



Virginia Department of Social Services

people helping people

Social Services' Response to COVID-19: Connecting, Communicating, Collaborating in a Virtual Word

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Agenda

2

Shared Response and Experiences: VDSS, LDSS

- Connection
- Communication
- Collaboration

Ongoing Needs



Leveraging Roles

3

VDSS

Address
policy
Guidance
Training
Resources

LDSS

Deploy
resources,
tools and
guidance
Provide
services



VDSS/LDSS Service Response to COVID-19

4



Connections- Policy/ Data/ Training

5

Establishing
Essential Personnel
(Emergency
Responders)

Virtual Visits
Doxy.me

Guidance
Changes/FAQs

Teleworking
Support

18 Regulatory
Waivers

Weekly Data
Analysis

Foster Parent
Payments

Collaborations:
VDOE, CIP, DBHDS-
DJJ-DMAS,
Advocacy Partners

Converting In-
Person Training to
Virtual Training
Options

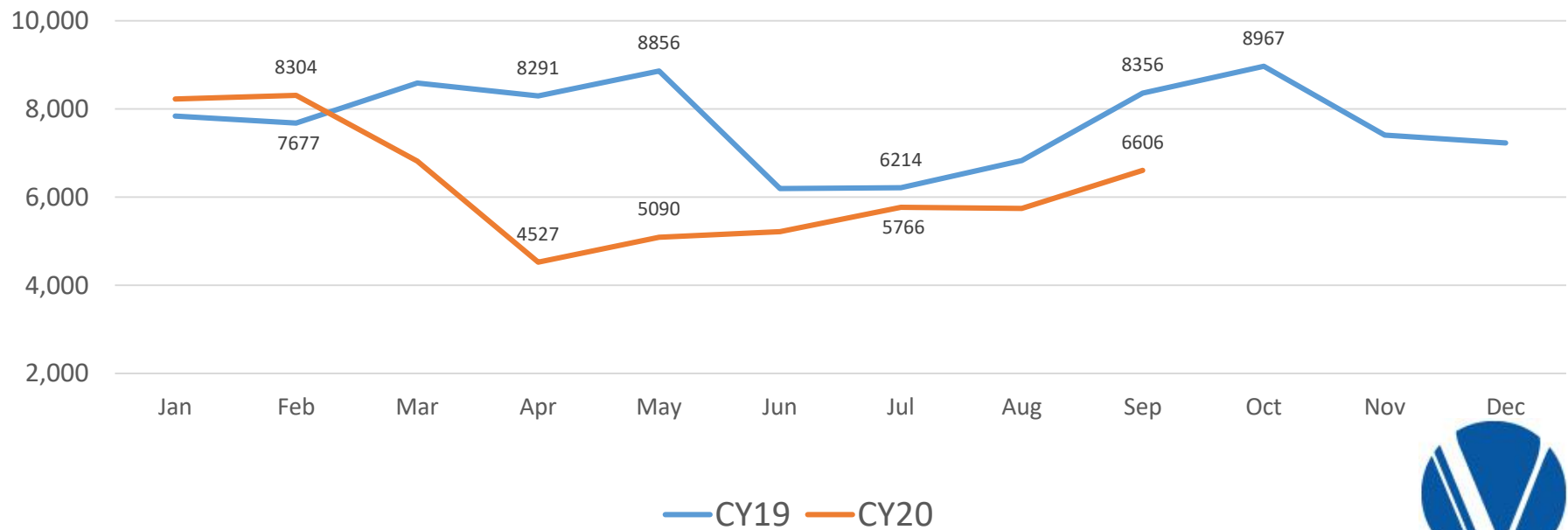
Data Analysis- Hotline

6

Preparing for back to school increase in calls to the hotline



Statewide Monthly Referrals

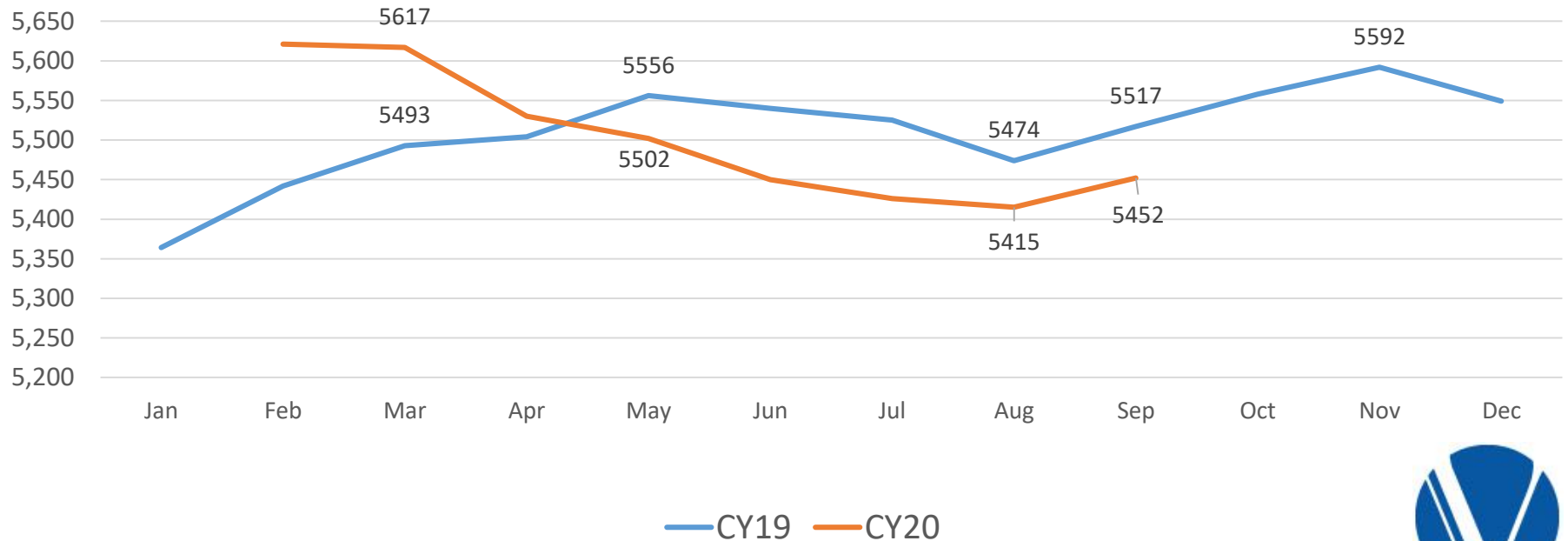


Data Analysis- Foster Care

7



Statewide Total Children in Care, by Month (point in time)



Practice Tools: Home Visit Screening Tool & Guides

8

Tips for Home Visiting

Preparing & Arriving for a Visit

Follow "COVID-19 Home Visiting Screening Flowchart" to determine whether to proceed with a visit.

What to Bring

- ✓ Face masks and gloves (personal protective equipment) if available.
- ✓ Bring only the items necessary for the visit into the home.
- ✓ Store personal items securely in your vehicle prior to arriving at the location.
- ✓ Avoid placing belonging on tabletops and counters that might have high levels of germs.

"Sanitary Tool Kit"

- Plastic bag that seals to hold materials
- Hand soap/hand sanitizer
- Paper towels (fold several into bag – do not take a whole roll)
- Disinfectant wipes

Cleaning & Sanitizing During and Between Visits

Washing Hands

(if no personal protective equipment is used)

Wash at kitchen/bathroom sink:

- Upon arrival
- At departure
- As needed

Use supplies brought in your "Sanitary Tool Kit."

Use hand sanitizer in situations where hand washing is unavailable or unreasonable.

Arrival and Greeting

Greet families verbally, being mindful of anyone else present (confidentiality).

Avoid physical contact:

- Handshakes
- Hugging
- When possible, maintain the recommended 6 feet distance between people, including children.

Avoid doorknobs, allow family members to open the door or use a barrier.

Consider speaking with people outside fresh air if possible.

Supplies

Clean and sanitize the following items between home visits and/or as needed:

- Cell phone
- Pen (dedicated to home visits)
- Name badge
- Clipboard
- iPad
- Any additional supplies

COVID-19 Home Visiting Screening Flowchart

PLEASE CALL ALL CLIENTS PRIOR TO VISIT to assess the following.

When you arrive at the client's door (or at an alternative location) for a field visit, please assess again by:

- Asking the questions below.
- Remaining at a distance of at least six (6) feet when screening.
- If no one in the home or in the visit is ill, proceed with the visit.
- If you are unable to enter home or conduct face to face visit, refer to Broadcast "Critical Information for FSS Regarding COVID-19" on Fusion.

1

ASK: Have you or someone else in your home been EXPOSED to COVID-19?

YES

Have you traveled to countries China, Iran, S. Korea, Italy, and Japan?

AND/OR

Have you had close contact with a person with a confirmed COVID-19 illness?

NO

2

ASK: Have you or someone else had SYMPTOMS in the last 14 days?

SYMPTOMS

Fever Cough Shortness of breath

3

ASK: If someone has had exposure or symptoms:

Client reports EXPOSURE & SYMPTOMS

Cancel Visit & Inform:

1. Cancel visit and make a plan to follow up and document.
2. Encourage the client to call their PCP for further assessment.
3. If client doesn't have a PCP, provide information on locations to receive care.
4. Provide client with the Coronavirus Call Center number 1-800-525-0127.
5. Notify your supervisor.

Client reports only SYMPTOMS

Cancel visit & Inform:

1. Cancel visit and make a plan to follow up and document.
2. Encourage the client to call their PCP for further assessment.
3. If client doesn't have a PCP, provide information on locations to receive care.
4. Notify your supervisor.

Virtual Worker Visits

To document virtual worker visits, OASIS and COMPASS/Mobile added a new picklist value under Purpose for Contacts and I&S: Worker Visit Virtual. Please note, that for service workers completing worker visits via videoconferencing select both Worker Visit AND Worker Visit Virtual values on the picklist.

Service workers should prepare the family for the virtual visit ahead of time by ensuring that the family knows what will be required of them (use "Preparing for a Virtual Worker Visit – Tips for Families").

Preparation for Workers:

- ✓ Review detailed instructions on day me (refer to day me [Broadcast](#)).
- ✓ Test the software to make sure it is working before beginning the virtual visit.
- ✓ Plan an outline of the items you want to discuss and see during the virtual visit.
- ✓ Go to a quiet, well-lit, distraction-free, and private area to conduct the virtual visit.

General Assessment

Assess the child's well-being:

- **Physical:** Identify creative ways to observe the physical condition of the child and assess for injuries (ask the child to back up from the camera and show the worker a dance move, jumping jack, etc. or have the placement provider plan a diaper or clothes change during visit); discuss any medical needs that the child has.
- **Emotional:** Ask about how the child and the family are coping with the changes in their life check in about the impact changes, how any needs are being met through telehealth, etc.
- **Behavioral:** Check in with the child and family/placement provider about any behavioral challenges and resources to address, continuing structure in the home; ask if the child has experienced any changes in their sleeping or eating habits, etc.; address child care/supervision needs and explore offering additional supports.

Assess the family/placement provider's well-being:

- **Financial stressors:** Ask about loss of job or income, unpaid bills, unexpected expenses, etc.
- **Substance use:** Ask about type and frequency of substances used and feelings associated with use, such as pain, fear, and grief during this time.
- **Domestic violence:** Ask about the presence of controlling behaviors, increased isolation, and fear.
- **Mental health:** Ask about exacerbated symptoms of depression, anxiety, or other mental health conditions.
- **Natural supports:** Ask about the availability of the family's natural supports.
- **Family:** Are utilizing to support their continued health and well-being.
- **Share updates:** regarding office and court status (closure, ability to hold meetings virtually, etc.).
- **Out-of-home placement (FC/kinship care):** Address visitation with the child's family and what support the worker may provide. Use the Virtual Family Time/Visitation Tip Sheet to discuss ways the visits can still be held and expectations for continued contact.

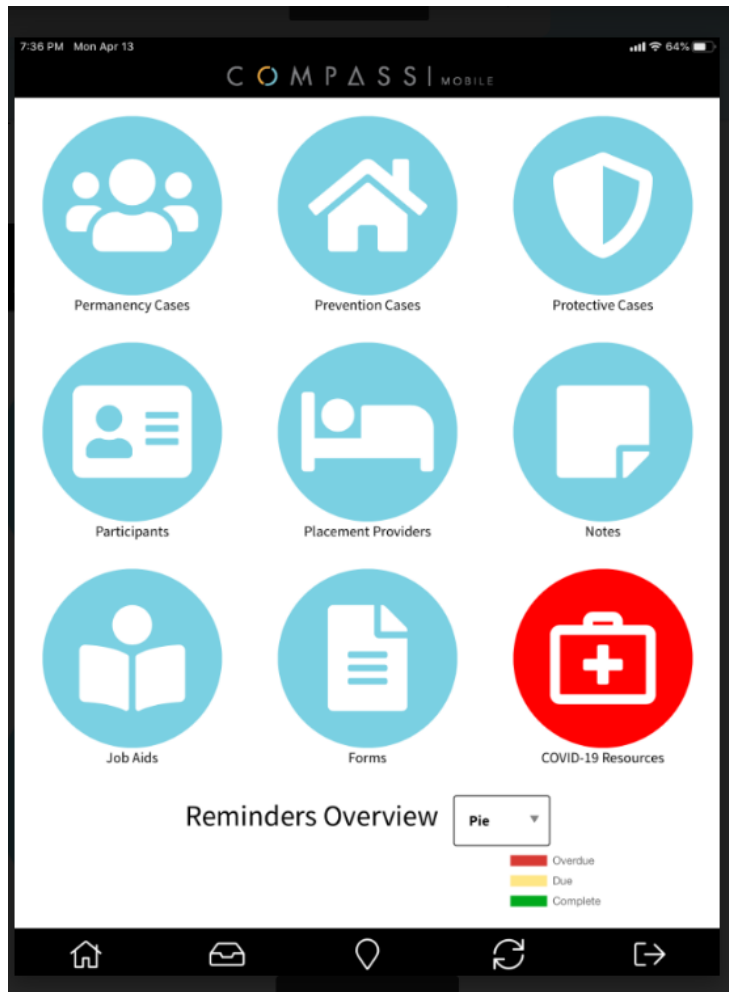
In-Home Services & Permanency

Spent time during the virtual visit with the caretaker (parent/guardian/placement provider) and child together and with each separately.

- Use the Monthly Worker Visit Checklist to help guide you through assessing safety, permanency and well-being (Permanency).
- Check in with the caretaker to ensure that the child's needs are being met during this time and that the caretaker is feeling supported.
- If parenting incapacity is noted due to suspicion of substance use, the worker needs to make immediate field and immediately testing to be completed in the field due to the caretaker's incapacity.
- Observe the interaction between caretaker and child. When conversation veers away from the child, be intentional about bringing the caretaker-child relationship back into focus.
- It is possible to "suspend" a current goal in an in-home service plan and work together with the caretaker on a new goal that has emerged in response to the current crisis.
- Be transparent about any delays this may cause in the child's case (whether finalization of a permanency plan like adoption or reunification, postponing a non-emergency placement, etc.) (Permanency).
- Address normalcy decisions and how the caretaker is supporting the child's normalcy, understanding that it may look differently right now (Permanency).

Worker Supports

9

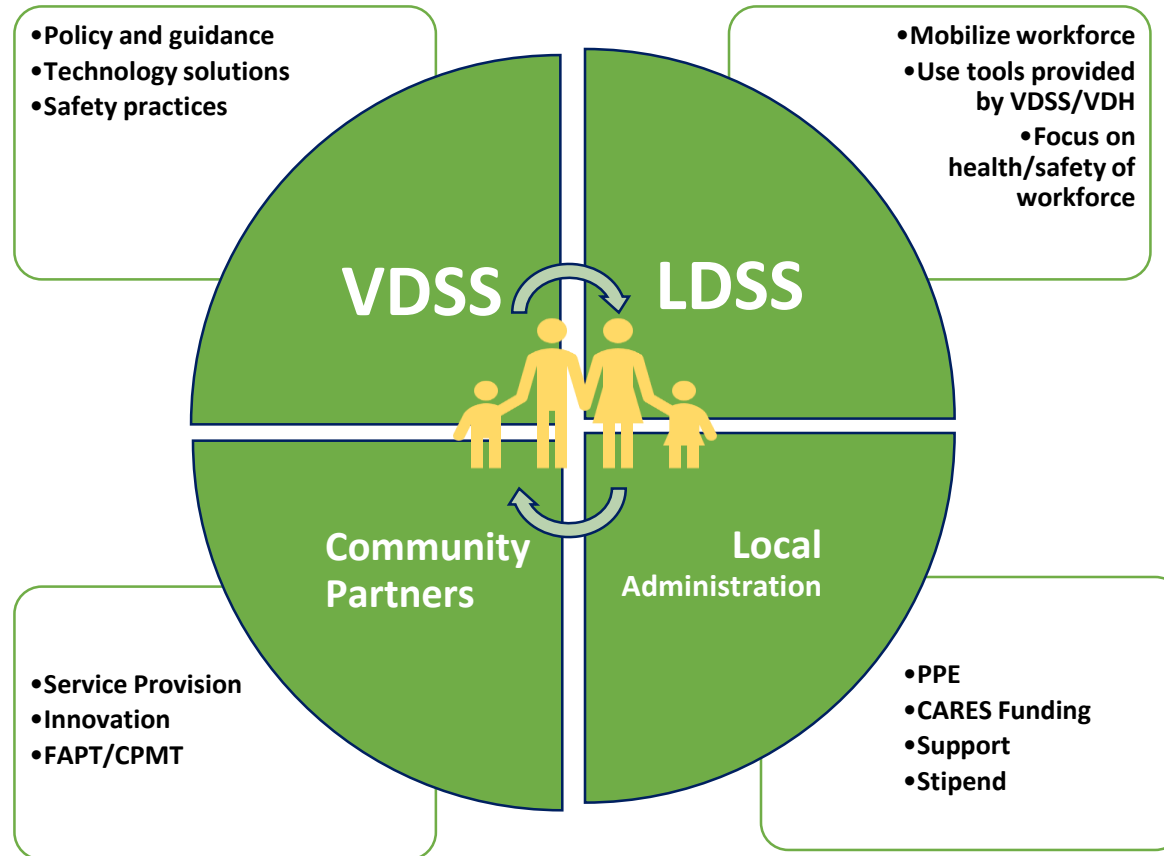


COMPASS MOBILE



Collaboration and Support

1





Focus Anchors



Child Safety, Permanency,
Wellbeing

Health and Safety of Workers



Collective Thinking

12

How has the LDSS transition to a virtual work enhanced the partnerships with LDSS, service providers and stakeholders?



Initial Sweep Assessment

1

Available Resources

Areas

- ✓ Adaptability of Child Welfare Staff
- ✓ Telework operational
- ✓ COMPASS

Growth

- CDC guidelines for worker safety
- Personal Protective Equipment
- Limit worker exposure and maintain focus anchors
- Child Welfare hard files
- Supervised visitation



Employee Morale

14

Virtual Teamwork Activities

Virtual Team Building

Employee Fund Committee hosted virtual game day

Hosted Zoom hop on sessions to discuss current topics

Flatten the curve not our spirits!!



Leading From a Distance

Vacancies filled quickly via Zoom

County Stipend to All Employees

Monthly conferences and staff meetings continued virtually without interruption

Leadership Team building trust in virtual performance

Virtual Meeting Expectations

Flexible Work Schedules



Family Time Innovation

15

- Visit outside at local recreation areas
- Doxy.me provided by VDSS
- Playground Grants



Collective Thinking

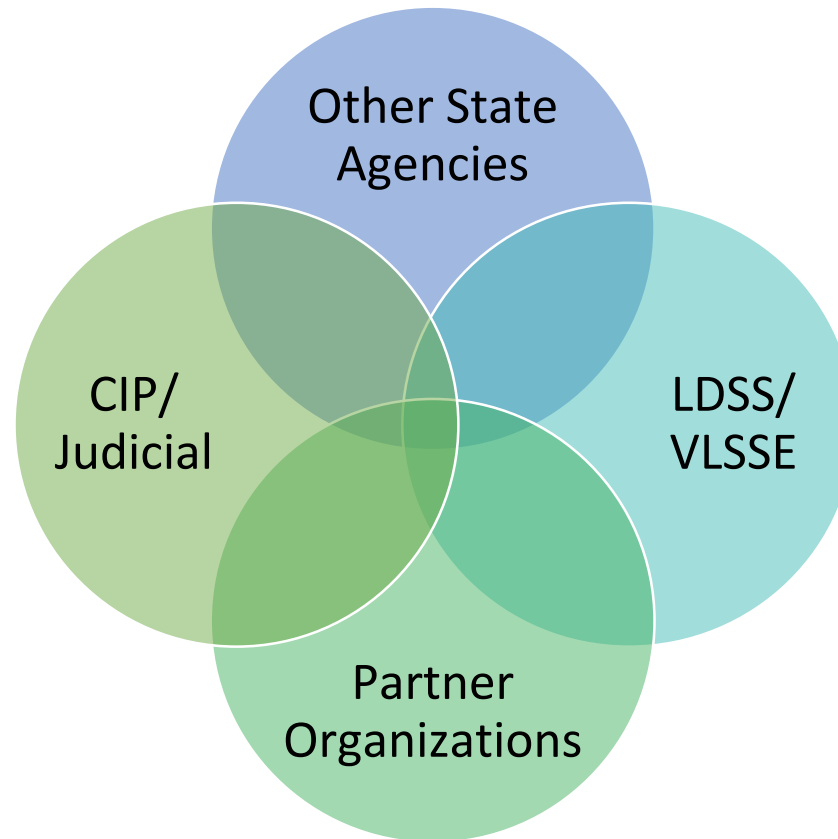
16

How has the LDSS transition to a virtual work enhanced the partnerships with LDSS, service providers and stakeholders?



Collaboration to Address Prevention, Planning

1



Proactively define and address shared concerns, leverage stakeholders' and partners' unique abilities, resources and agility to meet needs and attain common goals.



**LOCAL DEPARTMENT OF SOCIAL SERVICES
ABUSE/NEGLECT PREVENTION
COMMUNITY TOOLKIT
FOR COVID-19**

**VIRGINIA DEPARTMENT OF SOCIAL SERVICES –
DIVISION OF FAMILY SERVICES**



VDSS-VDOE Collaboration

19

Communicating with school personnel, families and communities to address reduction in hotline referrals and general need for increased prevention efforts.

March/April/Ongoing

Joint messaging regarding maintaining ESSA requirements (school of origin/school stability rights) during COVID.

May/June/Ongoing

Planning for joint agency support for teachers, LDSS, children, and families during a virtual school environment.

August/September/Ongoing

Ongoing COVID collaboration meetings to assess new needs, opportunities to partner.

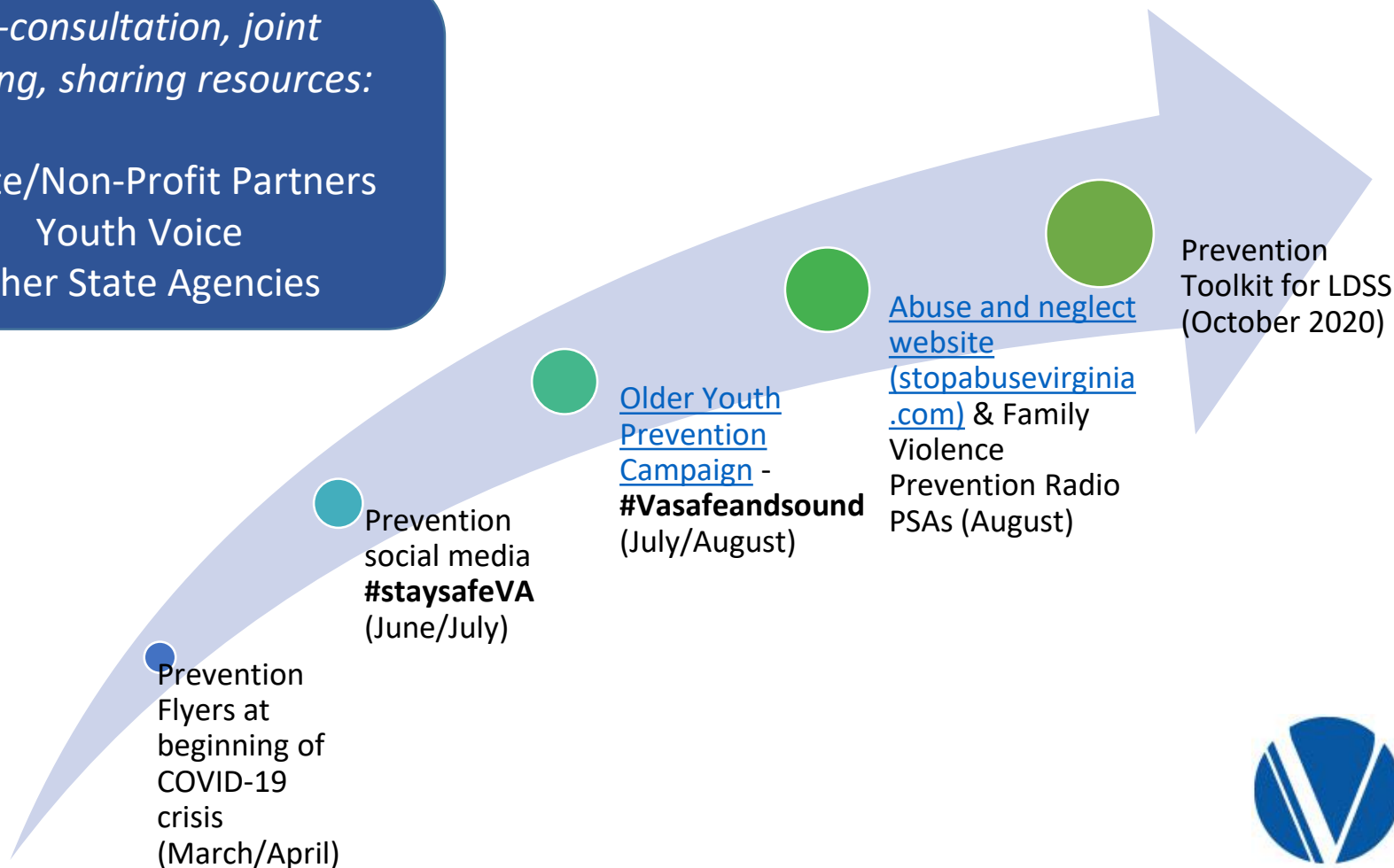


VDSS/DFS Prevention Campaign Timeline

20

Cross-consultation, joint messaging, sharing resources:

- Private/Non-Profit Partners
 - Youth Voice
- Other State Agencies



Communication: VDSS/Partner Outreach Flyers

21

GUIDANCE FOR TEACHERS AND COUNSELORS DURING COVID-19 AND OTHER CRISES

YOUR IMPORTANT ROLE AS A HERO FOR STUDENT WELL-BEING AND LONG-TERM ACADEMIC SUCCESS WHEN SCHOOLS ARE CLOSED

Teachers are a lifeline for many students. Your role is even more critical in times of crisis. The purpose of this tool is to provide guidance and support as you continue to be a role-model and champion for students.

Impact of Crisis on Students
With this current global pandemic, we are all feeling a collective stress. Stress can be helpful if it motivates us to take safety measures, and it can be tolerable if we use our healthy coping strategies. However, too much stress can overwhelm our nervous system and weaken our immune system leaving us at increased risk for anxiety, depression, decreased cognitive performance and infections. In addition, Adverse Childhood Experiences (ACEs), including child abuse and neglect, increase when caregivers experience stress and economic hardships. Since schools have closed, children have lost the safety net provided by caring teachers, counselors, and other personnel.

Your Role Now
You can continue to be a hero to students in this time of crisis and help mitigate the negative impact of traumatic events and stress; caregivers might not be able to do it alone. Prioritizing student safety and managing stress is critical to the well-being and long-term academic success of our students.

What You Can Do

- **Create safety:** Be evaluative, be compassionate, help students (and parents) create predictability and a feeling of control. Connect visually or audibly with students.
- **Provide social and emotional support to students (and families):** Be a student's support system. Help kids connect with each other. You can engage directly with parents as well.
- **Prioritize health and well-being:** Adding more stress will worsen a student's cognitive ability to adapt and learn, so consider the total academic workload you and your fellow teachers are asking of your students. Promote healthy sleeping, eating and exercise habits.
- **Identify children and families who need additional support:** Your ability to connect families or students to resources now can make all the difference. Mandated reporter duties do not stop because children are not in the classroom, but what you see may be different.

Child Well-Being Check

You may be one of the few adults who can check in on your student during this time, and you play an important role in supporting their well-being.

1. Is the child missing scheduled video meetings or office hours? Are you unable to connect with them via phone?
2. Have you heard or seen anything concerning or video, such as screaming, unsanitary housing conditions, or young children alone or being cared for by other young children?
3. Does your student appear tired, sad, nervous, disruptive, angry, etc. in video meetings, email exchanges, or phone calls?

If you answered yes to any of these questions or you are concerned about a student for any reason:

1. If you believe the student or family needs support and you have a school or district wellness or counseling office, follow your protocols for a referral. You may need to help the family make a direct connection.
2. If you don't have a place at your school to refer students or their families, refer them to a community based organization whose job it is to help people connect with resources.
3. If you believe child abuse or neglect is occurring, follow your school's reporting process, or contact your county child abuse reporting hotline.

NOT AN ACCUSATION – JUST THE START OF THE HELPING PROCESS

The helping process can begin with a phone call to a professional on one of our hotlines.

Virginia Child Abuse and Neglect Hotline:
800-552-7096

Adult Protective Services Hotline:
888-832-3858

Family Violence & Sexual Assault Hotline:
800-838-8238

Working together, we can protect the most vulnerable in our community.




VIRGINIA DEPARTMENT OF SOCIAL SERVICES
www.dss.virginia.gov/abuse

Older Youth Prevention Campaign

22



Anyone experiencing abuse or neglect deserves help. **Calling for help is the first step.**

If it doesn't look safe, sound safe or feel safe, know that we are here to help.

☎️ 💬 🕒

Child Protective Services:
800-552-7096

Adult Protective Services:
888-832-3858

Family Violence:
text **804-793-9999** or
call **800-838-8238**


VIRGINIA DEPARTMENT OF
SOCIAL SERVICES

#VA-safe-and-sound www.dss.virginia.gov/abuse



If someone around you is a threat to you or a family member's safety, please make a call for help.

☎️ 💬 🕒

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SOCIAL SERVICES

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#VA-SafeAndSound



If someone at home is hurting you or someone else, make a call for help.
We're here for you.

☎️ 💬 🕒

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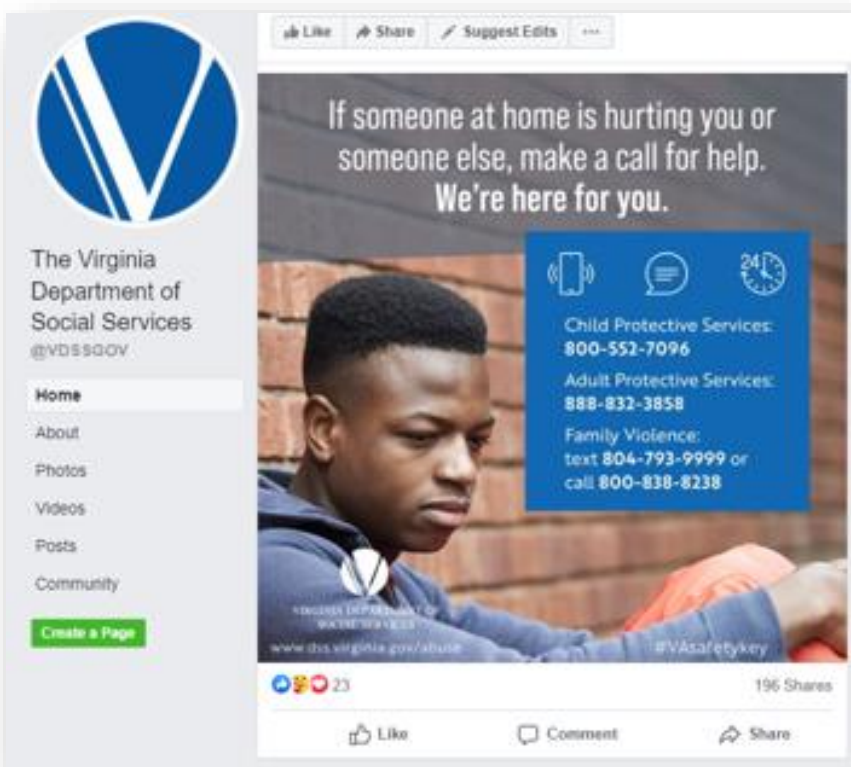
www.dss.virginia.gov/abuse

#VASafetykey #VA-safe-and-sound



Social Media Examples

23



Virtual Community

24

CPMT & FAPT

How do we
meet security
needs of
everyone?

Refuse
to use
Google
Meets.



No to
Zoom.



Collective Thinking

25

How do you see our new virtual environment impacting how we do our work together moving forward? What will be different?



Virtual Community

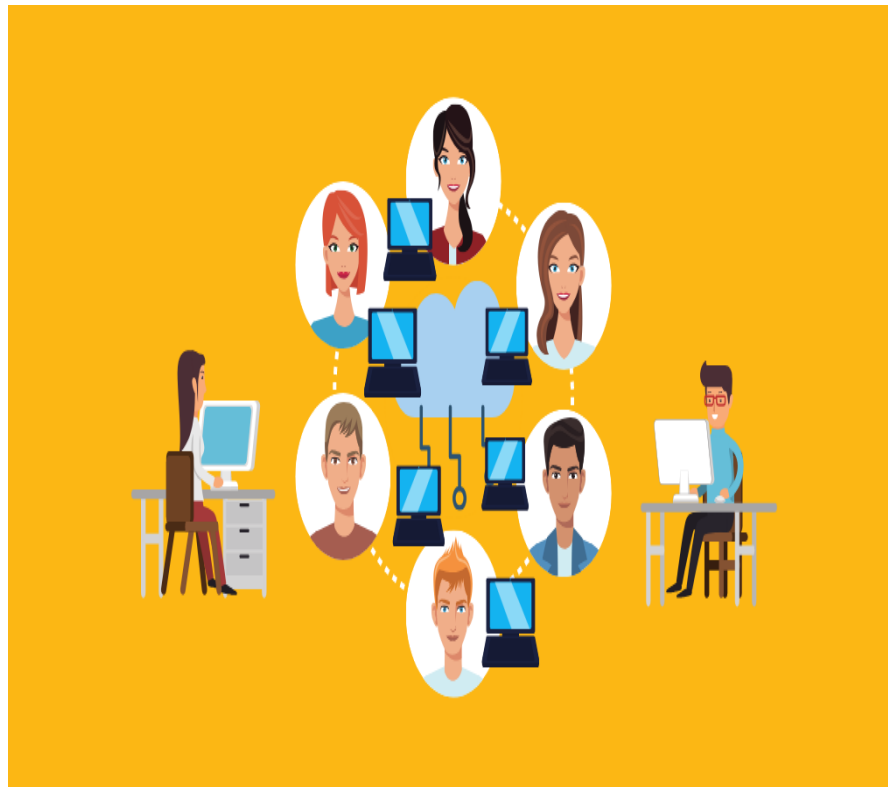
26

**We can do
VIRTUALLY
anything
together!**

Connectedness is paramount for service to our families.

Our providers connect through email, phone, virtual meetings.

FAPT & CPMT



Some court hearings are in person and some are virtual



Foster Parent Appreciation Parade.

Provided gift certificates to both Foster Parents and Foster Children.

Donated prizes from the community.



Virtual training opportunities



Closed Facebook group to quickly share resources & connect with other Foster Parents.

Collective Thinking

29

How do you see our new virtual environment impacting how we do our work together moving forward? What will be different?



Collective Thinking

30

Moving Forward

What does success look like to provide safety, permanency and well-being to children and families over the next year?

