

Assessment Field Activity

Collaborative Assessment, Planning, and Support: Safety and Risk in Teams

ACTIVE CASE

Select an active case for which a team meeting to discuss safety and/or safety planning is needed or scheduled. (Note: If the trainee is assigned to a case/caseload for which a team meeting is needed or would be part of the day-to-day case planning and service delivery practices, the trainee **MUST** choose this option.)

Learning Objectives

Field Activity: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams (3 hours)

Knowledge

- K1.** The trainee will be able to identify the safety and risk assessment information that teams need to develop safety plans.
- K2.** The trainee will be able to identify strategies for how he/she will engage the family in the process.

Skill

- S1.** The trainee will be able to develop a safety plan with a child and family team.

OR

- S2.** The trainee will observe a child and family team meeting and complete an observation tool.

Values

- V1.** The trainee will value the role of the team in developing a safety plan.

Activity

Practice Area: Assessment

California Core Practice Model Practice Behaviors: 1 (a-f), 3 (a-c), 4 (a-g), 7 (a-f), 8 (a-e), 9 (a-f), 10 (a-c), 12 (a-h)

Estimated Time Required: 3 hours

Description of Activity:

The trainee will participate in a team meeting with a family on his/her caseload **OR** observe a team meeting with the permission of the social worker and the family. Team meetings may include a TDM, safety mapping, Child Family Team meeting, or any other meeting that brings the family together with the child welfare agency to discuss safety and safety planning. At the conclusion of the meeting, the trainee will have participated in developing a plan that ensures

safety for the child/youth or will have completed an observation tool related to the discussion of safety and risk in the team meeting.

Before the practice opportunity

Field Advisor Responsibility:

- ❑ Become familiar with the safety and risk definitions in the SDM policy and procedure manual. Have a copy of the manual available for reference during the meeting with the trainee.
- ❑ Determine with the trainee which option from the activity description above (active case or observation) is most appropriate. Some considerations include: trainee's case/caseload assignment, trainee's position and job responsibilities within the agency.
- ❑ Work with the trainee to select a case for this field activity.
- ❑ Identify with the trainee an active case that requires a team meeting to discuss safety and/or safety planning.
- ❑ Identify with the trainee what role he/she will be playing in the meeting (facilitator, participant, or other).
- ❑ Meet with the trainee and discuss the purpose of the family team meeting.
- ❑ Discuss with the trainee their role in the meeting. Check for understanding about the social worker's role and responsibilities in the meeting.
- ❑ Discuss with the trainee who is part of the family's circle of support and/or safety network. Who should participate in the team meeting?
- ❑ Discuss with the trainee how the family's culture and trauma history may have an impact on the meeting. How has the trainee explored this with the family?
- ❑ Discuss with the trainee how participants will be prepared for the meeting.
 - For example:
 - What prompted the meeting?
 - Who should participate in the meeting?
 - Who does the family want to participate in the meeting?
 - Who does the youth want to participate in the meeting?
 - Who does the child welfare agency want to participate in the meeting?
 - Is each participant aware of the meeting? How is the social worker going to ensure the right people participate in the meeting?
 - What is each participant's understanding about why the meeting is taking place? How do we know?
 - Does any participant have questions or concerns about the meeting?
 - How will details about the meeting be communicated with the family's circle of support or safety network?

- ❑ Discuss documents, materials, or other information that may be needed prior to the meeting in order to develop an adequate plan to meet the safety needs of the child/youth. This includes any safety and risk assessment tools and county policies and procedures regarding safety plans.
- ❑ The field advisor will assist the trainee in developing a description that identifies the teaming process as a collaboration with families and their network to understand their perspective and build shared understanding about the safety and risk concerns.¹
- ❑ Discuss how safety and risk assessment tools will be presented in the meeting. Practice how safety and risk assessments will be explained to the participants.
- ❑ Direct the trainee to any helpful resources to prepare for the meeting (such as the Worker's Guide for Social Workers in the TDM Toolkit, Structured Decision Making Policy and Procedures Manual, Safety Organized Practice Modules, or Safety Organized Practice: Practice Profiles).

Social Worker Responsibility:

- ❑ Gather balanced information about the family and the issue to be discussed. Information should include what's working well for the family and what the child welfare agency and family are worried about. Be knowledgeable about the family, the current circumstances, assessments completed, and relevant history, taking into consideration the family's culture and trauma history.
- ❑ Talk about any factors that may affect how safety and risk information is presented, including whether or not children or youth will be at the meeting, concerns about mental health, intimate partner violence, or substance abuse.
- ❑ Ask any questions necessary to clarify the process and the role of the social worker in the family team meeting
- ❑ Explore family relationships and natural circles of support. Encourage the family to identify natural supports to be included on their team.²
- ❑ Communicate with team members about the meeting to help them understand the purpose/process of the family team meeting.³ (Identify method of communication to be used with each team member: telephone, in-person, email, etc.)
- ❑ Work collaboratively with the meeting participants to plan the meeting and establish a clear purpose for the meeting. Participants are able to articulate the purpose of the meeting and feel included in the planning process.
- ❑ Ensure that all documents, materials, or other information identified during the meeting with the field advisor are collected and available for the family team meeting.

¹ Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Purpose

² Adapted from CAPP Behaviors

³ Adapted from California's Practice Profiles (University of California, Davis, Northern Training Academy) – Safety Mapping: Stakeholders

During the practice opportunity

Field Advisor Responsibility:

- ❑ Observe the trainee facilitating or participating in the team meeting. As an observer, please note that the observer does not participate in the meeting, ask questions, or provide input about the decision. Work with the social worker to obtain the family's permission to sit in on the meeting.
- ❑ If the field advisor would normally participate in the meeting, the field advisor should continue to participate in the meeting. Instead of observing the trainee, the field advisor will contribute to the meeting and prompt the trainee if needed by asking questions to help elicit any pertinent information. As a participant, the field advisor may ask additional questions and clarify or reframe information if needed.

Social Worker Responsibility:

- ❑ Create an environment for open and honest communication with the family and the family team.
- ❑ Be transparent about the purpose of the meeting and relevant court timeframes (if applicable) so that the team's planning and decision-making is informed, relevant, and timely.⁴
- ❑ Engage the family in discussing their concerns, their thoughts about what is working well for them, and their plans for ensuring the safety of the children and youth in the family.
- ❑ Actively participate in the meeting by providing relevant case information and asking solution focused questions. Be behaviorally specific when discussing the purpose of the meeting, what is working well, what the child welfare agency and family are worried about, and what needs to happen next to ensure the safety and well-being of the child/youth.
- ❑ Discuss information from the safety and risk assessment tools that have been completed.
- ❑ Promote self-advocacy by encouraging, supporting, and providing opportunities for youth and families to actively share their voice, offer solutions, act as leaders and be central in assessment, planning and decisions about their lives.⁵
- ❑ Develop a safety plan with the family and ensure that the safety plan addresses any safety threats that had been identified during the meeting.
- ❑ Explore with team members what roles they can play over time to strengthen and support the family.⁶

⁴ Adapted from CAPP Behaviors

⁵ Adapted from CAPP Behaviors

⁶ Adapted from CAPP Behaviors

- Ensure that each participant in the safety plan understands any role/responsibility he/she has in ensuring the child/youth's safety.

After the practice opportunity

Field Advisor Responsibility:

- ❑ Debrief with trainee regarding the meeting process. The debrief should occur after the social worker's self-reflection.
 - Ask the social worker about what they did well in the meeting and any upgrades/challenges during the meeting.
- ❑ Provide feedback to the trainee about what worked well during the meeting and any suggestions to enhance practice.
- ❑ Provide feedback on the safety plan and how it meets the family's needs.
- ❑ Complete the **Field Advisor Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://dc-viawest.qualtrics.com/jfe/form/SV_bji2k0FzmP8eZHT?Brand=berkeleyssw

Social Worker Responsibility:

- ❑ Reflect on your use of safety and risk tools during the meeting (if applicable).
- ❑ Reflect on your efforts to engage the family in the meeting process and safety planning.
- ❑ Reflect on the safety plan. Include discussion of the follow-up needed by the social worker to support the plan.
- ❑ Complete the Social Worker **Assessment Block Field Activity #2: Collaborative Assessment, Planning, and Support: Safety and Risk in Teams**
 - https://berkeleyssw.co1.qualtrics.com/SE/?SID=SV_0IAkYgAxbKLD7Jb