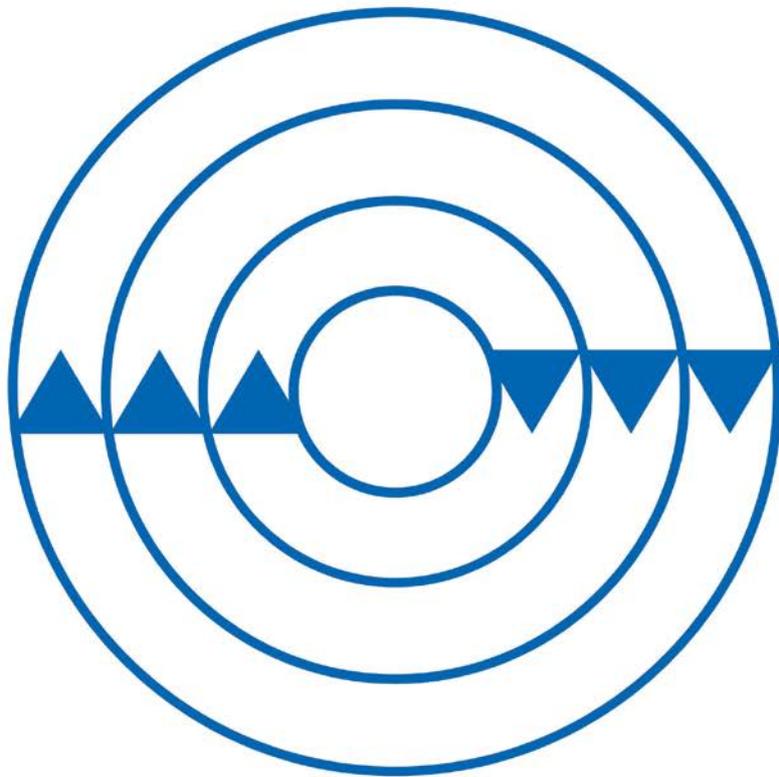


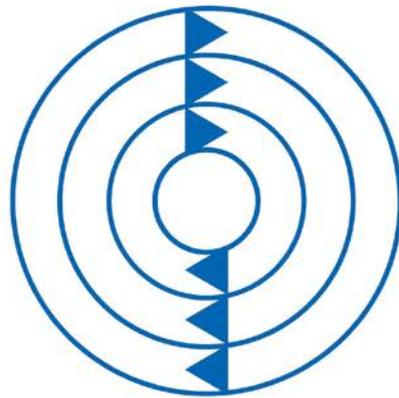
process

CHAPTER

2



step 4 case closure

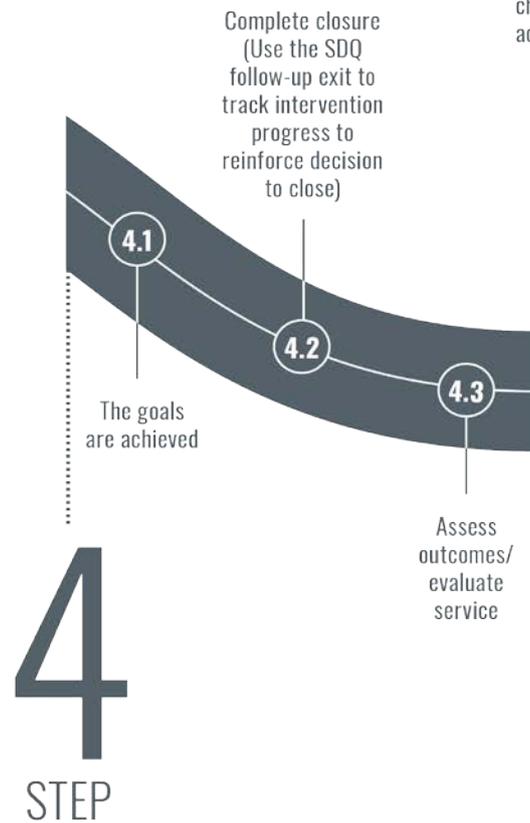


STEP 4. CASE CLOSURE

Case closure needs to be carefully managed. As well as being an administrative step, it is a process of disengagement that may be difficult for everybody.

Note

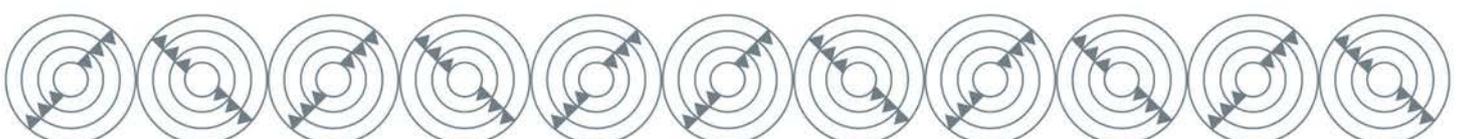
- Record all relevant information at each stage of the process
- Interaction/engagement with child and whānau across entire process



our process

Key points:

- The child should know who to turn to if they need help.
- The parent/guardian and family/whānau should be aware of what options are available for assistance.
- All achievements should be acknowledged.
- The effectiveness of the SWiS service is to be evaluated.



THE PROCESS

Closing the case

At some point, the case will have to be closed. Ideally, this is when the goals have been achieved and the child and their parent/guardian and family/whānau are ready to move on.

The case may also be closed when:

- the family/whānau move to another locality
- the family/whānau withdraw from the service
- there is mutual consent that the parent/guardian and family/whānau should withdraw – possibly due to continual lack of progress
- the child no longer has access to the SWiS service (e.g. no longer goes to a school/kura with SWiS)
- the child is working with another agency.

Preparing for closure

Closing the case is an important step that should be carefully managed, even when goals have been achieved. Everybody involved in the partnership needs to be clear that this is the end of the SWiS service relationship.

How and when you introduce the idea of closing the case and ending the SWiS relationship and service will need to be managed differently for each case. You should have a feel for how well the child and family/whānau will adapt to change.

Note: When you have decided you will be closing the case apply the SDQ. This will help to reinforce your decision.

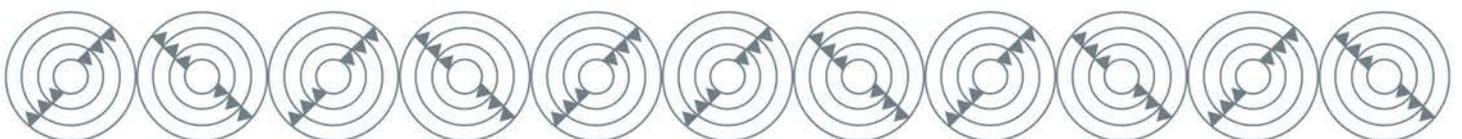
This is a time to emphasize the strengths and abilities of the child and family/whānau and to reinforce what progress has been made. Acknowledge achievements by reviewing the goals and overall objectives.

It may be that there are still issues outstanding, or that there is a possibility of recurrence. Address these concerns by reminding the parent/guardian and family/whānau of strategies they have already developed or directing them to agencies that may be able to help in the future.

The child and family/whānau should not feel abandoned or vulnerable as a result of this change.

The child and family/whānau are to evaluate how helpful the service has been. This is to be recorded. Oranga Tamariki and a Social Services Accreditation Assessor may request an additional evaluation.

NB: The child and family/whānau evaluation is reflected in the 'quality measures' of the provider return report.



Referrer and other key players are advised and feedback sought from the school/kura and other relevant services to assess positive outcomes.

Exiting

The progress reviews (including SDQ) have identified goals/interventions have been met with mutual agreement between parent/guardian and social worker to exit:

- Celebrate the success of completion.
- Case is updated and closed.
- Complete evaluation of the service.

Transfers

When a family/whānau advises that they are moving to another area, the social worker is to encourage the family/whānau to transfer to the SWiS service in their new location if there is a service available and they still meet the criteria.

The following is the link to the Family Services Directory resource to assist in finding SWiS provider locations

<https://www.familyservices.govt.nz/directory/>

The following steps should be taken in transferring a SWiS client:

- Family/whānau consent for a transfer referral to new SWiS be made.
- New service provider is contacted and agrees to transfer; if unable to accept advise the reason for non- acceptance, and suggest an alternative agency to link whānau with.
- Social worker completes transfer/exit summary and send to new SWiS provider within 10 working days.
- If there is no SWiS provider suggest alternative agencies (and with consent send onward referral/s).
- If the transfer is accepted it is important that continuity of the service is maintained.
- Social worker will inform/check with Oranga Tamariki social worker that transfer has occurred.

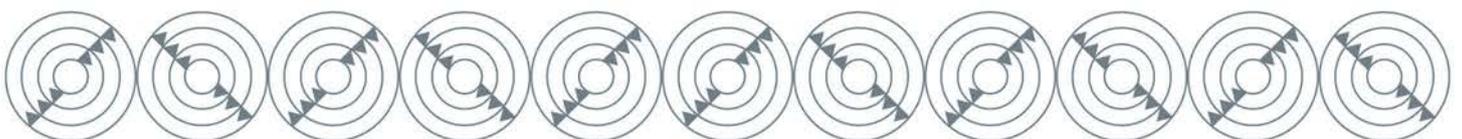
Children in Care of Oranga Tamariki

Where a child is transferring SWiS providers the Oranga Tamariki Social Worker will liaise with the Oranga Tamariki Site the child is transferring to:

- The new Oranga Tamariki site will contact the new SWiS provider to confirm transfer.

If future need arises

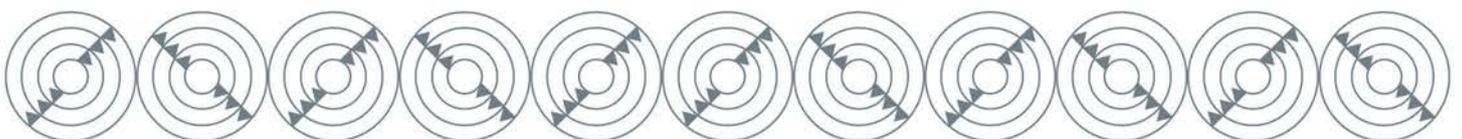
The child needs to know they have someone to turn to for help. This may be a family member, a teacher, or you as a social worker. The family/whānau should be clear about options for further assistance: knowledge whether they can return to the SWiS service, have details of other agencies that may be able to help.



APPENDIX 1

This table shows the key players and their responsibilities for this step of the process.

KEY PLAYERS	RESPONSIBILITIES
Social worker	<ul style="list-style-type: none"> • Be clear that this is the end of the social worker/child relationship. • Ensure the child knows who they can turn to for help. • Inform the parent/guardian and family/whānau of other options for assistance available to them. • Acknowledge the achievements made in the course of the relationship.
Parent/guardian and family/whānau	<ul style="list-style-type: none"> • Be clear that this is the end of the social worker/parent/guardian relationship. • Be aware of other options for assistance available to them. • Attempt to resolve future issues independently.
Provider	<ul style="list-style-type: none"> • Ensure all cases are closed within appropriate time frames.
Professional supervisor	<ul style="list-style-type: none"> • Provide guidance to the social worker regarding best practice, maintaining boundaries, and child/worker safety. • Ensure all cases are closed within appropriate time frames.
Teacher	<ul style="list-style-type: none"> • The teacher should keep an eye on the child and support them when necessary, as they are transitioning out of the SWIS service.
Referrer	<ul style="list-style-type: none"> • This person should continue to support the child in achieving positive outcomes.



APPENDIX 2

This table shows the key documents for this step of the process.

DOCUMENT	WHAT IS IT FOR?	WHO CAN VIEW THE DOCUMENT
Plan (there may be several plans, depending on the situation)	Serves as a reminder of the objectives and goals that have been met in the course of the relationship.	<ul style="list-style-type: none"> • Child • Social worker • Parent/guardian and family/whānau • Provider • Professional supervisor • Social Services Accreditation Assessor
File/case notes	Will provide a narrative around the journey the child has been on.	<ul style="list-style-type: none"> • Child • Social worker • Parent/guardian and family/whānau • Provider • Professional supervisor • Social Services Accreditation Assessor
SDQ process	The SDQ post report will show the changes in the client since the beginning of the case.	<ul style="list-style-type: none"> • Child • Social worker • Parent/guardian and family/whānau • Provider • Teacher • Professional supervisor • Social Services Accreditation Assessor

