

Child and Family Team 0 to 5 Checklist: Suggested Meeting Information, Topics and Format

Special Considerations for Infants and Children 0 to 5

- ☐ Provide team members with resource information about the significance and rate of development for this age.
- ☐ Provide team members with information on the impact of early childhood trauma and its resulting effect on development and relationships.

Participants Specific to Meeting the Needs of Infants and Young Children 0 to 5

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| ☐ Review that key partners are present. Service delivery should be equitably provided to the resource parents, mother and father. Services planned for pre- and post-reunification to provide a safe, age-appropriate and consistent transition. | <ul style="list-style-type: none"> • Mother/Father • Resource parents • Alternate care providers prior to removal or anticipated after reunification (grandparents, other family supports) • Child Welfare Social Worker • Infant Mental Health Specialist • Mental Health Provider • Visitation coach/monitor | <ul style="list-style-type: none"> • CASA/Parent Partner • Public Health Nurse • Audiologist/Speech Therapist • In-home service provider • Pre-school teacher/Day Care provider • Head Start/Early Start • Occupational Therapist • Pediatric Physical Therapist • Interpreter as needed |
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Screening, Assessment Tool and Well Child Exam Review

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| ☐ Review dates of recent screening tools, determine the future dates and who will provide them. *Developmental or social-emotional screens showing no areas of concern do NOT mean that future screens are not recommended. | <ul style="list-style-type: none"> • Identify the developmental areas in need of additional support • Identify the outcomes for a well-developing child • Determine services recommended with assistance from early childhood professionals • Secure releases or determine a plan to do so | <ul style="list-style-type: none"> • Incorporate sharing of information on a regular and frequent basis with parents. • Plan for additional assessments as needed • Ensure all members understand the need for future screening or assessments • Be mindful of parent guilt, shame and possible trauma/developmental impacts. |
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Visitation

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| ☐ Provide an arena to discuss visitation for children 0-5 including developmental needs and ways to support those needs, safety considerations, possible increased frequency of visits and goals of the visitation plan. | <table border="0"> <tr> <td style="vertical-align: top;"> ☐ Determine the facility, frequency and length. Visits must be planned and purposeful. Refer to developmental milestones & social-emotional needs to provide a concrete way to determine visit plans. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Family home • Relative or support persons home • Resource Family Home • Visitation Center • Transport to justice facility </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Skype, call, or other tech • Frequency should be as much as possible for safety purposes and to support attachment • Coaching or other reflective feedback </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Planning for activities to support developmental and relationship needs • Visitation plan priority needs to support the parent-child relationship. • Encourage resource family support </td> </tr> </table> | | | ☐ Determine the facility, frequency and length. Visits must be planned and purposeful. Refer to developmental milestones & social-emotional needs to provide a concrete way to determine visit plans. | <ul style="list-style-type: none"> • Family home • Relative or support persons home • Resource Family Home • Visitation Center • Transport to justice facility | <ul style="list-style-type: none"> • Skype, call, or other tech • Frequency should be as much as possible for safety purposes and to support attachment • Coaching or other reflective feedback | <ul style="list-style-type: none"> • Planning for activities to support developmental and relationship needs • Visitation plan priority needs to support the parent-child relationship. • Encourage resource family support |
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Concurrent Planning

- ☐ Discuss with the team to ensure common understanding.
- ☐ Review mandates for inclusion of parents in services communication.
- ☐ Encourage relationship between resource parents, mother and father.

Logistical Considerations

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| ☐ Transportation, resources for play, releases of information, contact guidelines: | <ul style="list-style-type: none"> • Child care issues • Team agreements | <ul style="list-style-type: none"> • Information sharing | <ul style="list-style-type: none"> • Translation needs/ Interpreter |
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