**Pre-Service Module: Placement**

**Section 1: Placement Requirements**

**Section Learning Objectives**

By the end of Section 1: Placement Requirements, child welfare professionals will be able to:

* Outline the rules governing out-of-home care, including federal and state laws
* Identify the requirements in choosing an out-of-home placement
* Identify resources for choosing a placement

**Section Themes and Key Points**

Below is a summary of the themes and key points covered in this section. This summary is intended to remind learners of the key learning points addressed and assist supervisors / coaches in understanding what was covered in order for them to guide and support the application of learning for new child welfare professionals related to this section.

1. This section reviews how to place a child in a way that promotes a healthy transition from home to out-of-home care, how to be sensitive to the losses sustained and a child’s individual reactions to the removal and placement.

1. This section identifies the policies, administrative codes and laws that influence placement decisions and govern out of home care. These include:

* Indian Child Welfare Act (ICWA)
* Wisconsin Indian Child Welfare Act (WICWA)
* Adoption and Safe Families Act (ASFA)
* Multiethnic Placement Act and Interethnic Placement Act (MEPA & IEPA)
* John H. Chafee Act
* Fostering Connections
* Reasonable and Prudent Parent Standard
* Chapter DCF 56 Foster Care Code

1. This section identifies the factors that should be considered when choosing a placement, as they support continuity and encourage reunification, including:

* Close to Parent’s home
* With Siblings
* Same School
* With Relatives
* Needs of the Child
* Reasonable and Prudent Parenting
* WICWA

1. This section reviews the responsibility of the child welfare professional at the time of placement to ensure that all necessary legal documents and notifications are made to the child, their parents, the out-of-home provider, relatives, and the legal community.
2. This section identifies placement tools and resources to include:

* Geographic Placement Resource System (GPRS)
* Private Child Placing Agencies
* Child and Adolescent Needs and Strengths (CANS) Tool

**On-the-Job Application Activities**

Listed in this section are optional transfer of training activities to support the learner in applying the knowledge acquired during the Placement: Placement Requirements Pre-Service Module to their CPS roles and responsibilities.

These three activities are optional and are provided only to aid the child welfare professional and supervisor/coach in supporting transfer of learning from pre-service to the agency. The child welfare professional, with input from their supervisor/coach, may choose to complete all, some, or none of these activities or substitute in other activities.

Each of the three activities are described below, and a resource section to aid the post-activity supervisor/coach discussion with the child welfare professional follows the description of activities one and two.

**Option 1: Video** **“Taken into Foster Care, Through the Eyes of a Child” Activity**

* Watch the video, “Taken into Foster Care, Through the Eyes of a Child” (Stop video at 1:30): <https://www.bing.com/videos/search?q=placing+a+child+in+out+of+home+care&&view=detail&mid=A8391339C7BB7AFF895FA8391339C7BB7AFF895F&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dplacing%2Ba%2Bchild%2Bin%2Bout%2Bof%2Bhome%2Bcare%26FORM%3DHDRSC3>
* Think about the influence the video had on you regarding placement factors that need to be considered.
* Write a brief description in the table below on the steps you could take for each placement factor to ensure continuity for the child.

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| --- | --- |
| **Placement Factors** | **Steps to ensure continuity** |
| Close to Parent’s home |  |
| With Siblings |  |
| Same School |  |
| With Relatives |  |
| Needs of the Child |  |
| Reasonable and Prudent Parenting |  |
| WICWA |  |

* Discuss with your findings with your supervisor or coach

**Resource for Option 1: Video “Taken into Foster Care, Through the Eyes of a Child” Activity**

This resource section is provided to aid the post-activity supervisor/coach discussion with their child welfare professional after completion of Option 1 related to the Video “Taken into Foster Care, Through the Eyes of a Child” Activity.

Except for the placement preferences under WICWA, there is no placement consideration deemed more important than another. All considerations must be considered equally for a child’s specific situation and considering what the permanency plan goal will be.

When choosing a placement, it is rare to satisfy all these factors, so decisions around these considerations should be child specific and documented when describing placement decisions.

**Option 2: Placement Preferences under WICWA Activity**

When you are placing a child when placement preferences under WICWA applies, you must follow the placement preferences identified in the Wisconsin Indian Child Welfare Act.

* Watch the Documentary Trailer, “Missing Threads” (2:00): <https://www.youtube.com/watch?v=U07avWbcUso>. [Credit Susan Reetz, Clear Focus Media, LLC.]
* What are your observations regarding the connection to the WICWA placement preferences (listed below) and the video?
* Discuss your observations with your supervisor or coach

|  |
| --- |
| The WICWA Placement Preferences include:   * Member of the Indian child’s extended family. * Foster Home licensed, approved, or specified by the Indian Child’s Tribe. * Indian Foster Home licensed or approved by non-Indian authority. * Group Home approved or operated by Indian Tribe/Organization. * Institution for children approved or operated by Indian Tribe. * The goal is to place the Indian child in the least restrictive placement setting that meets the child’s needs.   These must be pursued in order. You can only move onto the next option after the prior has been successfully exhausted. Keep documentation that prior levels have been exhausted in the case file. Communication with the tribe is key to show that you have done all you can to exhaust each level before moving on to the next. |

\*We strongly encourage you to view the film in its entirety, if time allows. The entire documentary, Missing Threads: The Story of the Wisconsin Indian Child Welfare Act (56:50) can be found at the following link: <https://www.youtube.com/watch?v=ZCLUbS4FxWo>.

**Resource for Option 2: Placement Preferences under WICWA Activity**

This resource section is provided to aid the post-activity supervisor/coach discussion with their child welfare professional after completion of Option 2 related to the Video “Missing Threads” Activity.

About the video:

A culture deprived of its children will not survive. Yet at one point in our nation’s history, an alarming number of Native American children were removed from their homes and placed in non-Native American foster and adoptive homes, damaging the thread connecting the child and their culture. The entire film examines the impact of this phenomenon and the drafting, enacting, and implementation of WICWA.

It is required by statute to document steps taken to find a placement option for an Indian child and presents placement preferences. The ICWA tab in eWiSACWIS outlines, in order, the placement preference hierarchy. A tribe may have its own placement preferences, which must be followed. Note that adoption preferences differ from out-of-home placement preferences. This should be discussed with the tribal child welfare professional.

**Option 3: Tribal Agency Contact Activity**

* Ask your supervisor or coach about the tribal child welfare agencies and community resources in your county and how outreach is completed when ICWA applies.
* Consider reaching out to tribal child welfare agencies and community resources and begin making connections.