

Long-term View

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your ability to look at the long-term view, this guide can support you as you assess your needs and plan.

Explore:

When you think about long-term view what are your strengths? What is your idea of long-term view? Why do you think long-term view is in the Qualitative Case Review (QCR)?

What improvements would you like to make in the way you look at long-term view?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself? (Record on the functional assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Talk about how culture, experience, and context affect a person or family's ideas about who they are and what their future is.	1. Support the family in exploring their vision of the future.	1. Talk with workers about the sense of magic that occurs when families can envision their long-term view and the journey to their future.
2. Understand the family in the context of where they have been and where they intend to go in order to see their coping, progress, and strengths.	2. Support the family through seeing how their behaviors, choices, and experiences prepare them for the future they envision.	2. Step back and see the scope of time and how families change over time.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
3. Understand how the process of change works within the family to create new dynamics and to fulfill the family's wishes for the future.	3. Talk with the family about how their family and culture fit into their vision of their future.	3. See and share how small steps, transitions, permanency, needs, solution development, and support work in the short-term to create the family's desired future.
4. Understand that goals are individualized and that the size of a goal is relative to experience, needs, and strengths. Appreciate the family's development of goals that are achievable.	4. Be prepared to talk with the family about options for permanency that may include different visions of the future that support their children's safety and development.	4. Understand and share how interventions work in the short-term to create long-term effects.
		5. Understand the context or worldview of a particular family and refrain from making judgments about what that family sees as their future.

Planning

1. What will it look like when you are able to envision long-term view in the way that you would wish?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Complete the handout "Looking at my Long-term View." Consider how things may have changed and why, or why things have stayed the same and why.	Use some of the questions from the "Our Family and Our Long-term View" handout to generate discussion around issues that help families and teams look at long-term view.	Support the family in holding discussions with their children to discover some of their children's goals and long-term wants, needs, and desires.

Mentor with Caseworker	Caseworker with Family	Family with Family
Have the caseworker do a self-assessment using the worksheet “Worker’s Long-term View Self-Assessment.”	Talk to the family about their team or their extended family members or long-time friends who might want to be involved. How could extended family support the child or the family in the future?	Support the family in talking together about what will sustain each child into adulthood (values, personal strengths, wants, career). How will the family support each child? Do they want the team's help with this?
Learn about the permanency programs at Child and Family Services (i.e., Adoption, Independent Living, Reunification, etc.).	Use the family’s timeline to talk about past and future transitions. What ambitions each person has, what challenges will they face, and what do they want to preserve in their family culture and traditions. See the handout “Timeline—Activity Instructions.”	Have the family use a timeline with a child to talk about where the child has been, where they are currently, and where they want to be in the future. See the handout “Timeline—Activity Instructions.”
Participate in a QCR.	Have a river of culture in a team meeting to look at the differences in people's pasts and talk about how this affects the different ways that individuals see and feel about things. See the handout “River of Culture—Activity Instructions.”	Mentor families in using the river of culture to remind family members about different perspectives when generational issues, etc., arise. See the handout “River of Culture—Activity Instructions.”

Knowledge Base

Concept:

Seeing the long-term view, where a family is today, and where they can be in the future.

Basic Elements:

Long-term view
 Transitions
 Permanency
 Timeline
 River of culture

Definitions:

Long-term view - A context for the family

The Family Development Plan depends on the work of the team in agreeing on the families' needs to be addressed so that children have safety, permanency, and well-being into adulthood. The vision of what the family may want or need helps the team to understand what to do in the short-term. The short-term desired results have meaning when they are understood in terms of a more broadly viewed future. For example, an older child in foster care may have stability and well-being for the present. The long-term view asks the team to imagine this child's future at 25. What extended family members will be supporting this emerging adult? Are those family members knowledgeable about his/her current situation? Does s/he know who they are? Are they involved with his/her team?

What is involved in the long-term view? It includes both preserving a tradition for the child and anticipating a future of ongoing support. Long-term view is supported in the functional assessment by knowledge of the child and family's culture and traditions and by the strengths the family has shown in creating successful transitions and weathering crises. Whether or not the family is able to safely maintain their children in their home, the long-term view provides a way of envisioning healthy development and a successful transition into adulthood for the child. It is in the context of long-term view that the family and team address permanency, development, transitions, traditions, and a support system for the future.

The long-term view is owned and created by the family and their team. By envisioning where we will be in five years we can more easily imagine where we might be in six months. If we look at the big picture and see where everything is today, then look at where we want to go we can see what we need to do to get there. We can assess what we need to change, what we need to create, and what we need to eliminate to make that future happen. When the team agrees on the long-term view, it also creates a timeline on which to set up and measure short-term goals. For example, a family where the parent is in recovery has a long-term goal of staying substance abuse free. When looking at a timeline, the parents can see that to achieve their goal they must meet short-term goals such as going predetermined periods of time without using, nurturing themselves to create less need for substance abuse, developing supports that reinforce a substance free lifestyle, etc.

The interventions that support change in the short-term are also evaluated on their effect in supporting the long-term visions and goals. For example, if a child in transitional living wants to become a nurse and their current short-term goal is to take every music class the school offers because that is what they enjoy, they may want to look at their goal compatibility. They may need to reassess what classes they take currently or relook at their long-term view and educational goals.

Long-term view (QCR)

The child has an explicitly written long-term view that is clearly articulated among service team members. The long-term view anticipates the child's next major transition and defines what the child must have, know, and be able to do to be successful when that threshold is crossed. The long-term view reflects the strengths, ambitions, preferences, barriers, and needs of the child and family. The long-term view builds upon past knowledge of the outcomes of the most recent transitions and is modified as experience is gained and circumstances change.

Transitions (QCR)

"The child's next age-appropriate transition has been planned consistent with the child's long-term view. What the child should know, be able to do, and have as supports to be successful after the transition occurs are being developed now. If a transition to another setting is imminent, all necessary arrangements with persons in the receiving settings are being made to assist the child during and after the move. If the child has made a transition within the past three months, the child is generally stable and successful in his/her daily settings."

Permanency

Permanency respects a child's right to live in a family that offers continuity of relationships with nurturing parents or caregivers and provides the opportunity for the child to establish lifetime relationships. Child and Family Services has the responsibility to provide children with permanent, stable homes. This may mean returning the child home (reunification), adoption, independent living, or supportive services to families to keep children in their homes.

Timeline

A timeline is a process of identifying significant events, key dates, who was present, and brief descriptions of events and putting them in a chronological, organized manner. It includes the highs and the lows of the individual or family. Reflecting on the timeline can help individuals to see how they have responded to events that have been both positive and negative in their lives. This tool can clarify strengths and help validate the skills that were used to respond to some of the most difficult issues in life.

River of culture

Consists of a variety of experiences, knowledge, and ways of existence. These ways are based on the experiences of an individual's parents and the times into which the individuals were born. Individuals are, in essence, the products of those times.