

Instructor's Manual and Test Bank

for

Mather, Lager, and Harris

Child Welfare: Policies and Best Practices

Second Edition

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Introduction

The following Instructors Manual provides chapter outlines with key points and test questions for Child Welfare: Policies and Best Practices. The guide is designed to be used for lecture notes and corresponding exams. As much as possible the chapter outlines are designed to connect policies, research, and practices thus enabling students to draw connections between various events.

The test questions vary from easy to quite challenging. The questions are written with a number of responses that may be partially correct. The expectation is that students are able to determine the best answer for each question based on lectures and the material in the text. Page numbers where answers are found are listed in the margin next to each question.

A number of chapters have exercises included that may be used in class for experiential learning. This manual ends with a list of websites that are related to child welfare policy, research and practice. We hope you find this helpful!

Chapter 1 The Evolution of Child Welfare Services

Introduction

- History of tension between the residual approach and the universal approach
- The United States has consistently adopted the residual approach

Early Influences and Events

- Earliest approaches to child welfare in the U.S. reflected England and the Elizabethan Poor Laws
- Local responsibility for poor and creation of almshouses and workhouses with deplorable conditions for children
- Children were treated as property of parents (master/servant relationship)
- *Parens Patriae* gave the state ultimate power to intervene in parent-child relationships
- Children removed from parents were often placed permanently and became indentured
- Concerns over placements and number of children led to orphanages in the 1800's
- Children continued to be placed in orphanages until the 1940's

Foster Care

- Began as a response to institutionalization
- Resulted in "placing out" children, "orphan trains" and the practice of child rescue
- Concerns led to the first White House Conference on Children in 1909
- Focus on rehabilitating families versus removing and rescuing children
- Children's Bureau of 1912 created to promote research and policy
- The early 20th Century vision was temporary placement and support for families.
- By 1959 Mass and Engler described long and multiple placements

Early Child Protection

- The first Society for the Protection of Children started in 1870 in New York, then followed in many states
- Societies focused on child rescue, removing children from abusive families

Child Labor Laws

- Fair Wage Standards Act addressed protections for children

Juvenile Courts

- First juvenile court established in 1899, by 1945 all states had juvenile services
- Goal to rehabilitate and protect, versus indict and punish approach of adult court

Early Welfare Programs

- Early 1900's states developed Mother's Pensions to assist widows, deserted wives and needy children (35 states by early 1920's)
- Poverty relief was a local effort versus a federal effort

Major Legislative Changes

1935: Social Security Act

- Foundation for present social welfare programs, established federal responsibility for citizens, external factors versus exclusive personal responsibility for poverty
- Establishment of Aid to Dependent Children (ADC)

1962 and 1967: Social Security Amendments

- Led to privatization through nonprofits and greatly increased cost

1965: Health Care for Vulnerable Individuals and Families

- Medicaid and EPSDT established

1974 Child Abuse and Protection Act

- Clarified abuse, expanded mandatory reporting, created the National Center for Child Abuse and Neglect (NCCAN)

1975 Title XX

1978 Indian Child Welfare Act

- Established tribal authority over Native American children
- Placement preference; 1) extended family, 2) tribe approved foster home, 3) other tribal resource

1980 Adoption Assistance and Child Welfare Act

- Thousands of children placed, lingering and “drifting” (multiple placements)
- Purpose to prevent placements, speed reunification, find permanent alternatives
- Created IV-E with new administrative improvements and legal safeguards, subsidized adoption, and funded training partnerships

1984 Multiethnic Placement Act

1986: Independent Living

- Concern for youth transitioning (“aging out”) of foster care
- In 1996 renamed the John E. Chaffee Foster Care Independence Program

1993: Family Preservation and Support

1996: Personal Responsibility and Work Opportunity Reconciliation Act

- Historic political and ideological ambivalence toward welfare and programs
- Focus to move people from welfare to work
- Replaced AFDC with Temporary Assistance to Needy Families (TANF)
- Block grant ending entitlement and creating “devolution” to states

1997 Adoption and Safe Families Act

- Continued growth in children placed
- Aggressive action by Congress to deal with foster care placements and “drift”
- Established limits for time in foster care, reasonable efforts to place in adoption
- Three goals for children: safety, permanence, well-being
- Challenges: Lack of funding and placements, cultural issues, court delays

2003 Adoption Promotion Act

Evolution of Core Child Welfare Programs

Evolution of Child Protective Services (CPS)

- 1960’s Dr. Henry Kempe identified Battered Child Syndrome
- Led to mandatory reporting laws and 223% increase in maltreatment reports (1976 to 1986)
- More recent CPS shift to family safety versus solely on protection of children
- Family assessment and referral to needed services
- Development of family-centered and strength-based approaches

Foster Care

- Defined as out-of-home placement including foster family care, group care, and residential treatment

Reunification

Concurrent Planning

- Dual focus on reunifying with parents and developing alternative permanency

Kinship Care

- Fastest growing type of placement

Adoption

- State laws enacted by 1929 but not valued as a permanent option for children
- 1950’s & 1960’s adoption became prominent for children born out of wedlock
- 1980 Adoption Assistance and Child Welfare Act made subsidies available
- Agencies promote siblings placed together
- Open adoption has become more common, allows contact between biological parent and child.
- Nontraditional adoption by single, gay or lesbian parents increasing

Child Care

- Universally funded in most industrialized countries, limited in U.S.
- Head Start one of the few comprehensive programs found to be effective

Recent Innovations: Family-Centered Strength-Based Programs

Family Preservation

- Goals to assure child safety, improve family functioning, and prevent placements
- Homebuilders was one of the first, initially reported 90% of placements prevented
- Research showed no long term changes in child maltreatment and placements

Family Group Conferencing

- Families as “circles within circles” including families, agencies and providers
- Family contributes to the planning and decision-making to achieve positive outcomes
- Experiencing same issues as family preservation: program drift, uneven quality in facilitators, role confusion, funding issues.

Wraparound

- Term originated in North Carolina, flexible funding and tailored services
- Initially used in mental health to prevent placement of children
- Kaleidoscope developed by Carl Dennis in Chicago most recognized

Multiple Issues in Child Welfare Services

Children with Emotional Disturbances

- Jane Knitzer (1982) *Unclaimed Children* outlined poor state of services
- 1984 creation of CASSP to provide grants to states to develop services
- Estimate 70-80% of 7 to 8 million children are not receiving appropriate care
- Responsibility shifts from mental health to child welfare
- Baker and Dale (2002) promote mental health model versus child welfare

Racial/Ethnic Characteristics of the Child Welfare Population

- CPS: Overrepresentation of children and families of color and harsher assessments
- Foster Care: Children of color remained longer, fewer adoptive placements and permanency plans
- CWLA (2004) has linked this to social class and economic factors

Substance Abuse and Child Maltreatment

- Over 8 million children live with substance abusing parents
- Substance abuse issues are complicated and long term
- Contrasted with ASFA requirements that are concrete and short term

Domestic Violence and Child Maltreatment

- 50% of women will experience physical violence, 24 to 30% ongoing
- 10 to 20% of children are at risk of being exposed
- Cross-training needed between CPS staff and domestic violence workers

Child Welfare Agencies

Internal Environment

Resources

Job Qualifications

Job Performance

Training

Outcome Accountability

Partnerships

Fragmentation and Staff Issues

Chapter 1 Test Questions

p. 2	1. Early approaches to child welfare in the United States included: A. Families and children placed in almshouses and workhouses B. State power to intervene in families based on <i>Parens Patriae</i> C. The development of orphanages as alternatives to almshouses and placement D. All of the above
p. 3	2. In the early 20 th century foster care was seen as a temporary placement for children. True
p. 4	3. The Societies for the Protection of Children: A. Created a nationwide network of foster families to protect children B. Were a precursor to modern child protection, but practiced child rescue C. Advocated for protection and rehabilitation of youth in juvenile court D. Provided economic protection to needy families through Mother's Pensions
p. 5	4. Which factor is not a lasting impact of the Social Security Act of 1935: A. The Act became the foundational social welfare policy of the United States B. The Act established federal responsibility for the welfare of citizens. C. The Act reinforced family responsibility for care and protection of children D. The Act led to recognition of social and economic forces as contributors to poverty.
p. 8	5. The Indian Child Welfare Act (ICWA) gave states authority to place Native American children with extended families, approved Native American foster homes, or other tribal placement resources. False
p. 11	6. The Adoption and Safe Families Act (ASFA): A. Established limits on placement time and promoted goals of safety, permanence, and well-being for children B. Required teen parents to live with parents or adopt other adults for family support and safety C. Created IV-E, addressed foster care drift, and provided training funds D. Clarified types of abuse and expanded those responsible to report abuse
p. 13	7. The purpose of CPS has shifted from protecting children to assisting caretakers in keeping their children safe. True
p. 14	8. Foster care is defined as placement with a family, and the definition usually does not include non-family placements such as group care and residential treatment. False
p. 16	9. Concurrent planning involves a dual focus of working toward reunification while at the same time developing plans for permanent placement. True

p. 16	10. According to the text, research has shown all of the following except: A. Head Start is an effective education program for economically disadvantaged children B. Reunification increases risks to children C. Kinship care providers tended to be older, poorer, and had mental health concerns D. Children in open adoption arrangements have less anxiety and better long-term adjustment. E. Family preservation programs resulted in short-term gains that were not sustained
p. 17	11. In order for children to be adopted they must have: A. Perfect physical health B. Their parents rights terminated C. Been in foster care at least 15 out of 22 months D. Have no living relative
p. 18	12. Childcare is universally funded in many industrialized countries, whereas in the United States it is residually funded. True
p. 19	13. The primary goals of historic family preservation programs included: A. Reduce violence against child and adult family members and enhance well-being B. Provide services to children with multiple risks C. Assure safety, prevent placements, and improve family functioning D. Reunify children in out-of-home placement with their family
p. 20	14. Identify the step that is not included in typical Family Group Conferencing programs: A. The family develops a plan B. Conferences are organized to accommodate family members and service providers C. Agency approval of the final plan D. An interdisciplinary team completes a mental health assessment
p. 21	15. Wraparound programs were initially used by child welfare agencies to relieve stress on families at risk of abuse and neglect. False
p. 22	16. A key publication outlining the needs of children with emotional disturbances was: A. The Surgeon Generals Report on Mental Health (1999) B. The Presidents New Freedom Commission Report (2003) C. Jane Knitzer's report <i>Unclaimed Children</i> (1984) D. None of the above
p. 22	17. Most seriously emotionally disturbed youth receive services through the mental health system, thus relieving the burden on child welfare. False
p. 23	18. Children of color are over represented in the protective services system, but have shorter placements in foster care because of ICWA and other federal initiatives. False

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p. 24	19. In working with substance abusing families time pressure is exerted by: A. The timeline for recovery B. The time that welfare benefits are available C. The timeline for child development D. The timelines set by ASFA E. All of the above
p. 25	20. Domestic violence cross-training of protective service workers includes: A. Training with law officers to understand and enforce restraining orders B. Training in both investigation of abuse and anger management strategies for couples C. Training with domestic violence workers to work with families, victims and batterers D. Training with mental health workers to help children deal with post traumatic stress 21. A GAO study found that low salaries, high caseloads, administrative burdens, limited supervision, and inadequate training caused worker turnover. True

Chapter 2 Child Welfare Services: Formal and Informal

Current Service Continuum

- Residual services categorized as supportive, supplementary, and substitute
- Services exist on a continuum from least restrictive to most restrictive
- Long-term tension over leaving children in their homes or removing them

Child Welfare Service Continuum

- Supportive services are those primarily for children within their home
- Substitute services most restrictive and generally out-of-home
- Social worker often has responsibility for the decision as to type of services

Informal Services

- In strength-based practice these are as important as formal services

Supportive Services

Homemaker Services

- Often provided by volunteers

TANF and Financial/In-Kind Services

- PRWORA limited welfare benefits, spiritual/religious organizations became a key resource to gain in-kind and financial support

Social Services

- Social workers traditionally have provided both concrete services and counseling
- However, today for the most part child welfare agencies and workers are focused on concrete services and counseling is referred out
- Natural helping resources are being used more to supplement/replace formal services

Parenting Skills

- For poor families transportation, child care, time scheduling are barriers to attending and participating in parenting programs
- Both parent skills programs and parent/family support groups exist in many communities

Supplementary Services

Respite Care

Daycare

- 80% of school-age and 70% of pre-school age children have parents that work
- Welfare reform increased the demand for daycare without needed funding

- Daycare usually regulated by state child welfare agencies
- Many children (20-30 million) are in unregulated informal settings

Substitute Services

Foster Care

- From farming out with lack of monitoring, to institutions by mid-1900's
- 1960's onward movement to state licensed and monitored foster care
- Currently well over 500,000 children in out-of-home placement
- Focus on trained professional families and support to bio-families

Reunification

- Conceptualized as a continuum "optimal degree of connection" versus only returning to live with bio-parents
- Emotional stages (Bicknell-Hedges, 1995) exist for children reunifying

Independent Living

Adoption

- 100,000 children available each year in the U.S.
- Majority are older, non-white, special needs children
- Couples waiting far outweigh children available, but older children not placed

Residential, Community, and Group Care

- Throughout U.S. history these settings have generally been perceived as negative

Group-Home Settings

- Initially child welfare oriented, now more for children with psychiatric problems, delinquency, and/or substance abuse
- Move from institutions to smaller programs in communities
- Continuum from less restrictive to secure residential treatment

Shelters

- Generally used for emergency situations and short-term care

State Facilities for Delinquents

Alternative Services and Programs

Strengthening Services and Programs

- Programs based on principle that families are inherently strong and resourceful

Holistic Family Foster Care

- Service conceptualized as serving the entire family

- *Foster care communities* are multiple families caring for children

School-Based Agencies

- School as mainstay of interface between child, family, society
- School as supporting providers through services located in schools

Mediation Programs

Outdoor Camp Programs

- Therapeutic camps that focus on strengths, self-image and problem-solving
- Outward Bound as an example

Mutual Aid Groups, Self-Help Training, and Advocacy Groups

- Mutual aid support groups where members contribute resources to one another

Family-Centered Programs

- Expanding support services to long-term preventative resources for families

Child Advocacy Programs

- CASA trained volunteers to advocate for children in court proceedings

Homeless Family Shelters

- Designed to keep homeless parents and children together

Chapter 2 Test Questions

p. 32	1. The present continuum in child welfare is the result of a: A. Preventative focus B. Protective focus C. Residual focus D. Universal focus
p. 34	2. Supportive services are those that: A. Are universal for all children B. Are more restrictive than supplemental and substitute services C. Include foster care, group care, and residential treatment D. Are primarily provided to children within their home
p. 34	3. Substitute care services generally focus more on the needs of the child, rather than work with the family. True
p. 36	4. Homemaker services have been mainly replaced by: A. Child advocacy programs B. Volunteers C. Parent skills training D. Day care
p. 37	5. As a reform TANF increased the availability of resources such as food stamps, housing, and health care to poor families. False
p. 38	6. Major funding of financial and in-kind services for the poor in the U.S. comes from: A. The federal government B. Charitable foundations C. Religious and spiritual groups D. Private corporations
p. 39	7. Natural helping networks are composed of: A. Family members and others in the community who can assist the family B. Social workers and other networks of helping professionals C. Extended family D. Family members and social workers
p. 40	8. In the U.S. the majority of children that are in daycare are in state licensed daycare programs. False

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p. 42	9. Choose the characteristic that is not part of current family foster care practice: A. Careful selection of families B. Families trained to work with children with special needs C. Families trained to work with biological parents D. Families treating children as if they are no different than natural children
p. 42	10. Reunification is conceptualized as a continuum and does not always mean the child living with their family. True
p. 43	11. All of the following are stages of the reunification process except: A. Denial B. Idealism C. Reality D. Second phase of fear
p. 43	12. Many children that are available for adoption are not adopted because: A. There are not many families that want to adopt B. Government adoption processes take too long C. They are older, non-white and have special needs D. International adoptions are taking all of the families
p. 44	13. The typical residential programs that are short-term and utilized for emergencies are: A. Residential treatment centers B. Shelters C. Wraparound programs D. State juvenile corrections facilities
p. 46	14. Programs and services that are “out-of-the-box” are: A. Services that are manualized and delivered according to recipe or menu B. Services that are supportive to child and family problems C. Creative, focus on strengthening families, and look beyond existing service categories D. None of the above
p. 47	15. Holistic family foster care would mean that services consider all aspects of the child and his/her needs. False
p. 47	16. Schools are focused on education and linking child welfare services to school settings will likely stigmatize children. False
p. 48	17. The concept of a therapeutic camp involves focus on strengths, self-image, and problem-solving versus discipline and obedience. True

p. 49	18. CASA volunteers: A. Provide in-home support to families needing concrete skills B. Provide respite care for children with special needs C. Advocate for children through the court system D. Organize prevent child abuse education
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