



PRACTICE PROFILE (12/17/12)

EXPLORATION AND ENGAGEMENT		
Core Practice Elements: Inquiry; Engagement		
Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>LISTENS WITH OPENNESS</p> <p>1. Approaches all interactions with families, communities and Tribes with openness.</p> <ul style="list-style-type: none"> • <u>Listens</u> without making assumptions and communicates a genuine desire to learn about the family and their culture, community and Tribes. • <u>Asks</u> global questions consistently followed with more descriptive questions that encourage exchange and learning about family strengths, beliefs, traditions, life situation and who/what is important to family members. • <u>Uses</u> language that everyone can understand and frequently checks in on communication styles and terms to ensure understanding. 	<p>1. Approaches many, but not all, interactions with families, communities and Tribes with openness.</p> <ul style="list-style-type: none"> • Generally listens, but sometimes make assumptions. Tries to communicate a desire to learn about the family and their culture, community, and Tribes with moderate success. • Often asks global questions but may fail to follow up with more descriptive questions about family strengths, beliefs and traditions. At times, asks close-ended (yes or no) questions, when open-ended questions would be more appropriate. • Often uses language that everyone can understand. Sometimes checks for understanding. Occasionally uses jargon or acronyms without explaining them. 	<p>1. Does not approach interactions with families, communities, and Tribes with openness.</p> <ul style="list-style-type: none"> • Makes assumptions about families based on their culture, socioeconomic status, or other characteristics. Attempts to communicate a desire to learn about the family and their culture, community and Tribes are not made or are unsuccessful. • Asks primarily close-ended questions. Does not ask questions about family strengths, beliefs, or what is important to them. • Doesn't check for understanding and/or frequently uses jargon, acronyms, euphemisms, or slang.
<p>EXPLORES RELATIONSHIPS</p> <p>2. Uses tools such as mapping to explore family relationships, natural circles of support, and to identify safety issues and how they can be addressed.</p> <ul style="list-style-type: none"> • Explores with children how, when and with whom they feel safe, what is good in their lives, where they want to live, what worries them and what they wish for. • Continuously encourages the family to identify natural supports to be included on their team. 	<p>2. Uses tools such as mapping with some success in exploring family relationships, natural circles of support and/or to identify safety issues and how they can be addressed.</p> <ul style="list-style-type: none"> • Has moderate success in establishing rapport and using tools/techniques that support children to communicate how, when and with whom they feel safe, what is good in their lives, where they want to live, what worries them, and what they wish for. • Often encourages the family to identify natural supports to be included on their team but may focus on this initially rather than continuously; usually arranges follow up and inclusion when team members are identified by the family. 	<p>2. Does not use tools to explore family relationships, natural circles of support or to identify safety issues and how they can be addressed.</p> <ul style="list-style-type: none"> • Fails to use tools/techniques that support children to explore and communicate when they feel safe, what is good in their lives, where they want to live, what worries them, or what they wish for, OR uses tools/techniques with little to no success in learning the child's perspective. • Rarely encourages the family to identify natural supports to be included on their team and/or fails to arrange follow up and inclusion of supports the family has identified on their team.

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>ACTIVELY FINDS CONNECTIONS</p> <p>3. Seeks information from children, youth, mothers and fathers about non-custodial parents, maternal and paternal grandparents, aunts and uncles, brothers and sisters, godparents, Tribal members, and other significant relationships.</p> <ul style="list-style-type: none"> • <u>Asks</u> early and ongoing, “Who is in your family? Who are you connected with in your community? Who are the keepers of family history? Who in the family do you turn to for reunions, gatherings, ceremonies and at other times of celebration, loss and grief?” Gives reasons why their answers are helpful. • <u>Explains</u> the agency’s desire to tap into the family’s natural support system so that their “team” can support family and child safety, healing, reconciliation, and permanency. • <u>Finds</u> family members, Tribal connections and other significant relationships through inquiry and early and ongoing Internet search and review of medical and educational records, case records and birth records. 	<p>3. Generally seeks information from children, mothers and fathers about extended family and tribal relationships, but may not inquire about and fully explore all significant relationships.</p> <ul style="list-style-type: none"> • Asks initial questions about family, community and tribal connections, but may fail to ask these questions on an ongoing basis or to follow up on potentially significant relationships. Gives some information why answers provided are helpful. • Attempts to explain the agency’s desire to tap into the family’s natural support system but explanation may be vague or fail to focus on a “team” of natural supports to assist the family with safety, healing, reconciliation, and permanency. • Makes initial attempts to find family members, Tribal connections and other significant relationships, but may not always continue these attempts ongoing. Follows up most but not all potential leads. Utilizes most avenues for family finding (Internet search, review of medical and educational records, case records, and birth records). 	<p>3. Does not seek information from all children, mothers and fathers regarding extended family, community and tribal relationships of the child and family.</p> <ul style="list-style-type: none"> • Asks basic questions about family relations (“Who is in your family”). Often fails to explore non-familial, community and tribal relationships. • Does not attempt to explain the agency’s desire to tap into the family’s natural support system so that their “team” can support safety, healing, reconciliation, and permanency. • Fails to attempt to find family members and Tribal connections OR attempts are cursory and uses few if any avenues for family finding (Internet search, review of medical and educational records, case records and birth records).
<p>NURTURES HONEST DIALOGUE</p> <p>4. Consistently models honest and respectful communication</p> <ul style="list-style-type: none"> • <u>Introduces</u> self, <u>communicates</u> a sincere desire to be respectful (“I would like to be respectful, how should I address you?”) and • <u>Addresses</u> individuals by the name or title they request. • <u>Responds</u> to questions and describes the situation honestly, providing relevant facts and information about the system • <u>Makes</u> clear statements about what information or action is being requested of the family • <u>Facilitates</u> a dialogue regarding how the requested information and actions will affect the situation and support the child & family. 	<p>4. Often tries to model honest and respectful communication, but does so inconsistently or with moderate success.</p> <ul style="list-style-type: none"> • Introduces self and often communicates a desire to be respectful. Sometimes asks what name or title an individual would like to be addressed by. • Addresses individuals by name or title, but at times may mispronounce, incorrectly abbreviate, or forget preferred name or title. • Attempts to answer questions, but may fail to do so fully. Provides some, but not all relevant facts and information about the system. • Usually states what information or action is being requested of the family but sometimes does not explain why it’s requested. Some statements or explanations may be vague or incomplete. • Attempts and is sometimes successful at starting a dialogue regarding how requested information or action will affect the situation or support the child and family. 	<p>4. Does not model honest and respectful communication.</p> <ul style="list-style-type: none"> • Fails to introduce self. Speaks abruptly, too fast, or in a disrespectful manner. Does not ask individuals about their preferred name or title. • Consistently addresses individuals without using their name or title or addresses using an incorrect or disrespectful name or title. • Fails to respond to questions or provide information about the system, or responds with criticisms, blame or threats. • Does not attempt to explain what is being requested of the family and why, and/or makes demands for information or action rather than requests. • Does not provide information or encourage dialogue regarding supporting the child and family.

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<p>INSURES CONNECTION & SUPPORT</p> <p>5. Follows up inquiry and search activities:</p> <ul style="list-style-type: none"> • Works quickly and leaves no stone unturned to establish paternity and facilitate the child's connection with paternal relationships and resources, and • Contacts family, cultural, community and Tribal connections not just as placement options, but as important team members and sources of support for the child and family. 	<p>5. Is moderately successful in following up inquiry/search activities:</p> <ul style="list-style-type: none"> • Is persistent in attempts to establish paternity, but may fail to explore all paternity leads or to do so efficiently. Makes frequent ongoing attempts to facilitate the child's connection with paternal relationships and resources with some success. • In outreach to family and other important community/Tribal connections has some success focusing the conversation on child/family support needs in addition to child placement options and needs, though may not fully connect this to teamwork or a circle of support for the family. 	<p>5. Does little to follow up inquiry and search activities or follow-up is not timely:</p> <ul style="list-style-type: none"> • Limited to no follow-up to establish paternity and connect child to paternal family members when paternity information and leads are available, and/or follow-up and connection to paternal family is slow. • Outreach to family, cultural, community and Tribal connections is focused on identifying placement options for the child and/or does not include focus on child and family support.

POWER OF FAMILY
 Core Practice Elements: Self-Advocacy; Advocacy

<p>LINKS FAMILY</p> <p>6. Asks initially and throughout the family's involvement if they would like a youth, parent, cultural, community or Tribal support person or peer advocate on their team to provide advocacy.</p> <ul style="list-style-type: none"> • <u>Links</u> families with advocates when requested and includes the family's support persons and advocates on the team. • <u>Coordinates</u> with the family's formal and informal advocates to assist the family to find their own solutions and • <u>Seeks and provides</u> on-going support and linkages to culturally competent and effective services to meet their needs. 	<p>6. Usually asks families early in a case, and sometimes asks again later in the case, if they would like a youth, parent, cultural, community or Tribal support person or peer advocate.</p> <ul style="list-style-type: none"> • Links families with advocates when requested but may fail to consistently include the family's support persons and advocates on the team. • Coordinates most planning and logistics with family advocates, however may have some difficulty coordinating around complex issues or decisions, and/or when advocacy needs relate to child welfare agency, staff or system. • Seeks and provides linkages to some but not all culturally competent and effective services identified to meet family needs; usually follows up and provides ongoing support in this area. 	<p>6. Rarely inquires if families would like a youth, parent, cultural, community or Tribal support person or peer advocate.</p> <ul style="list-style-type: none"> • When an advocate is requested, is slow to follow-up or link families with advocates and/or include them on the team. • Does not attempt to coordinate with the family's advocates OR coordinates only with system-identified advocates and ignores informal and family-identified advocates OR rejects or responds defensively to advocates' efforts. • Refers families to available services and providers regardless of cultural back-ground or individual needs OR follow-up of culturally relevant services identified by family is slow, inconsistent or ineffective.
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<p>INTERACTIONS ARE AFFIRMING</p> <p>7. In all interactions, affirms the unique strengths, life experience and self-identified goals of each child and family,</p> <ul style="list-style-type: none"> • <u>Honors/incorporates</u> the role of important cultural, community and Tribal leaders the child and family have identified in casework processes • <u>Encourages</u> mutual exploration of issues, options and solutions with children, parents, family members and cultural, community and Tribal leaders in assessment, planning and decisions about children and their families. • <u>Assures</u> the family receives needed information, preparation, guidance and support during their involvement with the child welfare system. 	<p>7. Often makes strength-based comments to child and family and attempts to affirm unique experiences and goals of the family though may sometimes overlook, misunderstand or fail to mention significant strengths, goals and experiences.</p> <ul style="list-style-type: none"> • Generally includes most of the cultural, community and Tribal leaders the family has identified in casework processes, though outreach and inclusion may be inconsistent and/or ineffective at times. • Attempts to and has some success supporting mutual exploration of issues, options and solutions with families and their support teams in most assessment, planning and decisions. May experience difficulty in complex case situations, when family dynamics are challenging or when culturally specific knowledge or skills are important. • Occasionally checks in with child and family on information/support they may need during child welfare involvement, then follows up and is often able to arrange for the requested information and support to be provided. 	<p>7. Does not consistently focus on family strengths and/or make efforts to affirm the life experience or self-identified goals of each child and family</p> <ul style="list-style-type: none"> • Rarely attempts to include cultural, community and Tribal leaders the family has identified in casework processes OR often discourages input from them OR fails to value and utilize their input. • Does not attempt to explore issues, options and solutions with children and families or attempts are ineffective - assessment, planning and decisions often occur without active involvement of the children, parents, family and community/Tribal leaders. • Rarely checks in with the family or attends to their need for information, preparation, guidance and support during involvement with the child welfare system, OR inaccurate information is often provided and/or preparation, guidance and support is inconsistent or not culturally relevant or effective for family.
<p>FACILITATES SHARING</p> <p>8. Facilitates sharing of important information regarding the child, early and continuously, and coordinates communication among all parties.</p> <ul style="list-style-type: none"> • <u>Gathers information</u> from parents and caregivers regarding the child’s daily care, favorite meals, medical or health conditions, medications, appointments, everyday family activities, and other relevant family, religious, cultural and Tribal traditions and practices. • <u>Explores, nurtures, and facilitates</u> the development of a mentoring relationship between the parents and the caregivers within the context of the child and family team and their supportive communities and Tribes. 	<p>8. Initially facilitates sharing of important information regarding the child, but may not always do so continuously or may not facilitate sharing of all important information. Attempts to coordinate communication among most involved parties with some success.</p> <ul style="list-style-type: none"> • Gathers important information from parents and caregivers regarding the child - always gathers information on immediate or basic needs and sometimes gathers information on more individualized family/cultural needs such as favorite meals, everyday family activities, family, religious, cultural and Tribal traditions and practices. • In most situations attempts to encourage and facilitate parents and caregivers to develop a mentoring relationship, though may need prompting to persist/follow-through in certain situations (when parent/ caregiver relationship strained, child’s placement stable, etc.) 	<p>8. Does not attempt to facilitate sharing of important information regarding the child and/or coordinate communication between parent and caregiver, OR attempts to facilitate sharing of information regarding the child and/or coordinate communication are ineffective or not sustained.</p> <ul style="list-style-type: none"> • Does not gather information about child needs OR gathers only what is immediately necessary or accessible; • Discourages parent/caregiver interactions, sharing of information and/or the development of a mentoring relationship.

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>TEAM SOLUTIONS</p> <p>9. Facilitates the family receiving the most effective and appropriate supports and services</p> <ul style="list-style-type: none"> • <u>Gives encouragement</u> for family/team outreach to learn about practices, traditions, services and supports from leaders in the culture, community and Tribe. • <u>Shares information</u> about agency programs, providers, resources and supports that could strengthen the family and meet their underlying needs, providing information about any evidence-base and/or relevant cultural adaptations. • <u>Facilitates</u> the family and their team to develop solutions that are individualized to the family and their culture, community and Tribes. 	<p>9. Frequently explores and considers effective or appropriate supports and services not typically offered by the agency.</p> <ul style="list-style-type: none"> • Often encourages family/team outreach to learn about practices, traditions, services and supports from leaders in the culture, though may focus one family or team member on this task rather than utilizing the broader team. • Shares some information about agency programs, providers, resources and supports, but may sometimes have difficulty connecting this information to underlying needs of the family or providing information about evidence-base or relevant cultural adaptations. • Usually attempts to facilitate the family and their team to develop individualized solutions, but may have when the case is complex, when the family is in crisis, or when culturally-specific knowledge or skills are important. 	<p>9. Rarely facilitates the family receiving effective and appropriate supports and services other than those typically offered by the agency or easily accessible by system or community partners.</p> <ul style="list-style-type: none"> • Does not encourage exploration of services and supports from leaders in the culture, community and Tribe. • Lacks sufficient knowledge about agency programs, providers, resources and supports that could strengthen the family and meet their underlying needs, OR possesses this knowledge but fails to take the time to communicate it effectively. • Develops solutions with little input from the family and their team OR utilizes a generic (rather than individualized) set of solutions for most families.
<p>USES CULTURAL LENS</p> <p>10. Gathers and applies all relevant information from assessments and other sources to the child and family’s safety and well-being</p> <ul style="list-style-type: none"> • <u>Works</u> with the family and their team to understand the family’s underlying needs and apply the information to casework and decision-making processes using the family’s cultural lens • <u>Uses tools and approaches</u> that help children’s voices be heard, that will assist everyone to understand who/what is important to the child • <u>Continually engages</u> family and team members around who/how the relationships, goals and wishes that the child has shared are being supported. 	<p>10. Gathers some but not all relevant information from assessments and other sources and has moderate success understanding the family’s underlying needs and applying the information to the child and family’s safety and well-being.</p> <ul style="list-style-type: none"> • Usually works with family, and sometimes works with their broader team, to understand and apply information to casework and decision-making. May experience difficulty in complex case situations, when family is in crisis or when culturally specific knowledge or skills are important. • Uses tools and approaches that help children’s voices be heard and is moderately successful, though information provided to others about who/what is important to the child is occasionally vague, confusing, incomplete or not up-to-date. • Sometimes reminds family and team members about the relationships, goals and wishes of the child and occasionally checks in and explores with the team how these are being supported. 	<p>10. Does not actively gather all information – frequently gathers incomplete or inaccurate information and applies it to the child/family’s safety and well-being, resulting in a lack of understanding of the family’s underlying needs.</p> <ul style="list-style-type: none"> • Does not work with the family or their team in applying information to casework and decision-making, OR uses own ideas and assumptions rather than the family’s perspective and culturally specific lens. • Does not use tools or approaches that help children’s voices be heard, OR uses them infrequently and/or ineffectively. May discount child’s statements or ideas or use own ideas and assumptions about who/what is important to child. • Does not know child’s wishes/goals, OR does not encourage team to support child’s relationships, goals and wishes, OR misrepresents the relationships, goals and wishes communicated by the child and how the team can support the child.

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>PROMOTES SPEAKING OUT</p> <p>11. Promotes Self-Advocacy, including when worker, agency or system are the focus of the advocacy needs:</p> <ul style="list-style-type: none"> • <u>Encourages</u> youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions about their lives; • <u>Supports</u> youth and families to take a leadership role in planning and decisions about their lives; • <u>Provides opportunities</u> for families to advocate for what is best for them, irrespective of any outside influences (including social workers, system/agency). 	<p>11. Is able to promote self-advocacy in some situations but not all.</p> <ul style="list-style-type: none"> • Frequently encourages youth and families to actively share their voice, however does not always listen carefully or consistently incorporate youth and family opinions and solutions in all assessment, planning and decisions about their lives; • Provides opportunities for youth and families to take on leadership roles in planning and decisions about their lives, however opportunities may be sporadic and support is sometimes insufficient or ineffective; • Generally successful in providing opportunities and supporting families to advocate for what is best for them except when outside influences are strong or worker, agency or system are the focus of the advocacy needs. 	<p>11. Rarely promotes self-advocacy</p> <ul style="list-style-type: none"> • Does not try to encourage youth and families to actively share their voice or encouragement is ineffective, may sometimes ignore or discount their ideas or minimize their involvement in assessment, planning and decisions about their lives ; • Provides few meaningful opportunities and little support for youth and families to take on leadership roles in planning and decisions about their lives; • Does not attempt to provide opportunities for families to advocate for what is best for them OR family's best interests are determined by system/agency perspectives and needs, even when family advocates for what is best for them.

CIRCLE OF SUPPORT
Core Practice Elements: Teaming; Shared Commitment and Accountability

<p>CAREGIVER RESPECT & RESOURCES</p> <p>12. Demonstrates respect to caregivers by having candid discussions and developing shared understanding with caregivers about their rights, role and expectations in being/becoming the child's caregiver</p> <ul style="list-style-type: none"> • <u>Includes the caregiver(s) and encourages</u> active participation on the child and family support team, acceptance of responsibilities to support the child's health, education, spiritual and other needs, and responsibilities to support the child's family relationships and cultural, community and Tribal connections. • <u>Provides information</u> about resources available based on their role as a family member, non-relative extended family member (NREFM) or other care provider before the child/family needs to access/utilize them. 	<p>12. Frequently attempts to have candid discussions with caregivers and has some success developing shared understanding about their rights, role and expectations in being/becoming the child's caregiver.</p> <ul style="list-style-type: none"> • Consistently includes the caregiver on the child and family support team and successfully encourages their participation and acceptance of many typical caregiver responsibilities such as supporting parent/child contact, health and education needs, though may have less success encouraging caregiver to support extended family relationships, community/Tribal connections and other spiritual or well-being needs. • Usually provides information about resources available based on their role as a family member, NREFM or other care provider, but sometimes does not do so until the child/family needs to access/utilize them. 	<p>12. Frequently fails to discuss caregiver's rights, role or expectations in being/becoming the child's caregiver OR provides inaccurate or incomplete information and may advise or make demands rather than facilitate discussion.</p> <ul style="list-style-type: none"> • Discourages participation and/or fails to include caregiver on child and family support team. May discount caregiver ideas and input and/or keep focus on general caregiver responsibilities rather than focus on more individual child and family needs. • Does not provide information about resources available based on their role as a family member, NREFM or other care provider, or only does so when the situation is critical and the child/family must access/utilize them.
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Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>OPTIMAL TEAM ENVIRONMENT</p> <p>13. Creates an environment for open and honest communication with the family and the family team about child safety, permanency and court timeframes</p> <ul style="list-style-type: none"> • <u>Uses the information</u> from this communication to ensure the team’s planning and decision-making is informed, relevant, and timely. • <u>Models</u> accountability and trust by following through with representations and agreements. • <u>Admits</u> and takes responsibility for one’s own biases, missteps and mistakes. 	<p>13. Is moderately successful in creating environment for open and honest communication with the family and the family team about safety, permanency and court timeframes.</p> <ul style="list-style-type: none"> • Is often effective using information about safety, permanency and court timeframes to manage timely planning and decision-making by the team; occasionally information influencing decisions is provided late and/or deadlines missed. • Follows through with some representations and agreements, may need prompting for others. • Often admits and takes responsibility for missteps and mistakes, but sometimes needs coaching or support to recognize and take responsibility for own biases. Occasionally gets defensive or makes excuses, but never blames others for own biases, missteps and mistakes. 	<p>13. Does not attempt to create an environment for open and honest communication about safety, permanency and court timeframes OR attempts are unsuccessful. May exert influence thru system authority, demands or threats rather than balanced discussion and information.</p> <ul style="list-style-type: none"> • Does not effectively manage the team’s planning and decision-making. Critical information about safety, permanency or court timeframes may not be provided or may be inaccurate or provided late. • Often fails to follow through with representations and agreements. • Frequently denies, makes excuses or blames others for one’s own biases, missteps or mistakes.
<p>NATURAL SUPPORTS</p> <p>14. Establishes, continuously brings together and supports a child and family team</p> <ul style="list-style-type: none"> • <u>Includes</u> natural family, cultural, community and Tribal supports • <u>Includes</u> others who are providing services to the family including social workers, attorneys and services providers. 	<p>14. Is moderately successful in establishing, bringing together, and supporting a child and family team.</p> <ul style="list-style-type: none"> • Outreaches and attempts to include natural family supports with some success, including extended family, cultural, community and Tribal supports the family has identified. May experience difficulty when family dynamics are challenging or when culturally specific knowledge or skills are important. • Often includes others who are providing services to the family but may not do so consistently or include all who are providing services. 	<p>14. Does not attempt or is unsuccessful in attempts to establish, bring together, and support a child and family team.</p> <ul style="list-style-type: none"> • May include agency partners and service providers on a team, or worker-identified cultural/community supports, however fails to include natural family, cultural, community and Tribal connections that the family considers sources of support.
<p>NORMALIZING NEEDS</p> <p>15. Shows understanding that normal is different for everyone by learning what is “normal” for the family and their culture, community and Tribes.</p> <ul style="list-style-type: none"> • <u>Facilitates</u> critical thinking and discussion with the family and their team about the family’s underlying needs, how they define the problem and what success looks like. • <u>Listens</u> attentively • <u>Uses language and concepts</u> that the family has used • <u>Incorporates</u> the family’s strengths, resources, cultural perspective and solutions in all casework, decision-making, case plans, court reports, meeting notes and other documentation. 	<p>15. Shows some understanding that normal is different for everyone. Attempts to learn what is “normal” for the family and their culture, community and Tribes, but sometimes slips into judgments or assumptions regarding the family’s “normal.”</p> <ul style="list-style-type: none"> • Invites the family and their team to discuss family needs, how they define the problem and what success looks like, but sometimes experiences challenges in facilitating critical thinking and discussion about the family’s underlying needs. • Usually listens attentively, though sometimes own talk, ideas and assumptions get in the way. • Sometimes makes successful attempts to use language and concepts that the family has used, but may struggle when lacks relevant culturally specific knowledge or skills. • Usually makes an effort to incorporate the family’s strengths and perspective in case notes, decision-making and other documentation, but sometimes the information is missing, inaccurate or incomplete. 	<p>15. Does not attempt to learn what is ‘normal’ for the family or their culture, community and Tribes. May make assumptions about or generalize what is normal for families, communities, cultures or Tribes.</p> <ul style="list-style-type: none"> • Often decides family needs, issues, goals or solutions with little or no input from the family/team. • Rarely listens attentively; own talk, ideas, judgments and assumptions may frequently get in the way. • Adjusts language and concepts based on own assumptions and generalizations about the family, community, culture or Tribe rather than based on language and concepts the family has used. • Does not attempt to incorporate family’s strengths and perspective in case notes, decision-making and documentation, OR attempts are infrequent OR attempts often result in missing, inaccurate or incomplete information about the family and their cultural perspective.

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>EXPLORES TEAM ROLES</p> <p>16. Explores with team members what roles they can play over time to strengthen child safety and support the family</p> <ul style="list-style-type: none"> Continually <u>engages and reinforces</u> the team in their self-identified roles <u>Facilitates</u> the team to discuss, understand and adapt to changing team member roles – for instance, when reunification efforts stop, helps the team explore, identify and honor a new role for the parent. 	<p>16. Is moderately successful in exploring with team members what roles they can play over time to strengthen child safety and support the family.</p> <ul style="list-style-type: none"> Often discusses team’s self-identified roles at team start-up and sometimes reinforces these roles in ongoing team meetings and activities, though may experience difficulty when teams are large, their dynamics challenging or when culturally-specific knowledge or skills are important. Usually recognizes and discusses changing team member roles, though may need guidance and prompting when teams are large or roles are complex or very dynamic. 	<p>16. Does not discuss roles team members can play to strengthen child safety and support the family OR assigns roles to team members OR attributes roles to team members based on assumptions rather than discussion with family/team.</p> <ul style="list-style-type: none"> Roles are not discussed, OR discussions about roles tend to occur only when responsibilities are not being met, OR roles are discussed in a disrespectful, condescending, culturally insensitive way. Does not recognize or facilitate discussion about changing team member roles, OR during discussions discourages changes to roles or team adaptations.
<p>CONTINUOUS DIALOGUE & ADJUSTMENT</p> <p>17. Facilitates continuous dialogue with the family and their team</p> <ul style="list-style-type: none"> <u>Asks</u> whether/how the agreed-upon practices, services, supports and visitation plans are working <u>Supports/makes adjustments/conducts follow-through tasks</u> based on family and support team discussions, assessments, and decisions. 	<p>17. Periodically checks in and encourages dialogue with the family and their team about ongoing activities, plans, needs and services:</p> <ul style="list-style-type: none"> Usually asks about what’s working and needed by the family and attempts to facilitate team discussions, though may focus more on services and supports that the agency or worker considers most relevant and less on other goals and activities of the team. Usually makes an effort to make adjustments and follow-through and support family and team assessments and decisions, though may experience difficulty in complex case situations, when family is in crisis, or when culturally-specific knowledge and skills are important. 	<p>17. Checks in with the family or their team about plans and services only when necessary or required:</p> <ul style="list-style-type: none"> Asks infrequently about practices, services, supports and visitation plans and/or makes assumptions about what is working or not working. May ascribe responsibility or blame rather than facilitate dialogue and problem-solving. Fails to consider adjustments and follow through with tasks discussed by family or team and/or makes adjustments primarily to address agency or worker beliefs or assumptions about family and their needs.
<p>TEAMS POST-PERMANENCY</p> <p>18. Emphasizes before the case ends the importance of the family’s support team even beyond the time of CWS involvement</p> <ul style="list-style-type: none"> <u>Facilitates</u> shared understanding and agreement of team member roles and commitments in maintaining a post-dependency circle of support for the child and family, <u>Facilitates</u> the identification of a system navigator who is aware of agency supports and services (including mental health and substance abuse) and will act as an ongoing liaison and advocate for the family team when contacted about system supports and services the child and family may need. 	<p>18. Is moderately successful in emphasizing before the case ends the importance of the family’s support team beyond the time of child welfare agency involvement</p> <ul style="list-style-type: none"> Discusses team member roles and commitments in maintaining a post-dependency circle of support for the child and family, but may fail to effectively engage the family and their team as active participants in this discussion or may fail to reach shared agreement and understanding. Is sometimes able to facilitate the identification of a system navigator who is aware of agency supports and services. Occasionally fails to identify such a person or identifies a system navigator who lacks sufficient knowledge of the system or is ineffective at acting as a liaison and advocate. 	<p>18. Does not discuss the importance of the family’s support team beyond the time of child welfare agency involvement.</p> <ul style="list-style-type: none"> Does not discuss team member roles and commitments in maintaining post-dependency support for the child and family, or does so in an authoritarian or threatening manner. Does not facilitate the identification of a system navigator who is aware of agency supports and services to act as an ongoing liaison and advocate for the family team.

HEALING TRAUMA

Core Practice Elements: Well-Being Partnerships; Recovery, Safety and Well-Being

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p>CUSTOMIZED VISITATION</p> <p>19. With family, caregiver and team continually</p> <ul style="list-style-type: none"> Assesses Arranges Structures culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship 	<p>19. Initially discusses visitation activities and plan with family, caregiver and team and checks in at times to update assessment and plan.</p> <ul style="list-style-type: none"> Culturally appropriate visitation activities are often identified and increasingly utilized to support the parent/child relationship; Natural family, community and Tribal environments are considered and sometimes utilized when possible, though not always. 	<p>19. Rarely assesses or plans visitation in ways that actively involve the child’s caregiver and the family’s broader support team.</p> <ul style="list-style-type: none"> Frequently arranges standard visitation in agency or worker-identified settings or uses own knowledge and/or assumptions about family, cultural and community relationships, traditions and settings to decide visitation plan/activities.
<p>USING EXPERIENTIAL COACHING</p> <p>20. Assess, with the family and their team, the need for interactive, experiential coaching during visitation and at other times of natural parent/child interaction to improve parenting skills. When needed:</p> <ul style="list-style-type: none"> Identifies Arranges Advocates for Interactive, experiential coaching during times of natural parent/child interaction. 	<p>20. Usually assesses with the family and often with their team the need for interactive, experiential coaching to improve parenting skills. Sometimes needs prompting to consider times of natural parent/child interaction when coaching could be provided.</p> <ul style="list-style-type: none"> Sometimes attempts and is successful arranging or advocating for visitation coaching support during times of natural parent/child interaction. 	<p>20. Does not facilitate family or their team to assess need for interactive, experiential coaching to improve parenting skills OR attempts to facilitate team discussion are ineffective.</p> <ul style="list-style-type: none"> Determines what parenting skills need to improve or what services will be offered without family/team input OR relies on less interactive and experiential forms of increasing parenting skills, such as classes or workshops, when parenting needs to be improved.
<p>LISTENING FOR LOSS</p> <p>21. Listens consistently to the family’s story, acknowledges & validates feelings of grief/loss.</p> <ul style="list-style-type: none"> Reflects and makes reaffirming gestures or statements regarding what the family shares. Supports family members to explore their history and experiences, and how this may be impacting their current life situation and underlying needs. Names and acknowledges the many types and layers of trauma the family may have experienced (historically what happened to their community and culture; past experiences of violence, loss, abuse, removal, etc.; recent trauma/loss experiences of child). Encourages family members to address their history with extended family, cultural, community and Tribal leaders, therapists, drug treatment providers, and others identified by the family as important to them. 	<p>21. Usually listens to family’s story and attempts and is sometimes successful acknowledging and validating family members’ feelings of grief/loss.</p> <ul style="list-style-type: none"> Sometimes reflects what the family shares or responds with reaffirming gestures/statements. Attempts with some success to support family members to explore their history and experiences, though may be more comfortable and successful helping certain family members explore impacts to their current life situation and underlying needs than others. Attempts to name and acknowledge the trauma the family may have experienced but may not fully acknowledge and help family explore all types and layers of trauma experienced. Often attempts and has some success encouraging family members to address their history with others in their support circle, though may be more comfortable encouraging use of certain mental health or trauma providers and need coaching regarding how to encourage family to address their history with other members of their circle of support. 	<p>21. Does not listen to the family’s story and/or is unable to understand and recognize family members’ feelings of grief and loss.</p> <ul style="list-style-type: none"> Fails to encourage/support the family to tell their story – may demand information, interrupt, show impatience, or respond disrespectfully, or with criticism or blame. Does not attempt or has little success in attempts to support family members to explore how past experiences may be impacting current life situation and underlying needs. Ignores or minimizes family trauma (current and/or historical) or ascribes feelings of loss, grief or trauma to the family based on assumptions rather than reflective listening. Does not attempt to encourage family members to address their history and/or uses authority, expectations, consequences or demands rather than encouragement.

Expected/Proficient Use of the Behavior	Developmental Use	Practice Lacks Fidelity
<p><i>TAILORING SUPPORTS TO UNDERLYING NEEDS</i></p> <p>22. Explores, values, and connects the family to and advocates for a broad array of services, supports, cultural practices and traditions that can assist the child and family with loss, grief, hurt, pain, healing and recovery</p> <p>For example: <u>Asks</u> “Who and what is helping – and/or in the future could help – with child and family’s physical, mental and emotional health, substance abuse issues, education, spiritual and other needs? <u>Asks</u> about their cultural or community practices and traditions that they think could support family members’ healing, health, wholeness and well-being?”</p>	<p>22. Sometimes explores and is successful advocating for/connecting the family to services, support, cultural practices and traditions to assist with loss, grief, hurt, pain, healing and recovery.</p> <ul style="list-style-type: none"> • Frequently asks “Who and what helps child and family and what else does the family need right now?” May put more emphasis on family’s most obvious or severe needs (e.g., substance abuse, mental health, violence) and/or have difficulty incorporating all aspects of family health and well-being, such as education, spiritual, social, and other needs. • Often explores cultural or community practices and traditions that could support family members’ healing, health, wholeness and well-being, but sometimes needs prompting or support to follow-up, advocate for or connect family. 	<p>22. Often makes use of typical agency services/supports rather than advocating for or connecting the family to non-typical community and cultural services, supports, practices and traditions to assist with loss, grief, hurt, pain, healing and recovery.</p> <ul style="list-style-type: none"> • Does not ask the family who and what provides support to them or what they need, OR if the family is asked, questions are based on worker/agency-defined service needs, biases or assumptions. • Does not explore cultural or community practices and traditions with the family that could support healing, health, wholeness and well-being, OR asks in ineffective ways and/or information and ideas provided are not valued or followed up.
<p><i>RECOVERY & WELL-BEING</i></p> <p>23. Through teaming processes in casework activities:</p> <ul style="list-style-type: none"> • <u>Creates</u> shared agreement on the safety issues to be addressed and the culturally sensitive services, supports, practices, traditions and visitation plan that will address child safety and support family and cultural relationships • <u>Addresses</u> trauma, loss, behavioral health, drug/alcohol recovery, child safety, child and family well-being and other underlying needs identified by the family and their team. • <u>Works continuously</u> to identify, locate, develop, fund, advocate for, link the family to and support the use of the agreed-upon practices, services and supports. 	<p>23. Through teaming processes in casework activities:</p> <ul style="list-style-type: none"> • Often explores the safety issues to be addressed and culturally sensitive services, services, supports, and visitation plans, but sometimes has difficulty creating shared agreement, especially when family relationships and dynamics are challenging or when culturally specific knowledge or skills are important. • Usually attempts to address many/most family needs, including trauma and loss, behavioral health, drug/alcohol recovery, and child safety needs, but may sometimes focus on more immediate or obvious needs and need prompting about well-being or other underlying needs. • Works consistently to identify, locate and support use of agreed-upon practices, services and supports, but sometimes fails to pursue funding or advocate for use of those resources when not readily available/accessible. 	<p>23. Does not use teaming processes or uses them ineffectively:</p> <ul style="list-style-type: none"> • Determines the family’s services, supports, practices, and visitation plan without attending to safety issues to be addressed, OR determines them without input from the team, OR culturally sensitive services and cultural relationships are not considered or prioritized in teaming processes. • Does not recognize or attempt to address most underlying family needs OR attempts to address family needs are ineffective and/or focus on the most severe, obvious or immediate family needs and neglect other safety, well-being, permanency or underlying needs of the child and family. • Links the family to agency or worker-identified services and supports, OR identifies, locates and links the family to readily available agreed-upon services but fails to develop, pursue funding for, advocate for or support use of practices, services and supports not readily available or accessible to the child/family.