

LIFEBOOKS

CONTINUUM OF CONTACT

<u>Level A</u>	<u>Level B</u>	<u>Level C</u>	<u>Level D</u>	<u>Level E</u>	<u>Level F</u>	<u>Level G</u>	<u>Level H</u>
SW discusses ideas, importance of and protocols for preparing and developing the LifeBook. An example of a LifeBook is shown at the initial Family Team Meeting. The SW continues to remind the FP and BP about the process. The SW encourages both the FP and BP to gather LifeBook items.	The SW facilitates time during visits with both the FP and BP in reviewing and updating the child's LifeBook. The FP calls the SW with requests for background information needed about the BP for the LifeBook.	The foster parent and birth parents review and work on the LifeBook during visits. Information needed from the BP is discussed. The FP makes direct requests to the BP for the information to put in the book.	The FP and BP arranges a time to review the LifeBook in an extension of the BP and child visit. Information is shared freely between both sets of parents regarding the development of the LifeBook.	The FP leaves the LifeBook with the BP during visitation so that the family can review it together. All discussions regarding the LifeBook are between the FP and BP.	Same as E.	Same as E. The FP and BP arrange a time to meet at a neutral site to work on the LifeBook with the child.	Same as G.
<p><u>Roles and Responsibilities of FOSTER PARENTS</u></p> <p>To agree to actively participate in the development and maintenance of the child's LifeBook. This includes taking pictures of the child during special events, saving art projects for the Book, keeping report cards and homework, etc. To approach BF with respect. Polite greeting, small talk about how the child is doing. To put the BP at ease, reduce defensiveness by FP's demeanor. To act in ways that speak to a helping relationship.</p> <p><u>Skills Needed of FOSTER PARENTS</u></p> <p>Ability to demonstrate empathy towards the child and BP; organize materials and develop/maintain the child's LifeBook; manage feelings towards the BP; listen to the child and offer support regarding the need for, and purpose of the LifeBook.</p>		<p><u>Roles and Responsibilities of FOSTER PARENTS</u></p> <p>Same as Level A-B. Willingly participate in joint visits with the child and BP to review and work on the Book. Interact with the BP, requesting items that would be fun to include in the Book. Ask agency to take photographs of child and BP (and with FP) at the visits. Collect Book at the conclusion of the visits.</p> <p><u>Skills Needed of FOSTER PARENTS</u></p> <p>Same as Level A-B. Ability to work with BP and child on the LifeBook; manage conflict and crises that may surface as a result of working together on the Book. Willingness to debrief the SW after visitation.</p>		<p><u>Roles and Responsibilities of FOSTER PARENTS</u></p> <p>Agree to meet at neutral location and/or invite BP to home to work Set ground rules prior to meeting, remind BP of the agreed upon r the activity when necessary. Debrief with SW both (+ and -) experi</p> <p><u>Skills Needed of FOSTER PARENTS</u></p> <p>Same as Level A-D. Ability to establish Ground Rules and to gent behaviors that contradict the Ground Rules. Ability to model appr parental behavior.</p>			
<p><u>CCBIT Competencies for FP</u></p> <p>All competencies as listed under the following are related to LifeBooks: Pre-Service: CORE 901, 902, 903, 904, 905.</p>		<p><u>CCBIT Competencies for FP</u></p> <p>Same as Level A-B and CORE: 535-4, 535-5.</p>		<p><u>CCBIT Competencies for FP</u></p> <p>Same as Level C-D.</p>			
<p><u>Roles and Responsibilities of SOCIAL WORKER</u></p> <p>Explain the importance of the LifeBook to the child's development. Discuss the type of items traditionally placed in the Book. Gain agreement from FP and BP to participate in the Books development and maintenance. Pass items from the BP to the FP.</p>		<p><u>Roles and Responsibilities of SOCIAL WORKER</u></p> <p>Be supportive to the child, FP and BP. Debrief with any or all three stakeholders as identified as needed.</p>		<p><u>Roles and Responsibilities of SOCIAL WORKER</u></p> <p>Same as Level C-D.</p>			
<p><u>Roles and Responsibilities of BIRTH PARENTS</u></p> <p>Agree to gather items for the child's LifeBook and to give these to the SW or bring to visits with the child. Demonstrate patience and control emotions. Express concerns or issues in an appropriate manner.</p>		<p><u>Roles and Responsibilities of BIRTH PARENTS</u></p> <p>Collect items to give to the FP for the LifeBook. Participate in review and work on the Book during visitations. Review the Book with the child. Demonstrate patience and control emotions. Express concerns or issues in an appropriate manner.</p>		<p><u>Roles and Responsibilities of BIRTH PARENTS</u></p> <p>Collect and bring items to give to the FP for the LifeBook. Participate in review and work on the Book during visitations. Review the Book with the child. Demonstrate patience and control emotions. Express concerns or issues in an appropriate manner.</p>			

Level I

The FP invites the BP to the FP home to work on the LifeBook together with the child.

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