



Hawaii Assures Nurturing and Involvement





`Ohana Time

SESSION 1-D



Training Agenda

- What is `Ohana Time?
- Child Welfare Service Policy
- `Ohana Time Preparation
- `Ohana Time Observation Activity
- `Ohana Time Challenges
- Frequently Asked Questions



Competencies and Objectives

- Resource Caregivers will be able to understand the benefits of 'Ohana time and creating a family connection between youth, siblings, parents, and extended family members.
- Resource Caregivers will be able to understand the policies and importance of 'ohana time.
- Resource Caregivers will understand special developmental considerations and challenges that could impact 'ohana time.



What is `Ohana Time?

- `Ohana time is considered family interaction time and not simply just a visit
- Includes ongoing connections such as phone calls, text, virtual calls, or other opportunities that take place outside of the in person visit
- The goal of `ohana time is to preserve the family connection between the youth, siblings, parents, extended family or community support



Benefits of `Ohana Time

- Strengthens and maintains relationships
- Affirms the importance of parents in the youth's life
- It provides an opportunity for parents to learn and practice new parenting skills
- One of the best predictors of successful reunification is the frequency and quality of visits between a child and his or her parents
- Allows the social worker involved to assess the parent-child relationship as well as the level of readiness for reunification





Child Welfare Services Policy



Child Welfare Service's Policy

- Promote positive, safe, and non-blaming connections between the child, his/her parents, caregivers, & siblings
 - Permitting or withholding visits shall never be used as a reward or punishment for the parent or the child
- `Ohana time plans are meant to be fluid and become less or more restrictive as the case plan moves along
 - As the parents demonstrate increased protective capacities, the level of supervision should decrease as a natural transition to reunification





Discussion

- What moment(s) really stood out for you?
- What impact did it have on the children to have their resource caregiver & parent talking?
- What impact did it have on parents?
- Why do you think it made a difference?



`Ohana Time Plan

Caregiving Tasks: Feeding, diaper changing, assisting with laundry, running errands, bathing, homework, attend medical appointments, or school meetings

Event/Cultural Activities: Attend meetings/practices for sports or extracurricular activities, allow parents to be involved with prom, pictures, etc.

Leisure: Playing games or age-appropriate toys, doing crafts, family activities/events, spending quality time with children



Levels of Supervision

Highly
Structured

“Supervised at all times”

Moderate

“Within eye contact”

Intermediate

“Pick up and drop off”

Unsupervised

“No supervision”



Who can Supervise?

- The Child Welfare Team
- Contracted providers
- Resource Caregivers
- Adult Relatives/Family friends



What are the responsibilities as a Supervisor?

- Support parents and children to have a safe and positive time together
- Ensure safety, including transportation issues regarding proper car seat equipment and usage, seat belts, etc.
- Discuss ideas and possible activities with parents for your `Ohana Time if possible
- Provide feedback on `Ohana Time to CWS—positives and challenges/concerns, including any safety concerns by using the `Ohana Time Observation Form



Discussion

Who can support you with `ohana time?

Are you supervising `ohana time?

What are some concerns or issues?

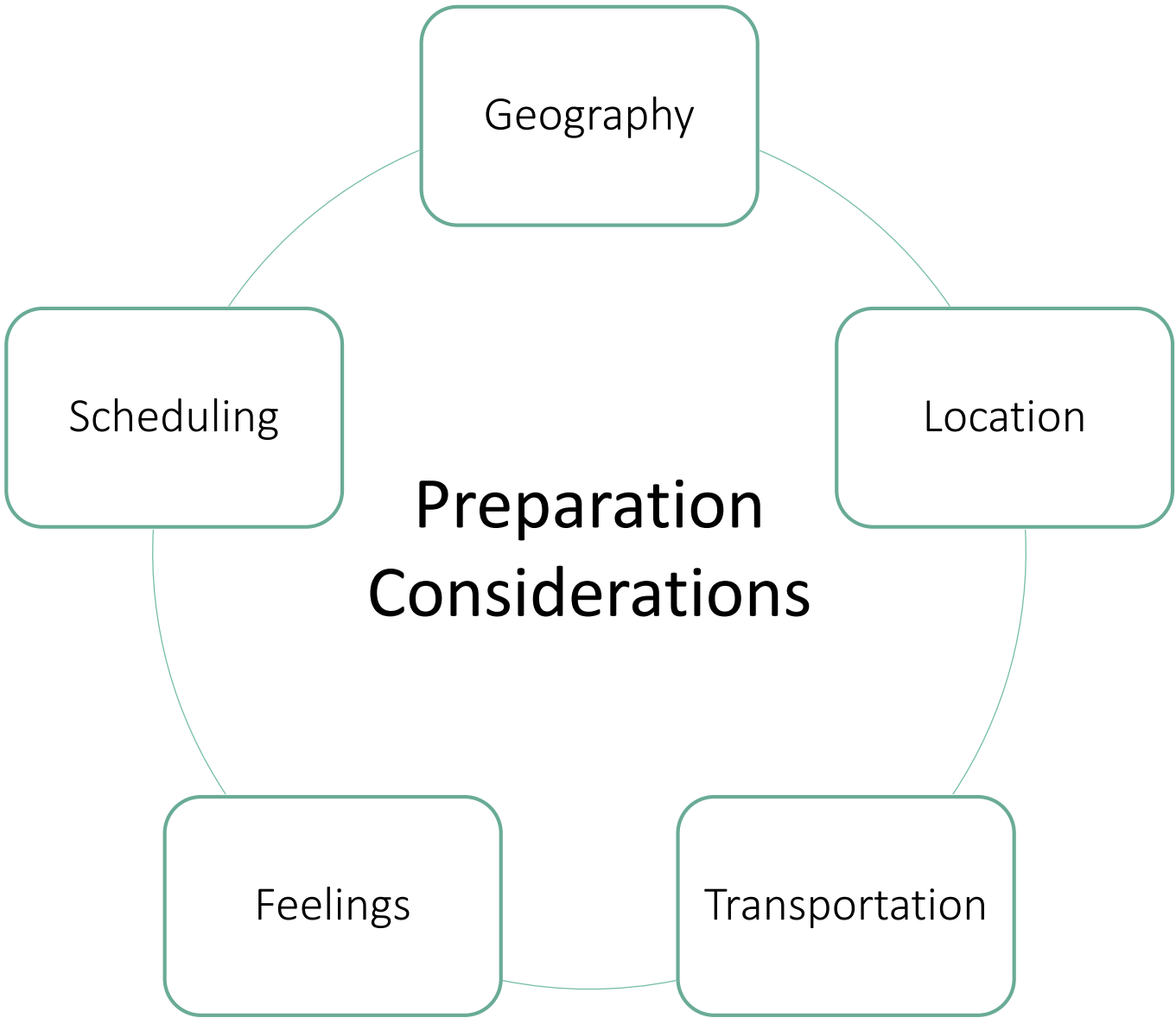
What are parents doing to connect with their children?





`Ohana Time Preparation





Developmental Considerations



Infants and Toddlers

- They benefit from more frequent visitation.
- Be aware of the child's naptime and daily schedule to avoid challenges.
- Close proximity to the attachment figure is the goal of attachment seeking behaviors in very young children.

School Age Children (4-7 years)

- Face-to-face visits should be supplemented by telephone calls, face time, and the parents' attendance at events occurring in the child's life.
- Their need is for the caregiver to be available rather than in close physical proximity.



Developmental Considerations



School Age Children (8-12 years)

- Older children may need less frequent visitation however maintain their sense of connectedness to their parents.
- Visits should be adjusted around the child's life to incorporate school activities, sports games, medical appointments, and birthdays.

Adolescents (13-17 years)

- The older adolescent should be given a larger voice in visitation.
- The relationship with parents becomes highly ambivalent as he/she develops autonomy from adults.



Other Considerations

Therapeutic supervision

- Combines family therapy and parent interaction/training that is both educationally and therapeutically based.

Youth's Schedule

- Routine
- Services
- Extra Curricular Activities
- Working




Guiding Principles of `Ohana Time

1. Positive and Safe
2. Strength-Based
3. Culturally Responsive
4. Inclusion of Siblings
5. Part of the Family Service Plan
6. Created with Stakeholder Input
7. About Relationships and Teamwork
8. Multifaceted
9. A Right, Not a Privilege



'Ohana Time Observation Form

- Opportunity to observe youth and family
- Each visit is critical



'Ohana Time (OT) Observation Form

Family Case Name: _____		Family Case Number: _____	
Date: _____	Time: _____	Length of 'Ohana Time: _____ hours	
Location: _____		'Ohana Time: <input type="checkbox"/> Cancelled <input type="checkbox"/> No show	
Reason: _____			
Name and Role of 'Ohana Time Supervisor: _____			
<input type="checkbox"/> DHS staff: _____		<input type="checkbox"/> Provider: _____	
<input type="checkbox"/> Resource Caregiver: _____		<input type="checkbox"/> Relative (if not Resource Caregiver): _____	
<input type="checkbox"/> CASA or GAL: _____		<input type="checkbox"/> Therapist: _____	
<input type="checkbox"/> Other: (please specify) _____			
Names of Children:		Names of Participants & Relationship to Child:	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
If siblings are in different placements, did they all participate in this 'Ohana Time? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Primary Language of the Family? _____			
Ethnicity/Culture of the Family? _____			
1. ARRIVAL	Time parents arrived: _____ <input type="checkbox"/> On time <input type="checkbox"/> Early <input type="checkbox"/> Late		
	Time 'Ohana Time supervisor arrived: _____		
2. 'OHANA TIME			
Did the parent prepare activities for the 'Ohana Time? If parents planned or brought something to the 'Ohana Time, what did they plan or bring? Check all that apply and specify:			
<input type="checkbox"/> Toys: _____		<input type="checkbox"/> Picture taking, viewing: _____	
<input type="checkbox"/> Arts/Crafts: _____		<input type="checkbox"/> Baby items: _____	
<input type="checkbox"/> Books: _____		<input type="checkbox"/> Video games/movies: _____	
<input type="checkbox"/> Food: _____		<input type="checkbox"/> Other activities: _____	
Notes: _____			
3. CLOSING OF 'OHANA TIME		Time parents ended: _____ <input type="checkbox"/> On time <input type="checkbox"/> Early <input type="checkbox"/> Late	
How did the 'Ohana Time end between the child(ren) and parents?			
<input type="checkbox"/> Ready with a ritual to try to end positively and to look forward to the next time			
<input type="checkbox"/> Parent worked with 'Ohana Time Supervisor and took cues to end positively			
<input type="checkbox"/> Challenging end			
<input type="checkbox"/> Other (specify): _____			



'Ohana Time Observation Form

1. General Comments — Please consider these questions in filling out a-d below:

- | | |
|---|--|
| <input type="checkbox"/> How did the child(ren) relate to the parent? | <input type="checkbox"/> How did the parent relate to the child(ren)? |
| <input type="checkbox"/> Was the parent able to set limits? | <input type="checkbox"/> How did the child(ren) respond to the parent? |
| <input type="checkbox"/> Did the parent demonstrate healthy attachment with the child and being nurturing and caring? | <input type="checkbox"/> Did the parent demonstrate good knowledge of the child's development and providing good care? |

a. Strengths:

b. Direction or feedback you provided to the parents or children during or after 'Ohana Time:

c. Challenges or concerns:

d. Issues needing to be addressed with the parents or children by the caseworker:

2. Ideas that would help to strengthen future 'Ohana Time

'Ohana Time Supervisor's Name

'Ohana Time Supervisor's Signature and Date

Date Copy Sent to DHS Unit

- Youth able to relate to parent
- Was parent able to set limits
- Did parent demonstrate healthy attachment with child
- Was parent nurturing/caring
- How did parent relate to children
- How did youth respond





`Ohana Time Challenges



'Ohana Time Challenges

- Late or No Show

If parents are more than 15 minutes late, the person supervising the 'ohana time shall call the parent to determine his/her whereabouts and estimated time of arrival

- Intoxicated or Inebriated

Youth have the right to see their parents unless otherwise determined by the court

- If posing an immediate safety concern then discuss the concern or issue with the CWS team

- If the child expresses that he/she does not want 'ohana time, please discuss it with the CWS team

- 'Ohana time shall not be canceled in situations where the parent is difficult to work with



`Ohana Time Challenges

- If parents are unable or unwilling to meet the conditions in the `ohana time plan, please concerns to the social worker
- `Ohana time shall not be seen as a reward or condition for compliance
- The decision to suspend `ohana time must be approved in writing by the social worker's supervisor and section administrator
- Termination of the `ohana time must be approved by the court



After `Ohana Time

- Allow time for transition
- Make time for the youth to process
- Have a back up plan
- Keep schedule open
- Provide comfort to the youth if requested
- Anticipate difficult behaviors
- Separation, loss, and grief may occur



GROUP ACTIVITY

You are fostering your three nephews who have 'ohana time every Tuesday at 3pm with their father at the park near your home. The father is your brother, he's homeless, and is struggling with substance use. He's missed 'ohana time the last 3 times. You have brought your concerns to the social worker however they cannot change the plan due to it being court-ordered.

How can you continue to support `ohana time?

What kind of support would you need?



GROUP ACTIVITY

The birthmother of your 3-month baby comes to for `ohana time appearing to be intoxicated. According to the judge during the court hearing last week, `ohana time is to continue.

How can you continue to support `ohana time?

What kind of support would you need?



GROUP ACTIVITY

Your 14 year old teen has been living in your home for 6 months and 'ohana time just started with her parents. She sees her mother twice a week and started acting out toward you and others in your home.

How can you continue to support 'ohana time?

What kind of support would you need?



Other Ways to Support `Ohana Time

When caregivers are not supervising `ohana time they can offer support in the following ways:

- Providing transportation
- Preparing the child and helping with the transition after the `ohana time
- Having a positive and supportive relationship with the parent, mentoring, and facilitating ongoing communication to ease the anxieties of both child and parent
- Notifying the social worker of parents' protective capacities and challenges, child's adjustment, etc



Frequently Asked Questions

QUESTION: *If the resource caregiver has a vacation planned, do you need permission from the birth parent?*

ANSWER: Unless parental rights are terminated, birth parents retain some rights over their children's lives. Vacations or trips planned by the resource caregivers need to be communicated with the social worker and approval from the court.



Frequently Asked Questions

QUESTION: *Are resource caregivers expected to support a youth's contact with a birth family?*

ANSWER: Yes, a resource caregiver is required to support a youth's relationship with their birth family. The level of contact will depend on the case plan.



Frequently Asked Questions

QUESTION: *Are resource caregivers required to give out their phone number to birth parents?*

ANSWER: No, your permission is needed before your phone number is given out. In some cases there may be safety concerns.



Frequently Asked Questions

QUESTION: *If a youth is showing increased behavior problems immediately before or after a visit, does that mean that visits should stop?*

ANSWER: When children visit their parents, often they are reminded of separation or grief. They may feel a mix of loneliness, fear, confusion, and anger. This is to be expected and resource caregivers should prepare for these reactions. If behaviors get extreme or violent, then the social worker should be notified immediately.



Frequently Asked Questions

QUESTION: *Do resource caregivers have to support the 'ohana time schedule even if they don't agree with the plan?*

ANSWER: A resource caregiver is expected to support a child's relationship with their family and should be familiar with the 'ohana plan. If the resource family has specific concerns, it should be reported to the social worker.



Frequently Asked Questions

QUESTION: *Is it okay for resource caregivers to arrange ‘ohana time with a child’s relative, without expressed permission of the social worker as long as that relative is not the one who abused or neglected the child?*

ANSWER: If you exercise reasonable prudent parenting standard then youth should be able to see their relative. If an unknown relative or friend contacts you to have visits with the child, speak with the social worker.



QUESTIONS?



A stylized map of the Hawaiian Islands is centered on a light blue horizontal band. The islands are rendered in a light brownish-grey color. The word "Mahalo!" is written in a simple, black, sans-serif font on the left side of the blue band.

Mahalo!

