CARE PLAN GUIDE TO CONVERSATIONS: UP TO AGE 4

This guide is a reflection of the Guide to Conversations that can currently be printed within the Care Plan. For those that prefer it, this version is in a WORD document so it can be modified for use with the child being planned for. Choose the questions based on the child's development and needs at each meeting. Sections can be deleted that aren't applicable (e.g. specialized questions) or space can be added for notes.

The Guide to Conversations is meant to generate conversations with the child and members of the care team or circle to support collaboration, participation and an accurate assessment. These questions are intended as a guide but are not a requirement. The intended purpose is not for all questions to be asked at one time and all responses then be documented in the assessment. The questions address key themes that can be summarized in the Assessment for each domain in the Care Plan. Gathering information related to the key themes in each Guide to Conversation is a process that builds on each conversation with the child resulting in a greater depth of understanding over time. This information forms the foundation for the assessment in each domain and provides clarity for the direction of each plan.

The specialized questions, related to the options chosen on the front page of the Care Plan (Aboriginal, CYSN, Adoption Placement, 54.1 Placement), should be used in addition to the core group of questions based on age. Specialized questions in each domain are preceded by a solid line and a short description. When they are not relevant for a child they can be deleted.

To view all the question categories within the document, click view, click navigation pane and scroll. You can navigate the document by clicking on the category you want to view. Please note that making changes within the document may impact the navigation pane.

IDENTITY INCLUDING FAMILY AND SOCIAL RELATIONSHIPS AND CULTURE AND RELIGION

Possible questions for the child:

Child's Identity
What are you good at?

What do you like about yourself?

If you had superpowers how would you use those powers to help others? To help yourself?

How do you let other people know what you need or want?

Family/Extended Family
Who is in your family? Who do you spend time with?

Is there someone you would like to see more?

Social Relationships
Who do you go to when you feel sad or mad?

Who knows you the best?

Who is your good friend(s)?

What are your favorite things to do with your good friend(s)?

For other members of the Care Team or Circle:

Child's Identity
Does the child have a nickname?

What does he/she prefer to be called?

What does the child do to help others? How is this recognized and supported?

Is the child "picked on" or teased for any reason by anyone? What happens? How does the child deal with this?

How is s/he supported by the adults in his/her life?

What do the adults closest to the child identify as his/her greatest strengths?

How are these strengths supported and recognized?

Family/Extended Family
Describe the child's relationships with family, extended family and other significant people.

Who does the child look like in family?

How did the child get his/her name?

Describe the child's family/extended family's traditions, special foods and routines.

What is being done to place siblings together or support sibling connection?

How is contact facilitated between the child and family and significant others?

What are the barriers/challenges to visitation/contact?

How does the caregiver support the child's relationships with family?

Are any supports needed to facilitate the child's contact with family including siblings and other important relationships?

Culture, Spirituality and/or Religion
What is the child's family's culture? Religion?

What language does the child's parent(s) speak?

What opportunities does the child have to speak or learn his/her family's language?

How does the child participate in his/her culture, spirituality and/or religion?

Who is supporting the child to be involved in his/her culture, spirituality and/or religion?

Does the child have a positive role model/mentor who shares his/her culture, spirituality and/or religion (family, educator, health professional)?

What is the child's home community or country? Has the child ever been there? When?

What opportunities are available for the child to explore and participate in culture, spirituality and/or religion?

How does the caregiver support the child's cultural identity? Religious or spiritual practices?

What resources does the caregiver require to support the child's cultural, spirituality and/or religious identity?

What needs to be changed or improved to strengthen the child's connection to culture, spirituality and/or religion?

Social Relationships
What opportunities does the child have to spend time with other children?

Who are the supportive adults in the child's life?

What do supportive adults in the child's life notice in terms of the child's social strengths and challenges?

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Aboriginal:
How is the child's Aboriginal community/band informed about and involved in the planning?

Describe the involvement the child has with Aboriginal community and culture. If there is no involvement, please explain.

What is the child's contact with Aboriginal family members and Aboriginal community?

What efforts have been made to connect with the child's home community/culture/significant traditions?

What traditional ceremonies or celebrations has the child participated in?

What traditional or community cultural protocols should be considered when engaging and interacting with community, family or extended family members?

CYSN:
Does the child have Social Stories, visual calendar or augmented communication? Does s/he need them?

How does the child communicate what s/he likes/dislikes?

What are the child's favorite/special things (e.g., blanket, picture, sensory input or foods)?

How do the child and caregiver communicate with each other? How does the child communicate with family/siblings?

What needs to change or improve to support the child's contact/communication with family/siblings?

How is the child's communication in the community facilitated?

How do peers engage with the child?

What are the barriers to peer engagement?

Adoption Placement:

Child's Identity
How has the child been prepared for adoption?

What is the child's understanding of the meaning of adoption?

What are the child's views of adoption?

What items from birth parents, extended family, foster family and others are important to the child and need to go with him/her to new home?

Have the Adoptive Parent(s) seen the child's Life Book and/or photo album? When will the Life Book be given to the Adoptive Parent(s)?

Will the child keep his/her name? How has the child been involved in this decision?

<u>Family/Extended Family</u>
What exploration has occurred to facilitate joint placement with the child's sibling(s) including those who have been adopted?

If the siblings in care will not all be placed together in this permanent placement, how was the child involved in the decision?

If the decision has been made to place the child separately from one or more of his/her siblings in care, has an exception to place siblings separately been granted?

Who are the significant people (e.g., birth parents, siblings, extended family, caregivers) in the child's life that s/he needs a lifelong connection with?

What arrangements have been made to prepare the Adoptive Parent(s), the child and the significant people in the child's life for these relationships to continue post placement?

Have openness agreements been signed with these people to support that lifelong connection?

Are there any safety considerations the Adoptive Parent(s) need to be aware of in relation to the child's existing relationships?

<u>Culture and/or Religion</u>
How will the Adoptive Parent(s) support the child's connection to his/her culture and religion?

Which of the child's current relationships and/or activities supporting his/her culture and/or religion will be maintained?

<u>Aboriginal</u>

What is the view of the child's Band or Aboriginal community about adoption?

If the child is of a different Aboriginal heritage than the Adoptive Parent(s), has a cultural plan and/or cultural safety agreement been developed to support the child's unique cultural heritage?

If required, has the Exceptions Committee approved an exception to policy to permit adoption of an Aboriginal child by a Non-Aboriginal family?

54.1 Placement:

<u>Child's Identity</u>
How has the child been prepared for 54.1 placement?

What is the child's understanding of the meaning of 54.1 placement?

What are the child's views of 54.1 placement?

What items from birth parents, extended family, foster family and others are important to the child and need to go with into 54.1 placement?

Have the Guardian(s) seen the child's Life Book and/or photo album? When will the Life Book be given to the Guardian(s)?

Family/Extended Family
What exploration has occurred to facilitate joint placement with the child's sibling(s) including those who have been adopted?

If the siblings in care will not all be placed together in this permanent placement, how was the child involved in the decision?

If the decision has been made to place the child separately from one or more of his/her siblings in care, has an exception to place siblings separately been granted?

Who are the significant people (e.g., birth parents, siblings, extended family, caregivers) in the child's life that s/he needs a lifelong connection with?

What arrangements have been made to prepare the Guardian(s), the child and the significant people in the child's life for these relationships to continue post placement?

Are there any safety considerations the Guardian(s) need to be aware of in relation to the child's existing relationships?

Culture and/or Religion
How will the Guardian(s) support the child's connection to his/her culture and religion?

Which of the child's current relationships and/or activities supporting his/her culture and/or religion will be maintained?

Aboriginal
What is the view of the child's Band or Aboriginal community about his/her 54.1 placement?

If the child is of a different Aboriginal heritage than the Guardian(s), has a cultural plan and/or cultural safety agreement been developed to support the child's unique cultural heritage?

HEALTH INCLUDING PHYSICAL AND EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

Possible questions for the child:

Emotional/Behavioural Development
What do you worry about?

What do you do when you worry? How do you feel?

What do you do when you feel sad, mad, glad?

Possible questions for other members of the Care Team or Circle:

Physical
Has the child had a developmental assessment? What are the results or recommendations?

Describe the developmental milestones that this child has achieved appropriate for age and ability.

What is in place to support this child's ongoing development?

What method of communication does the child use?

What supports are in place for the child to develop communication and language skills?

Does the child have a health condition or disability that may affect his/her development or daily life?

If yes, how does this impact the child's daily living? What supports does the child need?

Does the caregiver/others require any additional information, education or support in relation to the child/youth's health condition or disability to meet the child's needs?

What is the child's understanding of the role of health professionals in his/her life? What needs to change or improve?

Does the child have any dietary needs/preferences? Is this for health, religious, cultural or moral reasons? What are the expected benefits or outcomes?

Do the caregivers have the necessary education/resources to provide the child with his/her dietary needs/preferences?

Have both organic and non-organic causes for symptoms/behaviour been explored? What social/environment interventions or support have been put in place for this child? Are they effective?

What are the child's therapy needs – occupational therapy, physical therapy, speech therapy?

Who is talking to the child about personal safety (good/bad touch)?

Has there been any exploration of or access to traditional/alternative healing practices?

Emotional/Behavioural Development
What information does the child need to know in relation to significant life events and transitions? How will the child get this information?

How have the child's relationships and life circumstances impacted his/her self-image, feelings, behaviour, and relationships? (e.g., being in care, circumstances that led to being in care, grief and loss, school, peer relationships.)

How does this child cope with stressors?

What are the child's coping strategies? How does s/he self sooth, self-regulate? Does s/he have a comfort object/routine?

If required, what plans and supports are in place to develop healthy coping strategies?

Please describe the child's prevalent emotional state.

How does the child communicate how s/he is feeling and to whom?

How does the child respond to change, new people and separation?

Please describe the child's sleeping, eating and toileting patterns and routines. What supports are required?

How does the child show symptoms of worry, distress and grief (e.g., poor appetite, difficulty sleeping, somatic complaints, self-injurious, aggressive behaviour)? What are the triggers? Please describe the impact on the child's life (e.g., school, relationships)?

Is there a mental health professional supporting the child? What is the treatment strategy?

What is in place to support the child's positive emotional/behavioural development?

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CYSN:

What are the child's equipment needs (e.g. mobility, eating, toileting, and dressing)?

Does the child require any modifications to equipment or medical supplies?

What modifications to equipment or medical supplies could improve the quality of life for this child?

What help is s/he getting to develop communication and language skills?

If the child requires significant support including toileting, bathing etc., does s/he understand the difference between good and bad touch?

How is the child cued to physical touching (e.g., part of visual routine, given cue in advance)?

Please describe the supports in place to support the tasks of daily living (eating, dressing, toileting, mobility).

Adoption Placement:

If the medical/social history for the child's birth parent(s) has not been gathered in written form, are the Adoptive Parent(s) accepting that this information is not available?

When is the child scheduled to have a complete medical prior to placement?

What supports is the child receiving to support his/her physical/emotional/behavioural health? What services need to continue after placement?

What is the Adoptive Parent(s) understanding of the impact/potential impact of the child's prenatal history on his/her development?

How will the Adoptive Parent(s) support the child in relation to grief, loss and the effects of early childhood trauma?

How will the Adoptive Parent(s) ensure the child's medical needs are addressed (e.g., MSP, extended medical for dental, specific services etc.)?

Describe the Adoptive Parent(s) plan to continue the immunization schedule recommended by Ministry of Health or the child's physician.

Have any reports/assessments come to MCFD after placement? If yes, have the Adoptive Parent(s) been given a copy? If yes, has the Letter of Acknowledgement been amended?

54.1 Placement:

If the medical/social history for the child's birth parent(s) has not been gathered in written form, are the Guardian(s) accepting that this information is not available?

When is the child scheduled to have a complete medical prior to placement?

What supports is the child receiving to support his/her physical/emotional/behavioural health? What services need to continue after placement?

What is the Guardian(s) understanding of the impact/potential impact of the child's prenatal history on his/her development?

How will the Guardian(s) support the child in relation to grief, loss and the effects of early childhood trauma?

How will the Guardian(s) ensure the child's medical needs are addressed (e.g., MSP, extended medical for dental, specific services etc.)?

Describe the Guardian(s) plan to continue the immunization schedule recommended by Ministry of Health or the child's physician.

Have any reports/assessments come to MCFD after placement? If yes, have the Guardian(s) been given a copy?

EDUCATION/SOCIAL RECREATIONAL ACTIVITIES

<u>Possible questions for the child:</u>

<u>Education</u>
What's your favourite book?

What's your favourite thing about preschool/childcare? What is the hardest thing?

Who knows you the best at preschool/childcare?

Who do you play with at preschool/childcare?

<u>Social/Recreational Activities</u>
What things do you like to do?

Who is interested in what you do?

<u>Possible questions for other members of the Care Team or Circle:</u>

<u>Education</u>
If the child is in preschool, is supported child care involved?

Describe the child's preschool/child care attendance.

What does the daycare/preschool staff report about the child's overall progress?

Does the child have any special educational needs or abilities? What are they? What supports have been provided?

Does the child require additional supports in the child care/educational setting?

Is the child experiencing racism or bullying in preschool/child care setting? What's happening and how are the adults in the child's life supporting him/her?

Transitions – What plans need to be in place to support the child to transition to a new learning environment?

Social/Recreational Activities

What sports, recreation, interests, cultural activities and clubs does the child participate in?

What modifications or specialized equipment is required to support the child to participate in activity(s) of interest?

How does the child's caregiver(s) support the child's interests/activities?

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Aboriginal:
Is the child in an Aboriginal preschool/daycare? Have these opportunities been explored?

In what ways is the child experiencing racism? What's happening and how are the adults in the child's life supporting him/her?

What opportunities does the child have to learn about the history of Aboriginal people in Canada?

Has the school applied for funding based on the child's Aboriginal heritage? How has this funding been utilized?

Does the child have an Aboriginal support person or team at the school?

CYSN:
How does the child communicate with school staff?

How do peers engage with the child? How does the child engage with peers?

Adoption Placement:
What do the Adoptive Parent(s) understand about the child's needs in relation to education, including the possible impacts of the child's prenatal and genetic history and life experiences?

What educational supports are currently in place and need to continue to support the child's unique learning needs?

Are there recorded recommendations for future psycho-educational or other assessments/supports?

How will the Adoptive Parent(s) continue to support the child's recreational activities and interests?

What information have the Adoptive Parent(s) been given regarding the child's potential eligibility for post majority funding for educational pursuits?

54.1 Placement:
What do the Guardian(s) understand about the child's needs in relation to education, including the possible impacts of the child's prenatal and genetic history and life experiences?

What educational supports are currently in place and need to continue to support the child's unique learning needs?

Are there recorded recommendations for future psycho-educational or other assessments/supports?

How will the Guardian(s) continue to support the child's recreational activities and interests?

PLACEMENT/LIVING ARRANGEMENT

Possible questions for the child:

Placement
Who do you live with?

What do you like about living here?

Is there anything you would like to be different?

Do you know why you live here?

Who reads and plays with you in the foster home? What is your favourite book?

What are the rules here?

What happens if you don't follow the rules?

How do you know your caregivers like you?

Who do you talk to if you need something?

If there has been or will be a move:

      Do you know why you moved/will be moving?

      When you moved were any of your things left behind?

      How are you feeling about the move?

      What do/will you miss the most?

Possible questions for other members of the Care Team or Circle:

Placement
How does the child's room reflect his/her interests and who is important to him/her (e.g., pictures of those that are important to him/her)?

Who spends time with the child teaching color, shape, number recognition?

Who spends time reading with the child?

Describe the child's home routines.

How does the caregiver support the plan for the child's legal permanence?

Does the child regularly spend time away from his/her main caregivers?

What does the caregiver/social worker/other significant adults notice about the child following separations?

How do the caregiver(s) support the child to feel safe and secure?

What are the rules and expectations in the placement? Have these been explained to the child?

How do the caregivers show affection to the child?

Describe the child's relationships with the people s/he lives with (caregivers, caregiver's children, other children/youth in care).

How does the caregiver acknowledge the child's strengths?

How does the caregiver support the child/youth's cultural and religious identity within the home?

What resources does the caregiver require to support the child's growth and development?

If there has been or will be a move:

> If the child is moving or has moved, is there a plan to maintain contact with the caregivers or others in the home?

> How is the caregiver(s) maintaining the child's routines?

> How is the caregiver(s) promoting the child's sense of belonging in their family?

> What strategies are in place to support the child through the transition?

> How is the caregiver(s) acknowledging the child's grief and loss?

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CYSN:
Does the physical environment need modifications to support the child's needs?

Does the vehicle need modifications to support the child's needs?

Does the child have any exceptional clothing needs?

If the child is non-verbal, how does s/he communicate with his/her caregiver?

What resources does the caregiver need to support the child's special needs?

Adoption Placement:

Attach a visitation schedule that has been arranged with foster parents, Adoptive Parent(s), Adoption Social Worker and Guardianship Social Worker.

Describe the financial plans to support the visitation schedule.

How will the Adoptive Parent(s) maintain the child's significant routines after adoption placement?

How does the child adapt to new situations and how this will be addressed during pre-placement visits and after placement?

How will the Adoptive Parent(s) support and promote the child's sense of belonging in their family?

How will the Adoptive Parent(s) acknowledge the child's grief and loss?

What other strategies has the child's care team identified to support the child through the transition including supporting attachment to the Adoptive Parent(s)?

What is the Adoptive Parent(s) understanding of the possibility of children exhibiting changes (regression) in behaviour and developmental abilities (e.g., self-care, social) following placement? What support do they require and how will they respond to the child?

Are there any home renovations/modifications required to meet the child's needs? Describe how the Adoptive Parent(s) will address these needs (e.g., accessibility, bedroom or vehicle requirements).

54.1 Placement:

How will the Guardian(s) maintain the child's significant routines after adoption placement?

How does the child adapt to new situations and how this will be addressed during pre-placement visits and after placement?

How will the Guardian(s) support and promote the child's sense of belonging in their family?

How will the Guardian(s) acknowledge the child's grief and loss?

What other strategies has the child's care team identified to support the child through the transition including supporting attachment to the Guardian(s)?

What is the Guardian(s) understanding of the possibility of children exhibiting changes (regression) in behaviour and developmental abilities (e.g., self care, social) following placement? What support do they require and how will they respond to the child?

Are there any home renovations/modifications required to meet the child's needs? Describe how the Guardian(s) will address these needs (e.g., accessibility, bedroom or vehicle requirements).

SELF CARE AND INDEPENDENCE SKILLS

Possible questions for the child:
What things can you do all by yourself?

What are your chores?

What else would you like to learn to do?

Possible questions for other members of the Care Team or Circle:
If the child has a disability or health condition that impacts independence please describe.

What does the child need to be able to function independently at a level appropriate to ability?

What self-care skills (bathing, dressing, toileting, eating) can the child perform independently?

What self-care skills can the child do with assistance? What assistance is provided?

Is the child's clothing and grooming age/need appropriate?

What tasks/chores does the child do regularly?

What kind of support/help does s/he need most to develop the skills s/he wants to learn?

What opportunities does the child have to make decisions (e.g. purchase/selection of clothing)?

What are the child's personal safety skills and level of independence in the community?

Describe the opportunities the child has to learn and practice self-care that are specific to cultural customs.

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CYSN:
What or who supports the child in daily living?

What self-care skills (bathing, dressing, toileting, eating) can the child perform independently?

What self-care skills can the child do with assistance? What assistance is provided?

PERMANENCY PLANNING

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<u>**Adoption Placement:**</u>
Are the Adoptive Parent(s) willing to accept the legal risk of birth parents applying to rescind the CCO or apply for access up until the Adoption Order is granted?

Are the Adoptive Parent(s) aware that an application for access could be applied for after the Adoption Order is granted and that they would be responsible for all legal costs?

Are there current access orders attached to the CCO and/or de-facto access with any family members or others? If yes, what is the plan going forward into adoption?

Has everyone who has an Access Order or de-facto access been given written notification about the adoption plan and the potential impact on the Access Order prior to adoption placement?

<u>**54.1 Placement:**</u>
 Are there current access orders attached to the CCO with any family members or others? If yes, what is the plan going forward into 54.1? Is there a need to vary the order(s)?