

CARE PLAN GUIDE TO CONVERSATIONS: AGE 5 - 11

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 name do you like to be called?

Do you have a nickname?

What are you proud of?

What are you good at?

What would others say you are good at?

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

What do other people say you do to help them?

Who comes to you for help?

How do you let other people know what you need or want? How is this working for you?

Are you "picked on" or teased by anyone? What happens? How do you deal with this?

Have you ever had a boyfriend or girlfriend?

How do you feel about being a girl/boy?

Do you have a life book?

Family/Extended Family

How do you get information about your family?

Would you like to know more about your family?

Who do you identify as family? Who are you closest to?

What family stories have you heard?

Who do you look like in your family?

How did you get your name?

What are your family/extended family's traditions, special foods and routines?

How do you stay connected to your family and others who are important to you?

How do you feel about yourself when you are with your family?

What would need to be different for you to have the kind of relationship you want with people in your family (e.g., type, frequency, quality, behaviour, joint placement)? Do you think this is possible at this time?

What would you like to be different in your relationships with your brothers/sisters in care? Out of care?

Culture, Spirituality and/or Religion

What is your family's culture? Religion?

What culture, spirituality and/or religion do you identify with?

What language does your parent(s) speak?

What do you know about your culture? What are you most proud of?

How do you participate in your culture, spirituality and/or religion?

Is there anything you would like to be different?

Who talks to you about your culture, spirituality and/or religion? Who goes to cultural, spiritual or religious events, celebrations or services with you?

What/where is your home community or country?

What do you know about it? Have you ever been there? When?

Who do you look up to in your culture or faith group (e.g., family, educator, health professional)?

Social Relationships

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

Who do you go to when you need something or have a problem?

Who do you admire/look up to?

Who knows you the best?

How would that person describe you?

What makes a good friend?

Who is your good friend(s)?

What makes you a good friend?

What would you like to change or improve to make you a better friend?

Who do you feel good around?

Who do you spend time with?

How do you feel about yourself when you are with your friends?

How are your friends or time spent with your friends affecting how others think about you?

How do you spend time with friends?

Who are the supportive adults in your life?

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

Child's Identity

How does the child contribute to the well-being of others and community?

How is this recognized and supported?

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

How are these strengths supported and recognized?

Has a life book been started for this child?

Who is working on the life book with the child?

Where are pictures, awards and other items of importance to the child kept?

Family/Extended Family

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

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

How is contact facilitated between the child, his/her 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 opportunities does the child have to speak or learn his/her family's language?

What opportunities are available for the child to explore and participate in his/her 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

Does the child identify anything s/he needs to support social development?

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?

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/youth 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/youth's life that s/he needs a lifelong connection with?

What arrangements have been made to prepare the Adoptive Parent(s), the child/youth and the significant people in the child/youth'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/youth's existing relationships?

Culture and/or Religion

How will the Adoptive Parent(s) support the child/youth's connection to his/her culture and religion?

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

Aboriginal

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

If the child/youth 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/youth'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:

Child's Identity

How has the child/youth been prepared for 54.1 placement?

What is the child/youth'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 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:

Physical

Can you do everything you want to do? Does anything slow you down?

If yes, what is it? How does it make you feel? Has anything changed recently that makes things harder or easier for you? Is there anything you would like to know about it? Is there anything you would like your caregiver or social worker to know?

Do you know why the doctor has prescribed medication for you?

How do you know this?

How do you feel about taking the medication(s)?

Is anything different since you started taking the medication(s)?

Who do you talk to about how the medication is affecting you?

Do you have a special diet? Why do you have a special diet?

How have you experienced your body changing or growing (i.e. puberty)?

What do you do for physical activity and exercise? What would you like to do?

Emotional/Behavioural Development

What are the hardest/best things you experienced this year?

What information do you need to know about these experiences?

What do you worry about? Is there anything you are scared of?

What do you do when you are worried or scared?

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

How do you let people know how you are feeling? What do people do when you let them know?

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

Physical

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 does the caregiver/others notice about how the child's ongoing physical or mental health condition or disability affects the child? Has he or she noticed any changes?

Does the caregiver 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 organic and non-organic causes for symptoms/behaviour have been explored? What social/environmental interventions or supports have been put in place for this child? Are they effective?

What education/resources does the caregiver need to provide the child with dietary needs/preferences? Is the diet for health, religious, cultural or moral reasons?

What method of communication does the child use?

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

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

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

Who is talking to this child about sexual health and safety (good/bad touch)?

Who is talking to this child about general health/life choices (e.g. smoking, alcohol and drugs)?

Emotional/Behavioural Development

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.

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 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, 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 the child 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 AND SOCIAL RECREATIONAL ACTIVITIES

Possible questions for the child:

Education

How do you get to and from school? How is this working?

What do you enjoy most about school?

Do you feel you belong/fit in?

Is there anything about school that you would like to change?

Do you feel you are treated fairly at school? By school staff? By peers?

Who helps you with your school work? How is this working?

Who knows you the best at school? What does s/he notice about you?

Do you have a safe place to go at the school if you need to?

School transitions – What do you need to feel the most comfortable in your new school?

Social/Recreational Activities

What things do you like to do? What are your interests and hobbies?

Who is interested in what you do?

What sports, clubs or other activities are you involved in?

Is there anything you would like to be different?

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

Education

What is the child's school/preschool/child care attendance? If the child is not attending what is getting in the way?

What does the child's teacher or other educational support 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?

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

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

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

School transitions – What plans need to be in place to support the child to transition to a new school?

What are the caregiver(s) hopes/expectations in relation to the child's educational achievement?

Social/Recreational Activities

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

What efforts have been made to engage the child in extra-curricular social recreational and cultural activities of his/her choice? How was the child involved in choosing these?

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?

Are the child's choices regarding classes respected?

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

Do you feel welcome in this home?

What would need to be different for you to feel more welcome?

Do you know why you are in foster care?

What is your understanding of the role of your caregiver(s)?

What do you say when people ask questions about your family or why you are in foster care? Do you want help with this?

Do you feel safe?

Do you feel able to express yourself in the home?

Who do you talk to when you need something?

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

Who spends time with you working on your school work?

What do you do once you get home from school or on the weekends?

What are the rules and expectations in your foster home? What happens if these aren't followed?

How do you know your caregivers care about you?

What do you like about where you live? What would you like to be different about where you live?

How do you get along with the people that you live with?

What would you like to be different in your relationship with the people that you live with?

If there has been or will be a move

Do you know the reason 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?

Who would you like to stay in contact with? What would that look like?

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

Placement

How do the caregivers show affection to the child?

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

Does the child regularly spend time away from main caregivers?

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

How do the caregiver(s) describe their relationship with the child?

How is the caregiver(s) supporting the child to feel safe and secure?

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

How does the caregiver acknowledge the child's strengths?

How does the caregiver acknowledge the child's cultural and/or religious identity within the home?

How does the caregiver provide opportunities for the child to eat traditional foods specific to culture?

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 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 placement?

How does 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 tasks/chores do you do regularly?

What else do you want to learn to do?

What do you want to do when you grow up?

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

If the child has a disability or health condition that impacts independence, describe the plan to develop self-care and independence skills.

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

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

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

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?

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)?

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

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 PLAN

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Adoption Placement:

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?

54.1 Placement:

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)?