



North Carolina Department of Health and
Human Services
Division of Social Services
Child Welfare Services

Worker Practice Standards

Communicating Practice Standards:

Using clear language and checking to assure two-way understanding

1. Ensure clarity when communicating
2. Adapt communication to family needs and preferences and provide consistent information to all family members who need it
3. Allow time to enhance two-way communication with families through questions and checks for understanding

Using respectful, non-judgmental and empowering language

4. Speak to families and youth in a non-judgmental, respectful manner

Operating with transparency and honesty

5. Clearly and openly expressing to youth and families what is expected from them and what they can expect from child welfare
6. Consistently tell the truth during difficult conversations in a way that promotes dialogue

Respecting confidentiality and privacy

7. Diligently respect confidentiality while sharing information when necessary and appropriate

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using clear language and checking to assure two-way understanding

Worker Practice Standards

#1 Ensure clarity when communicating

OPTIMAL

- Uses clear, specific, and understandable language in oral and written communication with all parties
- When possible, shares important information with families both verbally and in writing

DEVELOPMENT

- Uses language that is usually clear but sometimes is confusing or open to interpretation
- Usually shares information with families both verbally and in writing

INSUFFICIENT

- Uses language that is vague, confusing, or full of jargon and acronyms
- Fails to share written information with families or shares it without offering verbal explanations

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using clear language and checking to assure two-way understanding

Worker Practice Standards

#2

Adapt communication to family needs and preferences and provide consistent information to all family members who need it

OPTIMAL

- Considers family language barriers, preferences or literacy levels and tailors communications to needs or circumstances. Seeks out interpretation or translation resources when needed
- Uses individuals preferred gender pronouns
- Attends to youth's or families' language and uses their words when appropriate
- Asks families for their preferences in communication, e.g., how they want a form explained and in how much detail.
- Shares all appropriate information with individual family members and the family as a whole. Provides consistent information to all family members, acknowledging if information is changing

DEVELOPMENT

- Occasionally considers family language barriers or literacy levels and tailors communications to needs.
- Sometimes acknowledges individuals preferred gender pronouns
- Attends to youth's or families' language, but struggles to know when or how often to use their words
- Occasionally asks families for their preferences about communication
- Shares information both with individual family members as well as the family as a whole

INSUFFICIENT

- Uses language that is vague, confusing, or full of jargon and acronyms
- Fails to share written information with families or shares it without offering verbal explanations

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using clear language and checking to assure two-way understanding

Worker Practice Standards

#3

Allow time to enhance two-way communication with families through questions and checks for understanding

OPTIMAL

- Seeks to allow enough time with families for two-way communication
- When time is short, informs families of limits and is fully present during the time available. Schedules follow up meeting
- Actively listens to families. Reflects back what they have said and asks for confirmation.
- Asks questions that build on what families have said to get a deeper understanding
- Encourages and responds to questions from families. Confirms with families their understanding of what worker has said and clarifies when needed

DEVELOPMENT

- Tries to allow adequate time for two-way communication but sometimes is too hurried to do so
- Attempts to actively listen but only occasionally reflects back on what families have said.
- Questions sometimes build on what families have said.
- Occasionally invites questions and sometimes seeks to confirm families have understand what they heard

INSUFFICIENT

- Is often obviously in a hurry when talking with families
- Rarely actively listens and seldom reflects back on what families have said
- Worker questions rarely build on what families have said
- Seldom invites or answers questions from families, or requests families to say what they have heard

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Using clear language and checking to assure two-way understanding

Worker Practice Standards

#4 Speak with families and youth in a non-judgmental, respectful manner

OPTIMAL

- Conveys interest and respect through body language (e.g., makes appropriate head nodding, sits if families are sitting, acts at ease)
- Consistently uses objective, strengths-based language free of personal opinions and bias about families, their circumstances, or their behavior
- Regularly acknowledges and empathizes with the feeling's families express
- Regularly seeks out families' feelings and validates them

DEVELOPMENT

- Uses appropriate body language with families when talking, but remains reserved and/or on guard in families' homes (e.g., stands if they are sitting, seems nervous or jumpy)
- Attempts to use objective language regardless personal opinions
- Sometimes acknowledges the feelings families express

INSUFFICIENT

- Uses body language that does not convey interest and respect (e.g., buries self in notebook, constantly checking cell phone).
- Conveys negative judgments about families through verbal or non-verbal language, including use of slang
- Interrupts, talks over families

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Operating with Transparency and Honesty

Worker Practice Standards

#5

Clearly and openly express to youth and families what is expected from them and what they can expect from child welfare.

OPTIMAL

- Continually and clearly explains to families why child welfare is involved, what they can expect, and key decision points and timeframes. This includes age-appropriate explanations to children and youth in placement.
- Fully informs families of options and opportunities as well as seeks options from the family, while honestly acknowledging power differentials or limitations on choices when appropriate
- Follows through with commitments to families and acknowledges and explains when circumstances change.
- Sets timeframe for responses to family questions and follows through
- Answers all questions from families honestly, acknowledging when information cannot be shared.

DEVELOPMENT

- Consistently seeks to explain to families why child welfare is involved and what they can expect, but information is sometimes less clear or complete than optimal.
- Seeks to inform families of choices. Sometimes the options presented are incomplete or important limitations on families' choices are not acknowledged
- Attempts to follow through on commitments and explain when circumstances change.
- Usually follows through with family questions, but does not provide a timeframe
- Attempts to answer most questions from families but is not always straightforward about what cannot be shared.

INSUFFICIENT

- Fails to share clear information that families need about why child welfare is involved and what they can expect
- Fails to inform families of important options. Fails to be genuine with families.
- Fails to follow through on commitments or acknowledge changed circumstances.
- Is not sufficiently responsive or transparent in responding to questions from families.

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Operating with Transparency and Honesty

Worker Practice Standards

#6

Always tell the truth, including during difficult conversations, in a manner that promotes dialogue.

OPTIMAL

- Acknowledges mistakes and misunderstandings, even those that aren't the fault of the worker
- Acknowledges when information is not known, cannot be shared, or when supervisory consultation is needed
- Consistently models the transparency and honesty requested from families, youth and children
- Shares important but difficult information with children and families, without threatening or attacking in a way that promotes dialogue

DEVELOPMENT

- Occasionally acknowledges mistakes and misunderstandings
- Usually acknowledges when information is not known or cannot be shared
- Inconsistently models the transparency and honesty requested from families, youth and children
- Inconsistently shares important but difficult information or does so in ways that could be perceived as threatening or attacking

INSUFFICIENT

- Fails to acknowledge mistakes or misunderstandings
- Pretends to know answers that are not known or provides misinformation
- Demands honesty from families, youth and children that the worker does not model.
- Fails to share necessary information to avoid conflict or shares information in a manner likely to be perceived as threatening or attacking

Communicating:

Timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

CORE ACTIVITY

Respect for confidentiality and privacy

Worker Practice Standards

#7

Diligently respect confidentiality while sharing information when necessary and appropriate.

OPTIMAL

- With all parties, clarifies and consistently follows legal expectations for confidentiality including explaining the information that can and cannot be shared, with whom, and when to families (e.g., explains to parents what will be reported to the court)
- Follows up with supervisor on what can be shared
- Takes the release of information process seriously, both when specifying with families the information to be released and when responding to releases received from other parties.
- Ensures family knows their right to revoke release of information.
- Anticipates and minimizes potential breaches of confidentiality including casual conversations, insecure email, material brought into the field, markings on agency cars where possible, and the public display of badges on school visits (only when necessary).
- Understands that families—especially when children are in foster care—would perceive confidentiality rules as making isolation worse. Proactively discusses with family members information they would and would not want shared, getting formal releases when necessary.

DEVELOPMENT

- Sometimes fails to adequately clarify expectations for confidentiality but seeks to keep confidential information private.
- Follows release of information protocols but sometimes is unclear about the information that is covered.
- Minimizes ways confidentiality is often breached in the office, like insecure email and casual conversations in the hallways.
- Usually attempts to determine what information can be shared to avoid family members feeling unnecessary isolation.

INSUFFICIENT

- Is haphazard about explaining and following expectations for confidentiality and privacy.
- Releases information without required protocols.
- Engages in activities that breach or risk breaching confidentiality such as, talking about confidential matters in hallways, or gossiping.
- Uses confidentiality concerns as a reason not to share information important for families' wellbeing.
- Doesn't seek authorization to share.

Engaging Practice Standards:

Focused attention to understand families

1. Be fully present when meeting with families
2. Prepare to be able to connect with families
3. Consider families perspective in all exchanges and actions

Demonstrating interest and empathy for families in verbal and non-verbal behavior

4. Recognizes families' perspectives and desires
5. Use body language to convey interest in families

Acknowledging family strengths

6. Acknowledge and celebrate strengths and successes

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Focused attention to understand families

Worker Practice Standards

#1

Be fully present when meeting with families.

OPTIMAL

- Attends to families in front of them, ignores other distractions like phone and tablet or otherwise multi-tasking
- Explains to families that they may be taking notes on tablets, or notebooks, but they are present and paying attention
- Acknowledges the statements of families to demonstrate careful listening and interest.
- Is aware of cultural norms and preferences of the families
- Allows families to finish each point of what they are saying before speaking
- Establishes rapport with families, creating a welcoming environment and developing trust, respect, and assurance. Encourages family participation, exhibits openness and honesty, and recognizes the family as a part of the problem-solving process

DEVELOPMENT

- Attends to families in front of them, but sometimes gets distracted or multi-tasks
- Validates the statements of families sometimes
- Is aware of cultural norms but not the preferences of the families
- Interrupts the families sometimes
- Generally, establishes rapport with families

INSUFFICIENT

- Frequently inattentive to families, frequently multi-tasks
- Rarely validates the statements of families and fails to demonstrate listening or interest.
- Is not aware of cultural norms or preferences of families
- Interrupts families frequently
- Cannot establish rapport with families. Does not show empathy or respect. Does not use active listening skills

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Focused attention to understand families

Worker Practice Standards

#2

Prepares in advance to be able to connect with families.

OPTIMAL

- Prepares for visits by developing clarifying and follow-up questions based on items previously heard from families, or items they need to understand more comprehensively.
- Prepares questions but is able to be flexible and go off script based on the dynamics of the meeting
- Prepares for interactions based on the individual needs of families
- Reminds self of prior action items and discussions to inform future discussions
- Collaborates with families to understand community, resources available and preferences for services and brings that understanding to all interactions.
- Understands and adjusts to cultural considerations as well as preferences, like gender pronouns, in all interactions

DEVELOPMENT

- Inconsistently follows up on previous items, and does little preparation work prior to visits
- Prepares questions and sticks to those, even if the dynamics or direction of the meeting changes
- Prepares for interactions but not based on individual needs of families
- Remembers prior action items and discussions during current meetings, not prior
- Asks families about their preferences for services where possible, but does little research to understand what's available
- Occasionally demonstrates understanding that culture may play a significant role in the family's experiences

INSUFFICIENT

- Prepares nothing prior to visits and only addresses current concerns, with no follow up on previous issues.
- Prepares no questions and is flustered when the dynamics or directions of a meeting changes
- Does not prepare for interactions
- Does not remember prior action items and discussions
- Selects services for families based on what they already know about and have used before
- Insensitive to and ignores the role culture may play

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Focused attention to understand families

Worker Practice Standards

#3

Considers families perspective in all exchanges and actions.

OPTIMAL

- Operates with the belief that families are the experts of their own situation
- Listens and acknowledges families' perspective including reasons for involvement, service preferences
- Asks questions to understand the family's perspective
- Treats family as an essential partner
- Shows respect by including families in planning
- Includes families in decision making where possible
- Builds relationships with families from other cultural groups other than own in an appropriate and effective manner

DEVELOPMENT

- Values families opinions, but only periodically considers their perspective
- Asks for families' perspective, but operates based on own view of the issues and reason for involvement
- Treats family as a partner occasionally
- Sometimes includes families in case planning, but ultimately makes all the decisions
- Is at ease with members of other groups

INSUFFICIENT

- Prejudicial on families' beliefs and opinions
- Does not consider families perspective, nor seeks to at least hear their opinions
- Does not consider the family a partner
- Does not include families in any case planning or decision making
- Is hostile or overly sympathetic. Is prejudicial, subjective and biased

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Demonstrating interest and empathy for families in verbal and non-verbal behavior

Worker Practice Standards

#4

Recognizes families' perspectives and desires.

OPTIMAL

- Empowers families to feel confident and comfortable in informal and formal settings
- Provides opportunity, encouragement and support for families to co-lead the conversation, such as identifying priorities or sharing first in meetings
- Engages with families to see how they are doing after tough situations, like court hearings
- Recognizes the power dynamics and acknowledges situations can be uncomfortable, scary, and intrusive
- Is open minded
- Engages families in problem solving. Encourages families to assume ownership of problem solving

DEVELOPMENT

- Empowers families to feel confident and comfortable in informal meetings with worker
- Periodically asks families questions for their input, but ultimately directs the conversation
- Inconsistently engages with families to see how they are doing after tough situations
- Acknowledges to families that some situations are uncomfortable to them, but does not recognize the power dynamics in the relationship
- Is open minded sometimes
- Tells families they need to problem solve without engaging them in how

INSUFFICIENT

- Does not empower or encourage family participation in meetings
- Talks more than families in meetings, frequently dismissing topics important to families
- Does not recognize when families has experienced a difficult or stressful situation
- Tells families the worker knows how the family feels
- Makes assumptions about families
- Does not encourage families to problem solve and is quick to blame them for problems when they arise

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Demonstrating interest and empathy for families in verbal and non-verbal behavior

Worker Practice Standards

#5

Use body language to convey interest in families.

OPTIMAL

- Maintains eye contact when interacting with youth and families
- Leans in when speaking with families
- Mindful of facial expressions and nods head affirmatively when speaking with families
- Understands culture may play a significant role in body language and is mindful of those differences

DEVELOPMENT

- Eye contact tends to wane or eyes stray, particularly toward the middle or end of meetings
- Gets comfortable when speaking with families, including sitting with legs folded underneath them
- Flinches, raises eyebrows, or audibly gasps when hearing troubling news
- Understands culture may play a significant role in body language but is not mindful of those differences

INSUFFICIENT

- Rolls eyes in youth and families presence
- Sits back and folds arms when speaking with families, giving impression of being closed off
- Has no filter in facial expressions, particularly reactions to surprising or negative information
- Does not understand how culture may play a role in reactions

Engaging:

Empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family's input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

CORE ACTIVITY

Acknowledging families' strengths

Worker Practice Standards

#6

Acknowledge and celebrate strengths and successes

OPTIMAL

- Builds on small successes and verbally recognizes progress made, like completion of service or participating in a school meeting. Leans in when speaking with families
- Consistently strengths based and objective in oral and written communication, including case notes, team meetings and court reports/hearings
- Identifies positives when appropriate, even when negative or challenging incidents occur (e.g, acknowledging the honesty of a family member who reports a setback)
- Takes a holistic approach in working with families by focusing on their strengths
- Discusses ways and encourages families to identify their own strengths, like putting positive messages on the refrigerator

DEVELOPMENT

- Acknowledges when progress has been made, but does not work to build on successes, and views them as isolated incidents
- Oral and written communication focuses on what needs to improve more than what is working well. Struggles to identify positive things happening with families when negative or challenging incidents occur
- Struggles to identify positive things happening with families when negative or challenging incidents occur
- Identifies strengths for families

INSUFFICIENT

- Does not acknowledge when progresses or successes achieved
- Oral and written communication reflects preconceived notions and judgements about families
- Focuses on the negative or what is going poorly with the youth or families
- Does not identify strengths

Assessing Practice Standards:

Gathering information from children, caretakers and other family members

1. Differentiates between information and positions
2. Takes time to get to know families and explains the assessment process
3. Asks questions based on information needed and at ease asking uncomfortable questions

Gathering and reviewing history including agency records and other service assessments

4. Stays open to different explanations of events in the record, keeping biases in check
5. Balances what is read in the record and what the family shares

Gathering information from collateral sources including service providers and persons with relevant knowledge

6. Obtains all sides if there are differing positions among collaterals, engaging families in the process

Using critical thinking to synthesize information, assess what additional information is needed and inform decision making

7. Synthesizes information and considers sources, prioritization, and timeline
8. Remains non-judgmental when processing information

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering information from children, caretakers and other family members

Worker Practice Standards

#1

Differentiates between information and positions.

OPTIMAL

- Moderates all information gathering sessions from turning into gossip sessions
- Gathers information that supports all positions
- Understands own biases that may cloud positions

DEVELOPMENT

- Inconsistently moderates information gathering sessions from turning into gossip sessions
- Gathers other information, but prioritizes information that supports their own position
- Doesn't believe own biases will/may cloud positions and beliefs on the family

INSUFFICIENT

- Gossips with other parties' information learned in assessment discussions
- Only gathers information that supports their own position on the family
- Is not aware of own biases and how they may cloud positions

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering information from children, caretakers and other family members

Worker Practice Standards

#2

Takes time to get to know families and explains the assessment process.

OPTIMAL

- Takes time to conversationally gather the family's story
- Uses engagement to build family participation in the assessment process
- Gets a picture of the family's hopes and aspirations as well as their challenges and worries
- Explains the assessment process, reiterating the purpose throughout the assessment
- Share with the family authentically about what the process entails, and who may be contacted
- Keeps in mind the culture of the family when gathering information

DEVELOPMENT

- Sometimes short on time so gathers the family's story through pointed interview questions
- Engages family at the beginning of the assessment, but not continually throughout
- Only captures family's self-described challenges and worries in the assessment, not the positive
- Explains the assessment process at the beginning but doesn't reiterate the purpose throughout the assessment
- Leaves out certain details in the explanation of the assessment process
- Understands family's culture, but doesn't always connect how it may impact information being gathered

INSUFFICIENT

- Rushes information gathering and deprioritizes family's story
- Doesn't involve the family in the assessment process
- Doesn't capture family's goals and concerns in the assessment
- Doesn't explain the assessment process or why they are asking certain questions
- Contacts others without informing family
- Ignores how family's culture might inform information being gathered

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering information from children, caretakers and other family members

Worker Practice Standards

#3

Asks questions based on information needed and is at ease asking uncomfortable questions.

OPTIMAL

- Asks open-ended, strengths-based questions
- Understands what type of questions elicit the best type of answers
- Has the ability to hear difficult information without reaction
- Engages in crucial conversations about what they learning in the assessment
- Utilizes a narrative approach when appropriate (i.e. Tell me more about...) to gather perspective on historical information instead of questioning frame (i.e. When did this happen)

DEVELOPMENT

- Asks open-ended and direct questions, but often isn't strengths based
- Asks a variety of questions but often isn't strategic about asking questions based on information needed
- Sometimes inadvertently raises eyebrows when hearing difficult information
- Shares only positive information about what learning in the assessment with families
- Starts out with a narrative approach, but tends to lose patience and switches to close-ended questions

INSUFFICIENT

- Asks leading questions
- Asks whatever questions come to mind
- Audibly reacts (gasps, exclaims 'what?') when difficult information is shared
- Does not share with family what they are learning through other information gathering
- Interviews families with close-ended questions
- Doesn't gather family's perspective on historical information

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering information from children, caretakers and other family members

Worker Practice Standards

#4

Stays open to different explanations of events in the record, keeping biases in check.

OPTIMAL

- Continuously gathers information
- Is diligent in pursuing information
- Understands how to factor historical information into current situation
- Keeps an open mind

DEVELOPMENT

- Gathers a lot of information in the beginning of an assessment, but then stops reviewing history and narrative
- Understands historical information and current information, but sometimes fails to understand how to connect the two
- Keeps an open mind when absorbing different information, but is quick to form opinions or judgements

INSUFFICIENT

- Inconsistently reviews history in the record, or other service assessments
- Relies solely on historical information to form opinion about current situation
- Is closed minded when it comes to alternative explanations of events

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering and reviewing history including agency records and other service assessments

Worker Practice Standards

#5

Balances what is read in the record and what the family shares.

OPTIMAL

- Reviews information ahead of meeting the family, but asks and allows them to share their perspective
- Identifies in the record what has worked well for the family in the past
- Has an understanding of what biases they hold when reviewing history

DEVELOPMENT

- Prioritizes what is in the record over what the family shares consistently, but always asks for their perspective
- Sometimes makes note of what has worked well for the family in the past
- Knows that they have biases but doesn't believe it impacts their ability to objectively review history

INSUFFICIENT

- Only relies on what is in the record, does not ask for nor will listen to families
- Assumes nothing has worked well for the family in the past
- Allows biases and personal opinions cloud judgements

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Gathering information from collateral sources including service providers and persons with relevant knowledge

Worker Practice Standards

#6

Obtains all sides if there are differing positions among collaterals, engaging families in the process.

OPTIMAL

- Seeks out wide number of collaterals and balances the collateral sources by considering their relevance and perspective
- Obtains information from as many possible collateral sources as time permits
- Considers all relevant collateral sources that connects to that child and family
- Is honest with families when they have to reach out to a collateral the family is not happy about, and explains why it is necessary
- Let's the family help identify collaterals and asks their permission before contacting

DEVELOPMENT

- More likely to seek out multiple collateral sources that confirm own position
- Stops seeking collateral sources after hearing from 2
- Tries to find and use collaterals with connections to the family, but will settle for any collaterals
- Is honest with families when they plan to reach out to collaterals, they know the family is not happy about, but doesn't explain why
- Sometimes lets the family help identify collaterals and informs the family in advance who they are contacting

INSUFFICIENT

- Seeks out one collateral source confirming own position to aid the assessment
- Obtains one or no collateral sources
- Picks collaterals that are convenient for them, may not have pertinent information
- Does not tell family who they plan to contact
- Does not ask for family input in collaterals and does not tell family who they are speaking to, either before or after

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Using critical thinking to synthesize information and assess what additional information is needed

Worker Practice Standards

#7

Synthesizes information and considers sources, relevance and timeline.

OPTIMAL

- Continually gathering information
- Understands assessment is an ongoing process in determining needs
- Ranks or tiers the information received based on relevance and priority
- Prioritizes information that is negatively impacting youth and kids to try and address first

DEVELOPMENT

- Gathers information in the beginning of a case then stops
- Gives equal value to all information received
- Prioritizes information that relating to historical information

INSUFFICIENT

- Sees assessment as a document to be completed before developing the case plan
- Places priority or emphasis on information that confirms own beliefs
- Does not prioritize information received based on the impact it is having

Assessing:

Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

CORE ACTIVITY

Using critical thinking to synthesize information and assess what additional information is needed

Worker Practice Standards

#8

Remains non-judgmental when processing information.

OPTIMAL

- Is inquisitive, but not judging from the beginning of the assessment process
- Understands the family's community (i.e. culture, background, important places and people) as they define it at the outset
- Operates with cultural humility
- Perseveres in gathering the information and hearing the story, follow the information where it goes
- Understands not all information is relevant information
- Normalizes reactions the family may have to information gathered and assessment results
- Understands the fight, flight or freeze response

DEVELOPMENT

- Sometimes passes judgement during the assessment process
- Understands little of the family's community but has an open mind
- Perseveres in gathering information and hearing the story, but does not pivot directions if the information heads in a different direction
- Easily can go down a rabbit hole gathering information that is not completely relevant in order to 'finish gathering a story'
- Understands trauma response in general, but is still surprised when some assessment information upsets the family

INSUFFICIENT

- Sees assessment as a chore and has already formed opinions prior to conducting assessment activities
- Has preconceived notions about the family's community and/or culture
- Gathers information to support the story they want to tell on the family
- Includes information they consider interesting, regardless of relevance
- Doesn't understand fight, flight or freeze response, or why the family may be upset by information gathered in the assessment

Planning Practice Standards:

Synthesizing and integrating current and previous assessment information and family history to inform plan

1. Engages family in understanding assessment and history, focusing on strengths to customize plan
2. Discovers root causes and underlying reasons for family involvement

Preparing families for the teaming/planning process

3. Believes and practices the importance of preparation, both for self and for the family, for teaming and planning
4. Actively engages family in identifying their team

Conducting Child and Family Team Meetings with children, youth and families

5. Promotes family voice as the cornerstone of the meeting
6. Facilitates and engages participants throughout, acknowledging and managing conflict

Completing and Revising Behaviorally-Based Case Plans

7. Actively involve families in developing behavioral based case plans
8. Revisits case plan regularly, willing to modify or update as needed, but at a minimum per policy

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Synthesizing and integrating current and previous assessment information and family history to inform plan

Worker Practice Standards

#1

Engages family in understanding assessment and history, focusing on strengths to customize plan.

OPTIMAL

- Transparently shares strengths and challenges assessment information with families for their review
- Seeks family input into what has and hasn't worked in the past and why, and applies that information
- Partners with the family on owning the plan, creating buy in regarding change that is needed

DEVELOPMENT

- Shares only positive assessment information with families for their review, because it is more comfortable for the worker and/or to avoid conflict
- Seeks family input into what has and hasn't worked in the past and why, but does not apply that feedback
- Wants the family to own the plan but is unsure on how to promote the idea

INSUFFICIENT

- Does not share assessment or incomplete assessment information with families
- Does not seek family input on what has worked, or makes assumptions on what has or hasn't worked in the past
- Believes plan is about the family not for the family

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Synthesizing and integrating current and previous assessment information and family history to inform plan

Worker Practice Standards

#2

Discovers root causes and underlying reasons for family involvement.

OPTIMAL

- Seeks input from others with knowledge of the family history to get their perspective, but keeps an open mind and does not just take their opinion
- Focuses plan on the needs identified, tied to the assessment
- Asks questions and seeks out information to help families understand the root causes of family involvement and areas of concern
- Discusses DSS concerns with the family and gets their feedback

DEVELOPMENT

- Inconsistently seeks input from previous workers, others with knowledge of the family history to get their perspective
- Focuses plan on the needs identified just in the investigation, not the comprehensive assessment
- Asks some follow up questions to discover more about family involvement and areas of concern, but stops short of discovering root causes

INSUFFICIENT

- Does not incorporate history of the family into planning efforts
- Plan centered on what worker thinks family needs
- Plan continues to be focused on the allegation, not on additional information learned about family strengths and needs
- Makes assumptions why the family became involved

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Preparing families for the teaming/planning process

Worker Practice Standards

#3

Believes and practices the importance of preparation both for self and for the family for teaming and planning.

OPTIMAL

- Come to the meeting prepared, (i.e. prepare a list of questions, prepare the family to participate) based on a review of information in advance of meetings
- Prepares the family for the meeting ahead of time, providing them a copy of the Family Service Agreement, agenda and other documentation
- Considers adjustments, like the format or time of meetings, to better accommodate the family, as allowable
- Ensures families understand CFTs are their meetings, not just another DSS meeting, and explains their rights and who may be in the room in advance
- Discusses with family's what to expect in the CFT, including hard topics that may come up, and offers to role play if needed
- Asks families who they would like to invite to meetings
- Asks families what they want to accomplish during the meeting

DEVELOPMENT

- Prepares some questions that need answers after quickly glancing over information right before meetings
- Hands Family Service Agreement and agenda to family right before the meeting
- Is willing to accommodate some of the family's needs
- Mentions but does not reinforce idea the CFTs are the family's meeting and explains who may be present for the meeting
- Tells families prior to meetings about hard topics that may come up
- Makes suggestions to families of who to invite to meetings
- Inconsistently asks families what they want to accomplish in the meeting

INSUFFICIENT

- Asks unplanned questions during meetings and does not review information in advance
- Does not prepare family for the meeting
- Will not alter from the structure or process to accommodate the family
- Treats CFTs like any other DSS meeting and does not explain to families their rights or who may be present
- Glosses over what topics will be covered in meetings
- Invites people to meetings themselves
- Does not ask families what they want to accomplish during the meeting

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Preparing families for the teaming/planning process

Worker Practice Standards

#4

Actively engages family in identifying their team.

OPTIMAL

- Explains to family the purpose of having a team and clearly articulates the benefit, as well as the important role they play
- Explores ways to involve children in the CFT
- Works with family to identify who are their supports, who they trust and makes them feel safe, and encourages family to invite them to the meetings
- Explains why having a support person is important
- Creatively explores and troubleshoots with family who has helped them in the past if they struggle identifying supports

DEVELOPMENT

- Articulates the need for having a team per policy, but not the purpose or benefit
- Inconsistently talks about involving children in the CFT
- Asks family if they have any supports but does not go further to explain what that means, and encourages family to invite them to a meeting once
- Inconsistently explores with family who may be a support for their team

INSUFFICIENT

- Does not speak to family about identifying their team
- Does not involve children in the CFT
- Does not ask family about their supports
- Takes at face value and doesn't explore further if family cannot identify supports

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Conducting Child and Family Team Meetings with children, youth and families

Worker Practice Standards

#5

Promotes family voice as the cornerstone of the meeting.

OPTIMAL

- Encourages family, if they are comfortable, to start each meeting sharing a strength or concern
- Encourages children and youth to participate
- Reinforces the strengths of the family throughout the meeting, and shares examples of protective capacities that are present
- Provides family options or choices about some aspect of the meeting or process so families can better engage and partner in the meeting

DEVELOPMENT

- Asks families to share information at some point in the meeting, but not to start and set the tone
- Only encourages teens to participate
- Mentions a strength of the family at least once during the meeting
- Engages family in participating in the meeting, but does not let them determine any aspect of the meeting structure or content

INSUFFICIENT

- Does not engage or encourage the family to speak up or share during meeting
- Does not encourage children or youth to participate
- Cannot or does not articulate a family strength during meetings
- Acknowledges family is in the room but otherwise does not engage or allow families to control any aspect of the meeting

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Conducting Child and Family Team Meetings with children, youth and families

Worker Practice Standards

#6

Facilitates and engages participants throughout, acknowledging and managing conflict.

OPTIMAL

- Sets and reinforces boundaries and clear expectations throughout the meeting
- Makes sure all voices are heard or expressed during the meeting, whether verbally or in writing
- Shows empathy and acknowledges how distressing the situation may be and provide support, or allow them a break to decompress
- Is clear on concerns they have, and asks family to help identify realistic steps to address the concerns
- Diffuses situation when conversations escalate
- Manages emotions in the room well

DEVELOPMENT

- Develops an agenda on the expectations of the meeting, but does not establish boundaries or ground rules
- Engages family, but not others present for the meeting
- Understands how distressing the situation may be for families but does not acknowledge this with them
- Avoids discussing concerns they have in meetings
- Is quick to change the subject when conversations become heated

INSUFFICIENT

- Does not articulate boundaries or expectations for the meeting
- Only engages professionals present for meetings
- Does not empathize with families about any trauma they may be experiencing
- Focuses on the concerns they have with the family but does not suggest solutions
- Is uncomfortable when conversations escalate and lets arguments run their course

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Completing and Revising Behaviorally-Based Case Plans

Worker Practice Standards

#7

Facilitates and engages participants throughout, acknowledging and managing conflict.

OPTIMAL

- Co-creates a plan that is flexible and individualized to the family
- Invites family to identify specific issues they want to change and include in the plan
- Utilizes harm and danger statements* to clearly identify what is a safety issue
- Plans with families not for or about families
- Structures plans around behaviors desired to change not completion of certain programs or trainings
- Prioritizes tasks in plans and breaks down into steps that are more manageable

DEVELOPMENT

- Creates plan with family present but drives the conversation on tasks and goals
- Inconsistently uses harm and danger statements
- Has preconceived ideas about what should be in the plan, but at least asks the family for their input even if it isn't used
- Inconsistently structures plans around behaviors desired to change not completion of certain programs or trainings
- Prioritizes tasks in plans but doesn't break them down into more manageable steps

INSUFFICIENT

- Comes to meeting with plan already developed for family to sign
- Does not use harm and danger statements
- Develops the plan for the family
- Focuses plan on completion of programs or trainings they identify as needed
- Does not prioritize tasks in plans

Planning:

Respectfully and meaningfully collaborating with families, communities, tribes and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

CORE ACTIVITY

Completing and Revising Behaviorally-Based Case Plans

Worker Practice Standards

#8

Revisits case plan regularly, willing to modify or update as needed, but at a minimum per policy.

OPTIMAL

- Brings subject of case plan into every conversation with the family
- Ensures family has a copy of their case plan
- Updates plan with every success, no matter how small, to show progress and improvement, and keeps family motivated

DEVELOPMENT

- Periodically will bring up subject of case plan in conversations with the family
- Ensures family has a copy of their original case plan but not necessarily more recent updates
- Updates and changes plan when a new one is due per policy

INSUFFICIENT

- Only brings up case plan when a new one is due per policy
- Does not ensure family has a copy of the case plan.
- Rarely updates plan, more likely copying plans when a new one is due per policy

Implementing Practice Standards:

Supporting families to take actions agreed upon in the plan and connecting families to services and community support

1. Supports families to take actions
2. Works with families to find solutions to challenges
3. Explains to family what services are and what they could do for the family to provide information and informed decisions
4. Offers an array of service providers to choose from if there are choices to be had

Collaborate with providers and informal supports in the community to help families achieve desired outcomes

5. Advocates with and for family with providers what behavioral change is expected to ensure quality service delivery
6. Accessing natural supports in the community to assist families to achieve their goals

Coaching with families and partnering with providers to assure plans are being implemented, progress is made, and outcomes achieved

7. Checks in on an ongoing basis with families on progress with the Family Service Agreement
8. Assesses progress in implementing actions of plan, adjusting as needed
9. Tracks service delivery for achievement of safety, permanency and well-being outcomes for the family

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Supporting families to take actions agreed upon in the plan and connecting families to services and community support

Worker Practice Standards

#1

Supports families to take actions.

OPTIMAL

- Prioritizes family's availability and convenience when providing support
- Offers to call or link families to providers as a first step
- Offers to go with families to their first appointment if desired
- Shows families through actions and words they are interested in them and their success

DEVELOPMENT

- Considers family's availability and convenience, but ultimately prioritizes own convenience for providing support
- Offers to call or link families to providers but rarely will accompany families to their first appointments if requested
- Inconsistently shows families through actions and words they are interested in them and their success

INSUFFICIENT

- Does not consider families availability and convenience
- Hands families' referrals to providers and does not provide further assistance
- Does not show families through actions and words they are interested in them and their success

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Supporting families to take actions agreed upon in the plan and connecting families to services and community support

Worker Practice Standards

#2

Working with families to find solutions to challenges.

OPTIMAL

- Asks questions tailored to individual family's needs to help identify challenges that would keep families from engaging in services, like questions around transportation, childcare, etc.
- Asks families what their concerns may be about services and service delivery
- Advocates for families and helps them navigate the system
- Ensures families are participating in the right number of services they can handle at one time
- Supports families in their prioritization of services and their efforts to think through those decisions

DEVELOPMENT

- Asks the same few questions of all families trying to identify potential barriers from engaging in service delivery
- Inconsistently asks families what their concerns may be about services and service delivery
- Inconsistently advocates for families with service providers
- Encourages families to engage in all recommended services up front
- Sometimes helps families in their prioritization of services and think through those decisions

INSUFFICIENT

- Does not ask questions to anticipate potential barriers that would keep families from engaging in services
- Assumes families who don't engage in services don't want to
- Does not ask families what their concerns may be about services and service delivery
- Does not help families navigate the service delivery system
- Is indifferent to how families engage in service delivery
- Believes families need to complete all services and tasks at the same time so they will be done as quickly as possible

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Supporting families to take actions agreed upon in the plan and connecting families to services and community support

Worker Practice Standards

#3

Explains to family what services are and what they could do for the family to provide information and informed decisions

OPTIMAL

- Engages family in conversation about the purpose of each recommended service and how it could help them ensure the safety of the child
- Checks in for family's understanding of services purpose on an ongoing basis
- Provides family with information on how to contact service providers
- Makes suggestions on the frequency with which families should follow up/reach out to providers
- Ensures recommended services are tied to a specific behavior change desired for the family, and services are not duplicative or overwhelms the family with excessive service recommendations
- Seeks to understand and empathize with concerns related to services articulated by families

Worker Practice Standards

DEVELOPMENT

- Inconsistently engages family in conversation about the purpose of each recommended service
- Checks in once on family's understanding of services purpose
- Gives family contact information for service providers, but does not provide guidance of how/when they should follow up
- Refers every possible service available to families, not prioritizing
- Inconsistently assesses whether services recommended are tied to a specific desired behavior change
- Listens to concerns articulated by families

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INSUFFICIENT

- Hands family referral for a service and moves on
- Does not follow up to ensure understanding of services purpose
- Does not provide family contact information for service providers
- Does not refer families to all needed services to address desired behavior change
- Believes concerns articulated about services are just families trying to not participate

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Supporting families to take actions agreed upon in the plan and connecting families to services and community support

Worker Practice Standards

#4

Offers an array of service providers to choose from if there are choices to be had

OPTIMAL

- Identifies resources available and provides information to families
- Offers to think with the family as they make decisions on which options to choose
- Points out service providers to select based on knowledge of family's unique history

DEVELOPMENT

- Provides information to families of available resources when talked about them
- Inconsistently offers to help families make decisions on which options to choose
- Makes suggestions on which service providers to pick based on own preferences of who they like to work with

INSUFFICIENT

- Does not share information on resources available to help families
- Does not offer to help families make decisions on which options to choose
- Does not offer suggestions on which service providers may be the best fit for families

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Collaborate with providers and informal supports in the community to help families achieve desired outcomes

Worker Practice Standards

#5

Advocates with and for family with providers regarding what behavioral change is expected to ensure quality service delivery

OPTIMAL

- Communicates with providers and family what agreed upon behavioral changes are being sought; that they are looking for behavioral change not just attendance
- Shares with providers relevant assessment and case plan information as allowed by confidentiality releases
- Provides feedback to providers, asks questions about services being provided
- Regularly checks in and monitors service delivery providers
- Escalates problems to supervisor as they arise
- Understands what treatment is being provided, what is expected and what will be the evidence of desired results
- Ensures services delivered by providers are tailored to meet the individual family's needs

DEVELOPMENT

- Communicates with providers in the beginning on what are the desired behavior changes
- Inconsistently shares with providers relevant assessment and case plan information
- Provides feedback to providers but doesn't solicit their input
- Checks in once on services being provided
- Waits too long to escalate problems to supervisors
- Somewhat understands what treatment is being provided, what is expected and what will be the evidence of desired results
- Inconsistently ensures services delivered by providers are tailored to meet the individual family's needs

INSUFFICIENT

- Communicates with providers on the importance of attendance
- Does not share with providers relevant assessment and case plan information
- Does not give providers feedback on services being provided nor monitor their service delivery
- When problems arise with providers, avoids conflict and confrontation
- Does not understand what treatment is being provided, what is expected and what will be the evidence of desired results
- Does not ensure services are tailored to meet the family's individual needs

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Collaborate with providers and informal supports in the community to help families achieve desired outcomes

Worker Practice Standards

#6

Accesses natural supports in the community to assist families to achieve their goals

OPTIMAL

- Engages families to identify community supports (i.e. churches, community centers, support groups) to recognize the family's opportunities.
- Educates family regarding how to access community resources as services
- Encourages families to reach out to other systems, like schools
- Facilitates meetings between families and support systems

DEVELOPMENT

- Finds community supports located near the family and provides their contact information
- Tells family how to access a few community resources
- Encourages families to reach out to other systems, but does not help facilitate that relationship building

INSUFFICIENT

- Does not engage families in identifying community supports
- Does not educate family regarding how to access community resources as services
- Reaches out to other systems on behalf of the family

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Coaching with families and partnering with providers to assure plans are being implemented, progress is made and outcomes achieved

Worker Practice Standards

#7

Checks in on an ongoing basis with families on progress with the Family Service Agreement.

OPTIMAL

- Routinely asks family whether services are a good match for them or what more they need to be successful
- Provides family feedback if they see them making and not making necessary efforts
- Follows up with families when appointments are missed to identify any challenges or opportunities.
- Problem solves with family to find solutions to challenges that present themselves with services
- Reassesses barriers once services have begun to ensure the family can continue to be successful or if changes are necessary

DEVELOPMENT

- Asks family when they start services if they are a good match, but doesn't follow up
- Is hesitant to provide family negative feedback if they see them not making efforts
- Inconsistently follows up with families when appointments are missed to find out why
- Decides solutions on own when challenges present themselves with services
- Inconsistently reassesses barriers once services have begun to ensure the family can continue to be successful or if changes are necessary

INSUFFICIENT

- Does not ask families whether services are a good match
- Will chastise family if they do not see efforts they want to see
- Does not follow up with families and makes assumptions about why families missed appointments
- Does not try to find solutions to barriers with services
- Will not allow families to change providers once they have begun

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Coaching with families and partnering with providers to assure plans are being implemented, progress is made and outcomes achieved

Worker Practice Standards

#8

Assesses progress in implementing actions of plan, making adjustments as needed

OPTIMAL

- Works with family to identify when changes are needed in service delivery or other tasks in the plan
- Troubleshoots when goals are not being achieved to determine root cause of the problem
- Engages collaterals about progress made and any additional services or needs of the family they identify
- Makes changes in actions in planning, when necessary, not when convenient
- Celebrates wins when goals achieved

DEVELOPMENT

- Identifies for the family when changes are need in services or plan tasks
- Takes the first logical explanation when goals are not being achieved
- Inconsistently engages collaterals about progress made
- Makes changes in actions in plan when convenient
- Celebrates when all tasks and goals have been completed

INSUFFICIENT

- Does not engage family on determining when changes are needed in service delivery
- Assumes family is at fault when goals are not being achieved
- Does not engage collaterals when progress is not being made
- Does not update plan
- Does not celebrate with family when successes occur

Implementing:

Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

CORE ACTIVITY

Coaching with families and partnering with providers to assure plans are being implemented, progress is made and outcomes achieved

Worker Practice Standards

#9

Tracks service delivery for achievement of safety, permanency and well-being outcomes for the family

OPTIMAL

- Routinely checks in with service providers on progress toward outcomes
- Assesses successful completion of service in connection with desired behavior change
- Considers the long-term outcomes when determining achievement of outcomes

DEVELOPMENT

- Checks in with providers when plans are due to be updated or there is an upcoming court appearance
- Assumes completion of services creates desired behavior change
- Focuses on short term outcomes when determining successful achievement

INSUFFICIENT

- Does not check in with service providers on families' progress toward outcomes
- Considers success in a case simply from completion of services
- Does not consider success in terms of achieving outcomes for families