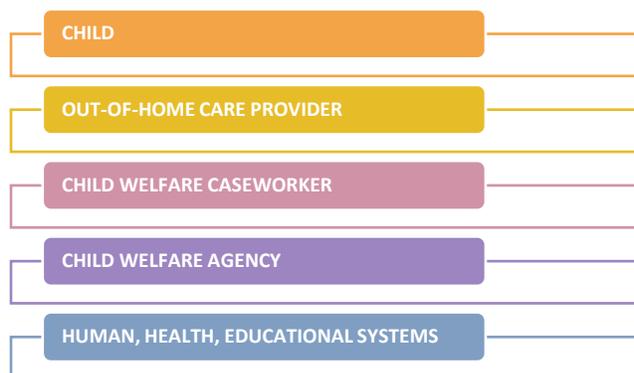


Documenting a Placement in eWISACWIS

Documenting a child's placement into eWISACWIS promptly is crucial. Not only does this directly impact the child, but it has far-reaching implications for other individuals and systems.

Why is it so important to enter the placement in eWISACWIS as soon as possible?

- Impacts child eligibility for programs and services, such as Medicaid, Childcare (Wisconsin SHARES), and Child Support Referrals (KIDS questions).
- Triggers payment to the out-of-home care provider, and impacts their eligibility to file a Foster Parent Insurance Claim if damage or loss occurs.
- Prompts other ticklers in eWISACWIS for the child welfare caseworker that will guide future casework and decision-making (Permanency Plan, Rate Setting, CANS, Family Interaction Plan, Confirming Safe Environments, Safety Analysis, Safety Plan).
- Offers the most up-to-date availability and capacity of out-of-home care providers for the child welfare agency (within eWISACWIS and GPRS) and financial batching for payments.
- Sends Information to the National Center for Missing and Exploited Children (NCMEC) if the child goes missing from out-of-home care.
- Guides decisions in other systems (funding, policies, initiatives).
- Utilized for federal claiming and reporting.



Links to eWISACWIS Reference Guides

Placement Documentation Manual:

<https://dcf.wisconsin.gov/knowledgeweb/training/user-guides-and-manuals/placement-documentation-manual>

Creating an Out-of-Home Placement:

<https://dcf.wisconsin.gov/files/ewisacwis-knowledge-web/quick-reference-guides/placement/creating-an-ohp.pdf>

Ending an Out-of-Home Placement

<https://dcf.wisconsin.gov/files/ewisacwis-knowledge-web/quick-reference-guides/placement/ending-an-ohp.pdf>

Notification of Placement

<https://dcf.wisconsin.gov/files/ewisacwis-knowledge-web/quick-reference-guides/planning/notification-of-placement.pdf>

Stages of Grief and Loss of Birth Parents

Shock

- Difficult to hear what others are saying
- Do things without really thinking
- Forget entire conversations
- Intrusive “last image” of child being removed
- Appear disinterested
- Seem OK with placement

Bargaining

- Downplay seriousness of problems
- Bargain with social worker, foster parents, higher power
- Guilt, self-blame and shame are underlying
- Easier to just avoid the child until “life is cleaned up”
- May seem manipulative
- “I’ll do better” promises

Anger

- Angry at self, agency, worker, court
- Lose appetites or eat constantly
- Sleep disturbance
- Increase smoking, alcohol, drugs
- Ruminates
- Angry with children for being “difficult”, “glad they are gone”
- Do not move forward because “despair” hurts more

Despair

- Worthlessness
- Emptiness
- Give up visits
- Stop attending appointments
- Withdraw from relationships
- Escape by getting new job, moving, going out to bars, etc.

Acceptance (if believe placement is temporary)

- More optimistic
- Miss children but realistic about why in care
- Eat/sleep normal
- More invested, more energetic
- Coping better

Strategies for Caseworkers to Reduce Trauma During Placement

CASEWORKERS	
1. Provide a physically and psychologically safe setting	
At time of placement	Immediately after placement
<ul style="list-style-type: none"> • Monitor the child/youth’s perception of risk. • Explain what is happening using simple language and avoiding acronyms. • Give clear expectations—tell children/youth who you are and where they are going. • Ask child/youth to repeat back their understanding of what has been told to them (to help them understand and remember the info. that has been given to them). • Give the child age-appropriate written (or pictorial) materials to help them with what is happening. • Listen to the child/youth’s worries and reassure with realistic information. • Reestablish the child/youth’s sense that adults will be protective by giving repeated, concrete clarifications about how the child/youth will be kept safe. • Give repeated clarifications about the processes and systems that are in place to protect the child/youth’s safety. 	<ul style="list-style-type: none"> • Assess the children/youths’ perception of risk and develop a plan to ensure physical safety. • Develop safety plan with biological parents. • Establish protection orders (e.g., restraining order, personal protection order) to protect children from witnessing or experiencing violence and/or abuse. • Describe in advance to the child/youth and caregivers how the child/youth will interact with child placement and/or legal systems. • Describe the child welfare worker’s role as a guide and a buffer for the child/youth as s/he enters new situations. • Avoid exposing the child/youth to inaccurate or potentially re-traumatizing information. <p><u>Continue:</u></p> <ul style="list-style-type: none"> • Explaining what is happening using simple language and avoiding acronyms. • Providing support and comfort—an “island of safety”—for the child/youth. • Listening to the child/youth’s worries and reassure with realistic information. • Giving clear expectations about what happens next.

Developed by University of Wisconsin – Madison, School of Social Work (Berger, Slack, Kahle, and Paul), 2015

Wisconsin Child Welfare Professional Development System • UW-Madison School of Social Work Placement • Developed: September 2016, Revised June 2017, December 2017
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2. Assist children/youth with reducing overwhelming emotions

At time of placement	Immediately after placement
<ul style="list-style-type: none"> • Help the child/youth identify and label their emotions. • Let the child/youth know that their emotions are normal and understandable. Assure them that it is not their fault. • If the child needs to wait at an office while a placement is found, make them comfortable (away from your phone conversations with prospective placements). Provide something for the child/youth to entertain themselves. • Actively listen to the child/youth’s expression of their “story” and acknowledge traumatic experiences. • Reduce child/youth’s misunderstandings about the removal and placement to help correct distortions about safety, personal responsibility, and self-concept. • Help children/youth make sense of what is happening to them—provide information on events that led to child welfare involvement. • Assure children/youth that their siblings, if separated, are safe and will be cared for. 	<ul style="list-style-type: none"> • Continually monitor the child/youth’s perception of risk. • Help children (under age 12) avoid reminders that can result in overwhelming emotions (e.g. triggers). Help youth (13 and older) understand the links between trauma reminders and the overwhelming emotions they may experience. • Encourage and support caregivers in their ability to calm and reassure children/youth. • Provide basic information to the child/youth and caregivers on ways of coping with strong emotions (e.g. relaxation, physical exercise). <p><u>Continue:</u></p> <ul style="list-style-type: none"> • Helping the child/youth identify and label their emotions. • Letting the child/youth know that their emotions are normal and understandable. Assuring them that it is not their fault. • Actively listening to the child/youth’s expression of their “story” and acknowledge traumatic experiences. • Reducing the child/youth’s misunderstandings about the removal and placement to help correct distortions about safety, personal responsibility, and self-concept. • Helping children/youth make sense of what is happening to them—provide information on events that led to child welfare involvement.

3. Help the child transition into the foster home	
At time of placement	Immediately after placement
<ul style="list-style-type: none"> • Keep things calm and move slowly. • Provide sensory comfort by encouraging the child/youth to bring some familiar things from home to their foster placement before taking the child/youth. • If picking a child up from school to take to placement, create a chance for the child to go home and pick up some things from home (e.g. have a relative or friend could meet them there or go with them to help pack some belongings). • Be open to listening if the child/youth wants to talk. • Acknowledge feelings and difficulties about what they are going through and fears/concerns about their foster placement. • Acknowledge their love for their parents and their parents' love for them. • Ask the child/youth if there is anything else they need or want from home. If yes, bring to the child/youth as soon as possible. • Ask children/youth if there's anything they need or would like to happen for them to feel safe and comfortable. 	<ul style="list-style-type: none"> • Make multiple follow-up visits to the child/youth's new foster home. Be a constant in the child's life until parental visits start. <p><u>Continue:</u></p> <ul style="list-style-type: none"> • Being open to listening if the child/youth wants to talk. • Acknowledging feelings and difficulties about what they are going through and fears/concerns about their foster placement. • Acknowledging their love for their parents and their parents' love for them. • Asking the child/youth if there is anything else they need or want from home. If yes, bring to the child/youth as soon as possible. <p>Asking children/youth if there's anything they need or would like to happen for them to feel more safe and comfortable.</p>

4. Facilitate immediate information exchanges and relationship building among child/youth, birth parents and foster parents

At time of placement	Immediately after placement
<ul style="list-style-type: none"> • Share as much information as possible to the child/youth about the foster home and what will happen next. • Share as much information as possible to the birth parents about the foster home and what will happen next. • Share as much information (e.g. past traumas, behaviors, routines) as possible to foster parents about the child/youth and birth parents. • Ask foster parents to create an immediate open dialogue/cooperative relationship with the child/youth's birth parents to reduce exposure to associated trauma. 	<ul style="list-style-type: none"> • If not able to complete before placement, gather information from children/youth and birth parents about the child/youth to give to foster parents. Provide tools for children/youth and birth parents to help facilitate communication. • Ask foster parents to meet with biological parents, as quickly as possible after initial placement. • Help to maintain on-going communication between birth parents and foster parents. • Arrange for visits between the child/youth and birth parents (in a family setting) as soon as possible (within 48-72 hours) after initial placement. • If siblings are placed separately, arrange for sibling visits and/or ask foster parents to allow and arrange for sibling contact as soon as possible. • Arrange separate visits for foster parents, the child/youth, and birth parents begin as soon as possible after initial placement. <p><u>Continue:</u></p> <ul style="list-style-type: none"> • Sharing as much information as possible to the child/youth about the foster home and what will happen next. • Sharing as much information as possible to the birth parents about the foster home and what will happen next. • Sharing as much information as possible to foster parents about the child/youth and birth parents. • Facilitating visits among the child, foster parents, and biological family members.