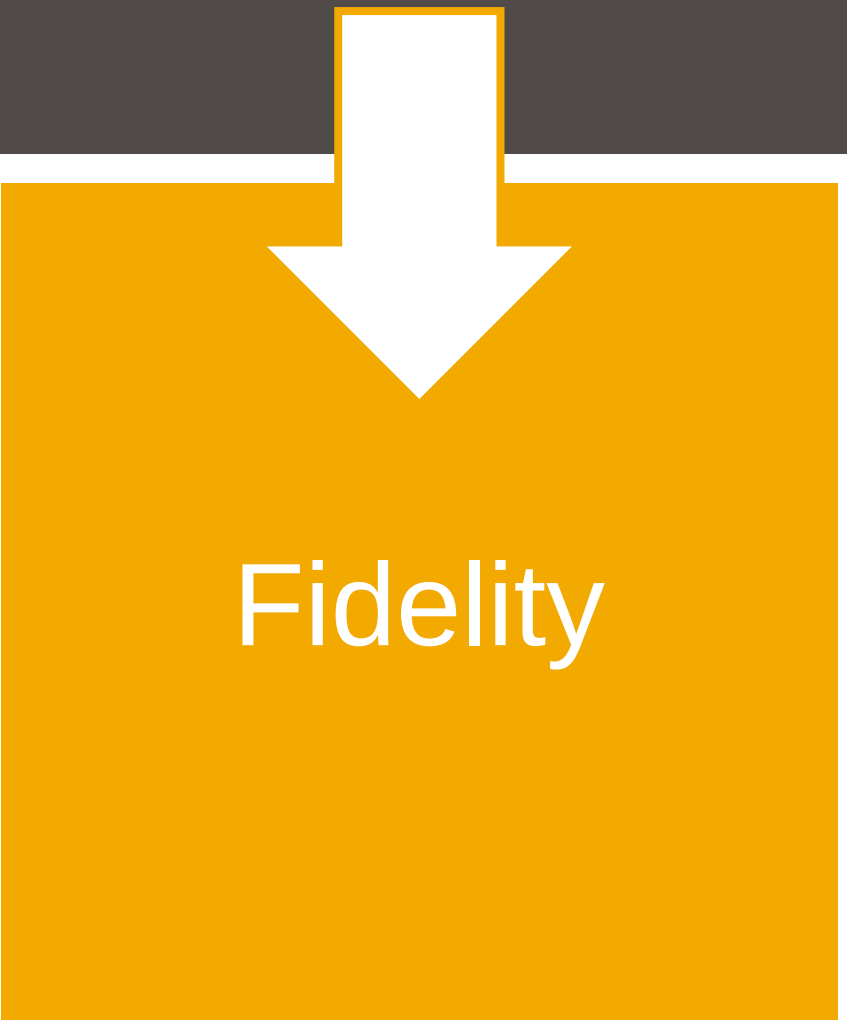
Punishment
To inflict pain or harm

Discipline
To teach (root: Disciple)

Attachment Precedes Discipline!

10 Things: Your Child Needs Every Day

Evaluation Overview



Short-term outcomes (STOs)

Long-term outcomes (LTOs)

Evaluation Timeline

= 1 month

How is information collected?

Facilitators

- **Facilitator Questionnaire**
- **Participant Attendance**
- **Fidelity Assessment Logs**

Evaluators

- **Fidelity Assessment Logs**
- **Core Components Form**

Participants

- **Participant Evaluations**

Fidelity: What are we measuring?

Use of experienced facilitators

Experiential delivery of material

Participant engagement

Opportunities to apply techniques

Core Components

Preliminary findings: Change in goals

“Learn new parenting skills for adoptive child.”

“I want to be a better parent!”

Preliminary findings: Change in goals

“To navigate the difference in developmental vs. biological age.”

“Develop new and different attachment.”

Preliminary findings: Change in goals

“Actively recognize own triggers.”

“To talk to my child more about birth parents in a way that is age appropriate.”

Integration of Concepts

“I am seeing ways to ‘fill the buckets.’

“Lead by example, more active listening”

“Actively recognize my own triggers to try to minimize my response”

What are participants suggesting?

Offer at time of placement	“I am mindful each week how much help it would have been to have this information at the beginning of the placement.”
Expand scope	“A version of this class should be taught to educators. It would be amazing if teachers could reinforce what we are doing at home. Just think of the results!”

Caregiver Testimonials

CPS and CASA Testimonials

Q&A

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