Safety Organized Practice

Consultation and Information Sharing Framework
### Consultation and Information Sharing Framework

**Purpose/Focus of Consultation:**
What is the worker/team looking for in this consult? Purpose of meeting?

#### Genogram/Ecomap

<table>
<thead>
<tr>
<th>What are we worried about?</th>
<th>What needs to happen next?</th>
<th>What's working well?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasons for Referral</strong></td>
<td><strong>(Gray Area)</strong></td>
<td><strong>Safety/Belonging</strong></td>
</tr>
<tr>
<td>- Detail re: incidents(s) bringing the family to the attention of the agency. Impact on the children.</td>
<td>- Incomplete/speculative information</td>
<td>- Strengths demonstrated as protection/connection over time.</td>
</tr>
<tr>
<td>- Pattern/history</td>
<td>- Next Steps</td>
<td>- Pattern/history of exceptions</td>
</tr>
<tr>
<td><strong>Risk Statements</strong></td>
<td></td>
<td><strong>Strengths/Protective Factors</strong></td>
</tr>
<tr>
<td>- Risk to children</td>
<td>- Development of next steps relevant to risk content</td>
<td>- Assets, resources, capacities within family, individual/community</td>
</tr>
<tr>
<td>- Context of risk</td>
<td>- Who, What, When, Etc.</td>
<td>- Presence of research based protective factors</td>
</tr>
<tr>
<td><strong>Complicating Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Conditions/behaviors that contribute to greater difficulty for the family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Presence of research based risk factors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Current Ranking (Immediate Progress)** | | |
| Choose 1 through 10 | | |
| 1 = safety/protection required | | |
| 10 = enough safety to close | | |

**Partnering:** Action with family in their position; willingness, confidence, capacity

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**Purpose**

- Purpose/Focus of Consultation: What is the Family/Youth/worker/team looking for in this consult?
- If we come to the end of this meeting, what do you hope we will have accomplished?
- What would be the best outcome for the meeting from your perspective?
- What would be most useful for you as an outcome of this meeting?
- What would you like to get out of this meeting?

**Genogram**

- Genogram/EcoMap
- Cultural factors
- Develop a Genogram and/or an Eco-map with the family/Engagement – Set up the family/youth as the expert on their family/life. On Flip chart paper ask the parents/youth about their children/family, who lives at home with them (incl. foster/resource families), if they live together, if there are other members of their family, what are the quality of the relationships.
- If there is historical trauma note that. Develop a genogram and talk about the information that they give in positive, resilient terms.
- An eco-map with the child/family in the middle with all of their day to day connections and support systems around them in other circles can also be developed. It can be helpful in reminding the family/youth that they do have community and supports around them and can be a visual of putting the child in the middle and seeing their needs as the most important, ahead of the parent’s needs.
- If the Genogram/Eco Map/Safety Circles have already done then it can be put on the wall and just gone over briefly with the family/youth, asking them for any clarification.
Harm

• WHAT ARE THE WORRIES?
• Purpose/Why we are Here (HARM)?
(Reason for Referral/Issue)
• --Detail re: incident bringing the family to the attention of the agency +
• --Pattern/history

• Parent (youth, child) Behavior and Impact
• CWS History – Pattern
  • (looking at SDM Risk Assessment can be helpful)

Safety/Belonging

How do we know how worried to be?

• WHAT IS WORKING?
• Safety/Belonging
  • --Strengths demonstrated as protection/connection over time
  • --Pattern/history of exceptions to danger/harm

• Acts of protection, behaviors that the parent (youth) has demonstrated to keep the child(ren) (themselves) safe, over time. Including
  • pattern/history of exceptions to danger/harm.
• The higher the risk the more time there needs to be where there is demonstrating of the behaviors of protection. The smaller the safety network the more time needed for to build the network and to utilize it to keep their family/youth safe; especially in times of stress.
Strengths

• Strengths/Protective Factors
• Assets, resources, capacitates within family, individual, community – Presence of research based protective factors

• Assets, resources, capacitates within family, individual, and community.
• Presence of research based protective factors as it relates to the family’s harm, danger and complicating factors. These things support the family but don’t by themselves keep children safe from the described harm/danger.
• What do they care about? What is important to them? (Tie “danger” to this. Much more powerful)

Complicating Factors

• Complicating Factors
• Conditions/behaviors that contribute to greater difficulty for the family
• Presence of research based risk factors.

• Conditions/behaviors that contribute to greater difficulty for the family (such as drug use, mental health issues and family conflict/domestic violence). Presence of research based risk factors can be listed if useful.
• Detail – Diagnosis, school issues, difficult child behaviors, world views that get in the way
Danger

- Risk to Children? (DANGER)
- Context of Risk
- If nothing else changes, what are we worried about as the parent’s (youth’s) behavior impacts the child (themselves)? Who is worried? Use detailed behaviorally specific statements. There can be more than one statement and they can be ranked.

- Current Ranking of Risk:
  - 1 2 3 4 5 6 7 8 9 10

Sample Danger Statement:

- (#1) CWS, Shana, and Patrice are worried that Jesse and Melissa will continue to use drugs, have drugs around the kids, involve the children in illegal activity and not have a safe home. The kids could test positive for drugs again and get very sick, get kidnapped, be scared, and continue to be dirty.
- (#2) CWS, Shana and Patrice are worried that the parents will not obtain medical care for the kids and they could get very sick and end up in the hospital or even die.
Safety Goal

- Safety/Belonging Goal
- What parent behaviors would make is safe for the children at all times so that we are no longer worried anymore?
- What is the behavior that the parent(s) (youth) would be doing that would keep the child(ren) (themselves) safe over time without agency intervention? The flip side of the danger statement(s). It should include how they are developing and utilizing their family safety network to keep the children safe.

Exploring “what needs to happen” with families

- Ten years from now...what story do you hope your child will tell of this time? What needs to happen so your child can tell that story? [FAMILY GOAL]
- We have a format for goals called a safety goal. Can I show you what that looks like? [SAFETY GOAL]
- Given the goals we are talking about, what will your family be hoping your first step will be? [FIRST STEP]
- If you do take that step, will it make a difference in your life? Who do you think will be the first person in your family or friends to notice that difference? [MONITORING]
Sample Safety Goal:

• Jesse and Melissa will work with CWS and their safety network to develop a plan and show everyone that they are clean and sober, have legal means to provide a safe home for their children, obtain medical care for their kids, and do not involve their children in illegal activity. CWS will need to see this plan in place and working continuously for 6 months before CWS would feel that it would be safe to consider returning the children home.

Taking it Further - Sample Case Plan Goal

• **Case Plan Objectives:**
  
  (From CWS/CMS Drop Down) Melissa and Jesse will develop a positive support system with friends and family.

  • Melissa and Jesse will identify two members of their safety network who they can call to come pick up the children if they relapse.

  • The family agrees to have two neighbors in their safety network who know everything about their drug use and are authorized to call the police or the social worker if they suspect drug use has resumed.

  • If the children are returned, two members of the safety network visit twice per week to check the house, make sure the children are clean, and that they do not see any signs of the parents using drugs.
Safety/Belonging Statements
Goals

• Kate will live in a safe and stable home environment and be cared for by caregivers who manage their emotions, behaviors and discipline in a respectful and helpful ways that are nurturing and attentive (if you need language check out the definitions in the SDM FSNA).

• (demonstrated over time is longer than the last demonstrated time)

The risk of ______ to (child’s name) when _____ (context) is being/has been addressed by (safety/belonging) built to the context of risk detail.

Trauma Infused Safety Goal Statements

• Carly may accidentally physically hurt herself when her feelings get SO BIG (she will get scared that her mom will use drugs and go to jail and she will live with scary people) that she cuts scratches and hurts herself. When Carly feels her BIG feelings coming on, she will go to her aunt and her aunt will sit next to her and hold her hand. If she is at school, teachers will talk softly to Carly and get her to a safe space to calm down.

• Go beyond “being safe” to what will help the child feel safe? No traumatization but engender healing and emotional growth
Gray Area

- Gray Area
- Speculative/Incomplete
- Information

- Information that as you are discussing the map with the family, that you may not know and would be helpful to complete a rigorous balanced assessment.
- It helps with next steps and with understanding that this is an ongoing process and it’s okay not to know everything
- It also helps with what you might need to ask in the field for next time.

Next Steps

- Next Steps
- Immediate progress
- Safety/Protection Required
- Relevant to risk context

- Specific/behavior steps that the caregiver/youth/network must take to ensure the child/youth will be safe in care and in the future; no matter what. Explore the family’s/youth’s support network and identify who will help the family initiate and maintain the plan.
Enough Safety to Close

- Is there real harm and danger (SDM Safety Threats- Very High Risk on the SDM Risk Assessment) or are there a lot of complicating factors?
- If there are safety threats what are the steps to get to our safety goals? How will we know?

Safety Check

On a scale from 0–10, with 0 being the danger statement is happening all of the time and 10 being the safety goal is occurring all of the time, where are we? What actions would the parents/network need to take for us no longer to be worried? Are we there yet?

0

Parent and network actions of protection?

10

Danger Statement

Safety Goal
• Partnering: Action with family in their position: willingness, confidence, capacity –

• People don’t change in systems they change in relationship.

• There needs to be enough of a helping professional – parent/child/youth relationship where people feel safe enough to look at their role in their problems and try something different. This is more difficult if the person has a history of trusting and getting hurt as a result.

• How will you engage?