Safety Organized Practice

PRACTICE PROFILES

Developed by

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CENTER FOR HUMAN SERVICES
Northern California Training Academy

Practice profiles attempt to define the linear and gradual progression of skill acquisition as a practitioner integrates a particular practice into their work. The SOP practice profiles were developed with an understanding that skill acquisition in not a linear process and is impacted by a variety of external factors. The SOP practice profiles seek to define the *characteristics* of skill rather than the frequency in which tasks associated with the various skills and tools associated with SOP are completed. The intent of the SOP practice profiles is to assist practitioners assess their current skill and to help guide appropriate goal setting as they work to deepen their skills in the practice.

Growth Stages

Skill accusation is broken down into three broad stages (emergent, accomplished and distinguished). Each level is further broken into three sublevels to account for the gradual nature of skill development.

- **Emergent Practice** (Built Infrastructure and Now Using): The practitioner has taken action to integrate the practice into their work at a basic level. Moved beyond the act of thinking about integrating the practice but is demonstrating behaviors to use the practice.
- **Accomplished Practice** (Gaining Consistency and Collaborating): The practitioner has moved beyond working independently on the practice area and has begun to involve others in the process with consistency.
- **Distinguished Practice** (Innovating and Sustaining): The practice is integrated in the practitioners' daily work with families and no longer perceives there are separate steps to be taken in implementing the practice. At the upper level of distinguished practice it is anticipated that the practitioner is fully engaged in the particular practice area and such integration is seamlessly integrated into daily work activities. Additionally, efforts may be made to advance the practice and/or find ways to sustain the practice.

The definition for each level of practice has been written to showcase what practice would look like at the highest point of each level. The following example for Safety Mapping illustrates how a practitioner would move from a low end of accomplished practice to the midpoint.

Example: A practitioner who's rating of "4" for the practice area Content might have the parents, the grandparents, and a neighbor at the meeting to participate in a Safety Mapping process. The practitioner would ask each person the three questions and include their perspective on the map before adding the agency's perspective. If they put each person's perspective in their own words, instead of paraphrasing them, it would move their rating up to a "5."

Using the practice profiles to guide professional development goal setting

When setting goals for the practitioner or as part of a coaching process, it is key to remember this *gradual* progression. Development goals should be set to move from one step to the next, within practice levels, rather than from one practice level to the next. For example, as a practitioner you may choose a month long goal of moving from a "1" in "emergent practice" to a "3." At the end of the month, during a coaching session or alone, one may take a moment to reflect and assess the progress made. These are some of the questions to consider during this assessment process: *Were there challenges to overcome*? *What helped*? *Did other areas of practice benefit or falter because of the extra effort put into developing this skill*? New goals should be continuously set. These goals should be incremental, based on growth and take, into consideration unique situations.

For more information on the potential uses of the SOP practice profiles review SOP Practice Profile FAQs.

Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Safety Planning									
Safety Planning	**Safety Plans** specifically address dangers the family and people identified in the safety network have agreed to resolve. The Safety Plan is the *method* of addressing the Danger Statement and *achieving* the Safety Goal.								
	Purpose The depth of knowledge behind the reason for why the practice is used.	Describes Safety Planning as a process to address immediate danger to the child and focuses on the family taking specific actions to mitigate the risk.			Describes Safety Planning as a process that includes the voices of the parents, children and safety network as integral parts. Describes Safety Planning as a process to address the Danger Statement and to achieve the safety goal.			Describes Safety Planning as a process that involves multiple meetings to insure child safety has been enhanced. Describes Safety Planning as an ongoing practice with the family's safety network throughout family's involvement with CPS. Describes Safety Planning as a practice that is intended to prevent child removals and increase timely reunification.		
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	Group Agreements Share understanding and agreement on how the stakeholders will work together to achieve the group's desired outcomes.	Actively checks for understanding and agreement among caregivers to the identified safety plan and goals.			Builds *shared* understanding and agreement among all family safety network members on how the network will work together to ensure child safety. Actively uses group agreements to foster open discussion among family safety network members.			Uses group agreements to promote working relationships in which participants can share their individual contexts, perspectives and differences of opinion to inform the development of the safety plan.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Stakeholders All interested parties with an investment in the child's safety.	Creates a safety plan individually or in conjunction with their supervisor (coach). Engages the family to reach agreement on implementing the safety plan. Understands how the absence of family members and stakeholders affects the safety planning process.	Includes the family in determining who will attend the safety planning meeting. Develops a plan to include the perspectives and voices of missing participants. Meets (or invites) other professionals to share information about the family and possible stakeholders to inform the safety plan.	Everything in accomplished practice, *plus*: Ensures the voice of the child is clear, and when possible actively involves the child in the Safety Planning process. Ensures the safety of the group by anticipating possible conflict among participants and setting up alternative ways of participating, i.e., telephone access.
	1 · 2 · 3	4 · 5 · 6	7 · 8 · 9
Context The stakeholders' unique circumstances and perspectives which need to be considered in safety planning.	Has awareness that the caregivers and CPS may have conflicting priorities regarding the purpose and content of the safety plan.	Asks participants about what things may get in the way of participating fully in safety planning. Asks about the individual and systemic barriers that challenge the group, particularly the family and safety network, in safety planning. Is aware that Safety Planning is a group process and that participants may have other commitments that make it difficult to engage.	Brainstorms with family and safety network on how to mitigate individual and systemic barriers to the safety planning process.
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Safety Planning...(continued)

Practice Element		Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Safety Planning...*(continued)*	Content The services and behaviors included in the safety plan.	Uses the safety plan to inform what services might be offered to the family. Discusses specific actions by caregivers and safety network that may either prevent the removal of the child or promote reunification.	Shares safety plan with child, family, safety network and stakeholders and checks for understanding and agreement for participation and implementation. Checks for participant's compliance with safety plan and make modifications as necessary. Comes prepared with ideas about potential actions the family and the safety network can take. Uses the Danger Statement and Safety Goal to inform plan.	Guides the group process to ▪ Formulate shared danger statement and safety goal to inform plan. ▪ Ensure that the danger statement and safety goals are described in specific behavioral terms. ▪ Identify the child's role in the plan if appropriate. ▪ Identify the process by which the group will test and modify the safety plan. ▪ Identify concrete logistical next steps for the group to meet. Actively check for shared understanding and agreement with all participants regarding the safety planning process and each participant's responsibilities in the plan. Checks in with the child (as appropriate) to determine their understanding and agreement with the danger statement, safety goal and plan.
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Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Safety Planning...*(continued)*			
Desired Outcomes What will it look like when the child is safe? How will the stakeholders ensure the child is safe?	A plan that includes tasks for caregiver to keep their child safe. Agreement by family members to implement plan.	Shared understanding and agreement on the safety planning process and goals. Shared understanding and agreement on the danger, safety and risk level for the child. Each network member will receive a copy of the safety plan written in clear and easy to understand way describing what the next steps are to ensure child safety.	A safety plan with action steps and that is perceived by family safety network members as being meaningful and feasible within specific timeframes. Shared understanding and agreement by all participants on their individual roles and responsibilities. Shared understanding and agreement among network members of what it will look like when the children are safe and CPS can close the case.

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| Reflection Consideration of progress to date with regard to the working relationships among the stakeholders and the efficacy of the plan. | Assesses the family's capacity to comply with safety plan in supervision. | Creates space for participants to focus on the merits of the plan and their confidence in their ability to implement the plan while encouraging the group to reflect on how to make the process more useful. | Actively engages safety network members to critically evaluate their group process. Specifically focuses on ways to increase understanding, agreement and collaboration. Assesses facilitation of group process in supervision. Engages the safety network to describe how they will know the safety plan is effective. |

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| Next Steps An action plan for following up with families. | **Under development** | **Under development** | **Under development** |

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Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Integrating the Child's Perspective			
Two key principles in safety-organized practice are (1) the understanding that children likely witness much of what goes on in their families' lives and can contribute to a comprehensive understanding of what is currently happening in the family, and (2) the belief that children often can and need to collaborate with other stakeholders in their own safety planning. Therefore the extent to which a social worker can **incorporate the child's perspective** into their work is critical to successful child welfare practice.			
Purpose The depth of knowledge behind the reason for why the practice is used.	To build trust and positive connections with the child. To gather information regarding current danger, safety and overall family functioning and inform casework processes. To discuss with caregivers the impact of their actions on the child.	Everything in emergent practice, *plus*: To engage caregivers and other stakeholders in building a shared understanding of the child's perspective relative to danger, safety and overall family functioning. Build agreement on how the child's perspective will inform next steps to increase safety, permanency and wellbeing	Everything in accomplished practice, *plus*: Where appropriate, enable the child to share his or her perspective, experiences and hopes for the next steps to increase safety, permanency and well-being Where appropriate enable the child's active involvement in key points of the casework and safety planning process.

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Side label: **Integrating the Childs Perspective**

Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Integrating the Childs Perspective…*(continued)* Group Agreements CPS actions relative to having shared understanding and agreement on how stakeholders will work together to achieve the group's desired outcomes.	Actively checks for understanding and agreement with the child and caregivers regarding the purpose and desired outcomes of incorporating the child's perspective.	Everything in emergent practice, *plus*: Builds shared understanding and agreement with the child on process of eliciting his perspective, specifically focusing on how and under what circumstances this information will be shared. Builds shared understanding and agreement among family and other stakeholders on how everyone will work together to elicit the child's perspective; incorporate this in the plan to increase safety, permanency and well-being. Actively uses these group agreements to foster open discussion among caregivers and network members regarding the child's perspective and how this impacts their work to increase safety, permanency and well-being.	Everything in accomplished practice, *plus*: Uses group agreements to promote working relationships in which participants can share their individual contexts, perspectives and differences of opinion regarding the child's perspective, experiences and hopes. Where appropriate, uses group agreements to promote a safe environment in which the child can share his perspective, experiences and hopes.
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Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Stakeholders CPS actions to engage individuals or organizations with an investment in incorporating the child's perspective.	Uses information from the child's perspective to inform assessment, planning and decision making independently or in conjunction with their supervisor/coach. Engages the child to elicit his/her perspective. Engages caregivers in discussion of the child's perspective. Meets (or invites) other professionals to share information about the child's perspective.			Everything in emergent practice, *plus*: Works with family to identify other individuals or organizations that have an investment in including the child's perspective to inform next steps to increase safety, permanency and well-being. Work to include these individuals or organizations in the planning and/or decision-making process			Everything in accomplished practice, *plus*: When appropriate and possible actively include the child in the next steps to increase safety, permanency and well-being. Ensures the safety of the group by anticipating possible conflict among participants and setting up alternative ways of participating, i.e., telephone access.		
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Context CPS actions relative to the stakeholders' unique circumstances and perspectives which need to be considered.	Has awareness that the child caregivers and CPS may have conflicting priorities regarding the inclusion of the child's perspective in the casework process.			Asks the child, caregivers and stakeholders about what things may get in the way of including the child's perspective in the process of increasing child safety. Asks about the individual and systemic barriers that challenge them, particularly the family and safety network, in including the child's perspective.			Everything in accomplished practice, *plus*: Brainstorms with child, family and safety network to mitigate individual and systemic barriers to including the child's perspective, experience and hopes.		
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Integrating the Childs Perspective…*(continued)*

Practice Element		Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Integrating the Child's Perspective…*(continued)*	**Content** CPS actions necessary to incorporating the child's perspective.	Uses a variety of interviewing techniques and tools, (e.g., Three Houses tool, Safety House, AI, SF) to elicit the child's perspective focusing especially on • What are the worries? • What's working well? • What needs to happen?			Everything in emergent practice, *plus*: Works to elicit concrete details from the child to narrow the focus specifically on the impact of the caregiver's actions, identifying danger and safety. Where appropriate actively facilitates the child's articulation of his perspective to caregivers and other professionals.			Everything in accomplished practice, *plus*: Where appropriate facilitates the child's active participation in key points of the casework process.		
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	Desired Outcomes The results from incorporating the child's perspective.	The child feels his perspective has been heard by CPS. An understanding of the child's perspective to inform casework process and decision-making. Shared understanding of the child's perspective with the caregiver			Everything in emergent practice, *plus*: Shared understanding with all stakeholders on the child's perspective on danger, safety and risk. Shared agreement on how this will inform the next steps to increase safety, permanency and well-being			Everything in accomplished practice, *plus*: The child feels that his perspective and hopes are heard by the stakeholders and that he made a contribution to increase his or her safety.		
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Integrating the Child's Perspective...(continued)	**Reflection** Consideration of progress to date with regard to the working relationships among the stakeholders to incorporating the child's perspective.	Assess the child's understanding of the purpose and outcomes of the process to elicit and incorporate his/her perspective. Assesses family's capacity to understand the child's perspective and develop insight on how their actions have impacted the child.			Creates space for the child, family and other participants to focus on the impact of incorporating child's perspective and their confidence in their ability to have it inform what needs to happen next. Encourage the group to reflect on how to make the process more useful.			Actively engages the child, family and other participants to critically evaluate the process of incorporating the child's perspective. Specifically focuses on ways to increase understanding, agreement and collaboration moving forward. Assesses facilitation of group process in supervision. Engages the participants to describe how they will know they have included the child's perspective.		
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	Next Steps An action plan for following up with families	Uses information from the interview process to inform casework process.			Everything in emergent practice, *plus*: In collaboration with caregivers and other stakeholders, actively integrates the child's perspective into goal setting and safety planning processes.			Everything in accomplished practice, *plus*: Where appropriate, facilitates the child's continued involvement in the safety goal setting and planning processes.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Harm and Danger/Risk Statements			
Harm statements and danger statements or risk of danger are short, simple behavior-based statements which can be used to help family members, collaterals and staff working with the family become very clear about what has happened in the past, why CWS are involved with families and what CWS staff worry may happen in the future. They lay the groundwork for the important 'difficult conversations' to occur and help ensure that we are talking about the most important things to address with the families with whom we work.			
Purpose The depth of knowledge behind the reason for why the practice is used.	Describes Harm and Danger Statements as key elements of Safety Mapping that are about what happened to the child that brought them to the attention of CPS and about what might happen in the future.	Describes Harm and Danger Statements as key elements of Safety Mapping that have clear and specific statements about the harm to the child in the care of the parents. Describes the Harm Statement as having the following 3 distinct components: 1) Who reported ("or it was reported that…"). 2) What happened to the child, where, when, etc. 3) The impact it had on the child. Describes the Danger Statement as having the following 3 distinct components: 1) "CPS is worried that … (or the SW and other professionals or others in the family network are worried that…). 2) Behavior/action of the parents (what parents might do). 3) Possible impact on the child (what we are worried may	Describes Harm and Danger Statements as key elements of Safety Mapping that have the most meaning when they are developed in the Safety Mapping process with the family, network and other professionals to achieve a shared understanding of the worries about danger and the reason for CPS involvement with the family.

Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Harm and Danger Statements... *(continued)*				happen to the child, or what may happen to the child again) Describes the development of Harm and Danger Statements as important to clearly identify the caregiver actions that have a harmful effect on the child so that everyone understands the worries about danger and the reason for CPS involvement.					
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Group Agreements CPS actions relative to having shared understanding and agreement on how stakeholders will work together to achieve the group's desired outcomes.	Uses Harm and Danger Statements to engage caregivers in the casework process and checks for their understanding and agreement with these statements.			Fosters open discussion among family, and professionals regarding the Harm and Danger Statements.			Engages the family, their network and other stakeholders in the safety mapping process to develop Harm and Danger Statements. Uses group agreements to promote working relationships in which participants can share their individual contexts, perspectives and differences of opinion to inform the development of the statements.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Harm and Danger Statements...(continued) Stakeholders CPS actions to engage individuals or organizations with an investment in the desired outcomes.	Develops Harm and Danger Statements as an individual activity or in consultation with a supervisor to identify harm and danger. Shares statements with caregivers and checks for understanding.			Works with the family to identify stakeholders in the child's safety. Develops a plan to share the Harm and Danger Statements with the family, safety network and professionals. Ensures the safety of the group by anticipating possible conflict among participants and setting up alternative ways of participating, i.e., telephone access.			Everything in accomplished practice, *plus*: Ensures the voice of the child is clear, and when possible actively involves the child in the development of Harm and Danger Statements.		
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Context CPS actions relative to the stakeholders' unique circumstances and perspectives which need to be considered.	Voices concern that other casework demands will impact the ability to develop Harm and Danger Statements in the course of an assessment or investigation. Has awareness that the caregivers and CPS may have conflicting priorities regarding the purpose and use of Harm and Danger Statements.			Asks about the individual and systemic barriers that challenge the family and professional's, understanding and agreeing with the Harm and Danger statements. Is aware that participants may have other commitments that make it difficult to reach agreement on the statements.			Brainstorms with family and safety network on how to mitigate individual and systemic barriers to the group's reaching shared understanding and agreement regarding the Harm and Danger Statements.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Content <u>Content</u> CPS actions necessary to achieve the desired outcomes.	Uses Harm and Danger Statements as an individual activity or in consultation with a supervisor to identify harm and danger. Preliminary Harm Statements often include clinical, professional language to describe caregiver actions and the impact on the child.			Refines any preliminary Harm and Danger Statements with the family, network and other professionals to include all voices in describing the harm to the child and the reason for CPS involvement. Statements begin to reflect the behavioral descriptions of caregiver actions and the impact on the child.			Guides the group process to ▪ Formulate shared Harm and Danger Statement. ▪ Ensure that statements are described in specific behavioral terms. ▪ Identify concrete logistical next steps for the group to meet. Actively checks for shared understanding and agreement with all participants regarding the iterative safety mapping process and identified next steps. Checks in with the child (as appropriate) to determine their understanding and agreement with the Harm and Danger statements.		
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<u>Desired Outcomes</u> The results from implementing the practice.	A Harm and Danger Statement that uses the reason for referral and available case history to describe: 1. What happened 2. The impact to the child 3. What CPS is worried about			A Harm and Danger Statement that describes the harm, safety threats and worries to the family, their network and other professionals so there is a clear **understanding** of why CPS is involved with the child and family. Harm and Danger Statement becomes the platform for developing the Safety Goals (what it needs to look like for reunification or case closure).			A Harm and Danger Statement that has been developed with the family, network and other professionals that includes a description of the harm that resulted from the caregiver's behaviors and the stakeholders' worries about future harm. The network then collaborates to use the Harm and Danger Statement to co-develop the Safety Goals (what) and the Safety Plan (how).		
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Harm and Danger Statements …(Continued)

Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Harm and Danger Statements …(Continued) <u>Reflection</u> Consideration of progress to date with regard to the working relationships among the stakeholders to achieving the desired outcomes.	The preliminary Harm and Danger Statement is held as a theory of what may have happened and what could happen in the future if nothing changes. Theories about the Harm and Danger Statements are discussed with supervisor or other professionals.			The Harm and Danger Statement is refined with the family to reflect more concrete behavioral descriptions of what specifically occurred. Worker invites others perspectives and is more open to exploring alternative reasons the harm may have happened or that it may not have occurred as originally suspected.			The worker facilitates a space where all stakeholders can reflect on and critically think about their understanding of the facts that led to the Harm and Danger Statement. Stakeholders hold a balanced view of how not just the history of harm, but also the history of protection, contributes to *how worried* we should be about future danger.		
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<u>Next Steps</u> The ability to which the desired outcomes are utilized for subsequent case activities.	Uses Harm and Danger Statements individually to focus the harm and danger to the child and determine next steps in service planning and provision. Follows up with caregivers to attend to the needs of the child.			Ties Harm and Danger Statements in the context of Safety Mapping to engage the family, their network and professionals in the development of concrete, measurable actions (Safety Plan) that, when demonstrated over time, will ensure child safety.			Uses Harm and Danger Statements in the context of Safety Mapping so that the family, their network and other professionals develop a clear understanding of what it needs to look like for CPS to be satisfied that the child is safe.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Safety Networks									
Building **Safety Networks** – The axiom that "it takes a village to raise a child" is never truer in child welfare work than when caregivers have been found to be a danger to their children. Signs of Safety, drawing on much of the wisdom of the Family Group Conferencing (FGC) movement, offers strategies for building a 'network' of people around the child, communicating the danger to them and enlisting their help in keeping the child safe. By rigorously asking about formal and informal networks and using our power constructively, the family and community can become members of an expanded safety network that helps enhance safety for children. The safety network includes a group of family, friends, and professionals who care about the child, are willing to meet with CWS, understand the harm/danger concerns CWS and others have, and are willing to do something that supports the family and helps to keep the child safe.									
Purpose The depth of knowledge behind the reason for why the practice is used.	Describes a Safety Network as individuals who support caregivers.			Describes a Safety Network as a group of individuals who would work with CPS to increase child safety.			Describes a Safety Network as a group of individuals who are invested in ensuring a child's safety and collaborate to identify safety goals, create a safety plan and actively implement the plan.		
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Group Agreements Child Protective Services actions relative to having shared understanding and agreement on how stakeholders will work together to achieve the group's desired outcomes.	Informs the caregiver of the parameters within which CPS would communicate with these individuals.			Builds **shared** understanding and agreement among all family safety network members on how the network will work together to ensure child safety. Actively uses group agreements to foster open discussion among family safety network members.			Everything in accomplished practice plus: Uses group agreements to promote working relationships in which participants can share their individual thoughts, feelings and opinions about how to increase child safety.		
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Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Stakeholders Child Protective Services actions to engage individuals or organizations with an investment in creating a strong safety network for the family.	Interviews the caregiver to identify individuals who may be supportive of the caregiver.	Includes the family in determining who will attend the safety planning meeting. Meets (or invites) other professionals to discuss their inclusion in the safety network and who else to include. Ensures the voice of the child is clear, and when possible actively involves the child in identifying safety network members	Everything in accomplished practice, *plus*: Builds shared agreement with caregivers on the network membership. Promotes and actively supports the involvement of friends, extended family, neighbors and other informal supports as members of the network.
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Context Child Protective Services actions relative to the stakeholders' unique circumstances and perspectives which need to be considered.	Is aware that caregivers and Child Protective Services may have conflicting priorities regarding identification of possible safety network members and their role in safety planning.	Asks the family and stakeholders about all the challenges in identifying potential safety network members.	Brainstorms with family and stakeholders on how to remove the challenges of creating a committed safety network.
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Content Child Protective Services actions necessary to help the family develop/identify a safety network.	Asks caregivers for a list of family and friends who are past and current supports to their family. Uses the Safety Circles activity with caregiver to expand the safety network. Helps caregivers to critically think through whom else may be included in safety network.	Explains the purpose of a safety network to identify possible safety network members. Facilitates a dialogue among all safety network members and the caregivers to build shared understanding and agreement on the safety network's role and responsibilities in supporting the safety plan.	Everything in accomplished practice *plus*: Actively seeks to remove barriers to building a comprehensive and committed safety network as a key component of the safety plan.
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Safety Networks...(continued)

Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Desired Outcomes The results from identifying the family's safety network.	A list of potential individuals who may want to participate in a family meeting.			Agreement from the safety network to support the caregiver's safety plan. Understanding and agreement from the safety network on their responsibilities to implement the safety plan.			Shared understanding and agreement among the safety network members regarding group agreements, next steps and their mutual roles in increasing child safety. The safety network implements the plan and is able to follow through on their roles.		
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Reflection Consideration of progress to date with regard to the working relationships among the stakeholders to developing a safety network	Assesses the family's capacity use their safety network.			Engages caregivers to evaluate the strength of their safety network. Elicits their concerns and identifies the strengths of the members.			Creates space for network members to critically evaluate their relationships. Elicits from them the strengths of their network as well as its challenges. Brainstorms ways to address challenges.		
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Next Steps An action plan for following up with families.	Plans at least one follow up meeting with family and safety network.			Checks in with the family and safety network regularly to determine if the plan is adequate to meet the child's safety needs. Follows up with caregivers to determine if additional safety network members should be included.			Ensures that the safety network shares the understanding that the safety plan is a process and there is a need for ongoing assessment of its effectiveness (linking with desired outcomes). Checks in with the child and the family to determine their comfort with the plan and actions of the safety network. Schedules subsequent meetings when necessary to review the safety plan and the continuing roles of the safety network to check for compliance and success of the plan.		
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Safety Networks...(continued)

Practice Element	Emergent Practice Built Infrastructure and Now Using	Accomplished Practice Gaining Consistency and Collaborating	Distinguished Practice Innovating and Sustaining
Safety Mapping			

Safety Mapping is a process of dialogue and inquiry designed to help social workers, families and extended networks work together to surface the different aspects of danger and safety present in the family and move toward group agreements about what needs to happen next to ensure the safety of the child.

| Safety Mapping | Purpose
The depth of knowledge behind the reason for why the practice is used. | Describes Safety Mapping as a tool to organize information about danger and safety into three categories:
• What are we worried about?
• What's working well?
• What are the next steps? | Describes Safety Mapping as a tool to organize information about danger and safety into an assessment and planning process that maps the harm, danger, complicating factors, and existing safety and strengths. Also, displays an integration of mapping with other decision support tools (SDM, CAT, others) to develop rigorous Safety Goals and Safety Plans.

Describes Safety Mapping as a collaborative tool that can be used with families and their network to develop a relationship of trust and gain their perspective on the events that brought CPS into their lives and to help them reach their goals.

Describes Safety Mapping as an approach to assessment and safety planning that focuses the conversation, assessment and planning on child safety and the impact of the caregiver's actions. | Everything in accomplished practice *plus*:

Describes safety mapping as a process of building shared understanding and agreement among all stakeholders re: the danger, safety, and risk to the child. |
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Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Group Agreements CPS actions relative to building shared understanding and agreement on how stakeholders will work together to achieve the group's desired outcomes.	Worker lays out a series of pre-made group agreements designed to help provide direction on how people will work together during the mapping.			Provides some pre-made group agreements but also strives to elicit group agreements from the family and the safety network members attending the meeting.			Everything in accomplished practice *plus*: Takes time to explain the purpose behind having group agreements and uses questions to help the family develop the majority of the agreements. Worker adds only when a major area is being missed. Where appropriate, uses group agreements in particular to promote a safe environment in which the child can share his perspective, experiences and hopes.		
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Stakeholders CPS actions to engage individuals or organizations with an investment in the desired outcomes.	Creates a safety map individually with a single client or solely in conjunction with a supervisor or coach in an office setting. Understands how the absence of family members and stakeholders affects the safety mapping process.			Prior to the mapping, worker has discussed with the family the importance of having some network participation and includes the family in determining who the people will be who participate. With the family works to include at least one other person in the meeting Develops a plan to include the perspectives and voices of missing participants. Meets (or invites) other professionals to share information about the family and possible stakeholders to inform the safety map.			Everything in accomplished practice, *plus*: Outreach has been done to network members before the mapping session to help them understand the purpose/process of the mapping. Has robust participation by members of the network in the mapping session. Ensures the voice of the child is clear, and when possible actively involves the child. Ensures the safety of the group by anticipating possible conflict among participants and setting up alternative ways of participating, i.e., telephone access.		
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Safety Mapping…(continued)

	Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Safety Mapping…(continued)	Context CPS actions relative to the stakeholders' unique circumstances and perspectives which need to be considered.	Has awareness that the caregivers and CPS may have conflicting priorities regarding responses to the three questions.			Asks about systemic and individual barriers that challenge the group, particularly the family and safety network, in their active involvement in the safety mapping process.			Everything in accomplished practice, *plus*: Brainstorms with family and safety network to mitigate individual and systemic barriers to including the child's perspective, experience and hopes. Actively names differences of race, class, gender, power and seeks to identify ways these differences could be strengths or barriers. Loops back to agreements if they are needed if there are concerns that need to be addressed.		
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	Content CPS actions necessary to achieve the desired outcomes.	Uses the Safety Mapping process primarily as an individual activity to organize case information and identify danger and safety. Organizes information through what is known in referral document alone, asks very few questions of people in the room participating in the mapping. Sorts items solely based on facilitators own sense of things, does not include the group in critical thinking and discussion.			Uses Safety Mapping with the family, network and other professionals and includes all voices to describe the level of danger and safety in the family. Uses solution-focused and other questions to gather behavioral details, and to help the group engage in critical thinking about specific actions that impact the child. Pairs Safety Mapping information with other formal decision support tools (i.e., SDM, CAT) to further help the groupthink and make decisions.			Everything in accomplished practice *plus*: Regularly uses the family's own words and language to help make the points clear. Helps the group arrive at the goals they set out on in the "purpose" conversation. Makes use of any of the group agreements if for any reason there is a challenge or moment of difficulty.		
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	Practice Element	Emergent Practice Built Infrastructure and Now Using			Accomplished Practice Gaining Consistency and Collaborating			Distinguished Practice Innovating and Sustaining		
Safety Mapping…(continued)	Desired Outcomes The results from implementing the practice.	Uses Safety Mapping primarily as an individual activity to better understand the danger, future and existing safety, and the strengths in the family.			Safety Mapping with the family, network and professionals leads to shared understanding of the level of danger and safety in the family. With everyone is on the same page about why the family is involved in CPS, they can begin to make some initial plans for what needs to happen next to increase immediate safety that will lead into case plan development for ongoing safety.			Everything in accomplished practice *plus*: The family and network has a comprehensive understanding of the level of danger and safety in the family and is able to carry that understanding forward to improve the situation. The group will set a time to meet to continue the process with a plan to build up their network and include the voice of the children before the next meeting date. The family clearly understands the "rolling agenda" and agrees to participate until the goals are accomplished.		
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	Reflection Consideration of progress to date with regard to the working relationships among the stakeholders to achieving the desired outcomes.	Assesses the family's ability to participate in the safety mapping process.			Creates space for participants to focus on the merits of the Safety Map while encouraging the group to reflect on how to make the process more useful.			Actively engages safety network members to critically evaluate their group process. Specifically focuses on ways to increase understanding, agreement and collaboration going forward. Assesses facilitation of group process in supervision.		
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	Practice Element	**Emergent Practice** Built Infrastructure and Now Using			**Accomplished Practice** Gaining Consistency and Collaborating			**Distinguished Practice** Innovating and Sustaining		
Safety Mapping…(continued)	Next Steps The ability to which the desired outcomes are utilized for subsequent case activities.	Reviews the information obtained from the Safety Mapping to develop a plan solely based on the facilitators sense of what would be good to see happen. Use Safety Mapping to inform primarily a list of services that might be offered to the family or expected of them. Follows up with the child and family with questions for clarification. Follows up with caregivers to attend to the needs of the child.			Uses Safety Mapping to engage the family, their network and professionals to develop an understanding of what specific behavioral changes are necessary to promote child safety by the parents and their network. Considers service provision *and* family resources a key part of a plan for what needs to happen. Guides the process to develop a danger statement, safety goal and safety plan.			Uses the Safety Mapping process to engage the family, their network and professionals. Facilitates the group to use the information gathered to create safety goals and a safety plan. In which safety goals are concrete, measurable, and exhibit actions that can be demonstrated over time. Ensures that network members have key activities they understand and have agreed to participate in.		
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