

SET Case Review Tool-Section 1

Initial Assessment

To be used for Court Intervention or new Voluntary cases

Case Name _____

Case # _____

CWS/CMS # (19 Digit) _____

Region: _____ Program: _____

SWs/Units _____

Reviewer's Name and Title: _____

Date(s) of Review(s): _____

Time Period Reviewed _____

Directions: The purpose of this case review tool is to determine if case practice is consistent with the Agency's Safety Enhanced Together (SET) key expectations. The case record in the CWS/CMS case file and hard file will be reviewed to evaluate case practice. The case record refers to everything that is available in CWS/CMS and Structured Decision Making program (SDM).

Initial Assessment

1. Did the caseworker explain or describe for the family the safety threat/concern and the reason for the Agency's intervention?

Yes ___ rate below

No ___

Connection to key expectations-Communication; SOP

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Documentation indicates that the worker provided the family with the worker's explanation of the reason for the Agency intervention and used jargon, professional language, and did not explain the impact on the child and did not utilize the SOP terms of safety, harm and danger.	Worker provided the family with the worker's explanation, used the terms of safety, harm and danger but lacked behavioral detail.	Worker provided the family with a clear explanation of the reason for the Agency's intervention using the terms of safety, harm and danger, including behavioral detail, and the impact to the child.	In addition to definition of Accomplished practice, the worker checked with the family about their understanding of safety, harm and danger as it related to their case.	In addition to Distinguished practice, the worker included the voice of the family and their perspective of the reason for involvement. The worker referred back to the concepts continuously throughout their work with the family.

Comments:

2. Did the worker identify acts of protection and protective capacities of the family?

Yes ___ rate below

No ___

N/A-Explain why there are no acts of protection

Connection to key expectations- Assessments ; SOP

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker identified caregiver strengths but, did not clearly identify acts of protection or protective capacities or was incorrect in identification. No Solution Focused Questions were identified.	Worker correctly identified at least one act of protection or protective capacity for the family. At least one Solution Focused Question was identified.	Worker correctly identified one or more acts of protection or protective capacity the family demonstrated over time. The worker used at least two Solution Focused Questions.	In addition to evidence of Accomplished practice, the worker built on protective capacities throughout work with family and used three or more Solution Focused Questions.	In addition to Distinguished practice, the worker consistently assessed the family's progress in this area. The worker continuously practiced Solution Focused Questions with the family.

Comments:

3. Did the caseworker educate the family on how the abuse and/or neglect impacts the child(ren)/ youth?

Yes ___ rate below

No ___

Connection to key expectations - Case Planning; Child and Youth's Voice

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker used general, professional language such as abusive, harmful or damaging when discussing impact on child and or youth.	Worker explains to family in more detail impact of abuse/neglect to child i.e. fear, insecurity, illness, developmental problems.	In addition to Emerging practice worker explains clearly and specifically the impact of specific abuse/ neglect on their child(ren) and /or the potential impact in behavioral detail.	In addition to Accomplished practice, the worker discusses with family the child's perception of the impact and identifies ways in which the impact of abuse/ neglect can be mitigated for	In addition to Distinguished practice, the worker continually assesses the family's understanding of the impact and the actions they need to take to help their child(ren).

			their child(ren).	
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Comments:

4. Did the caseworker create a genogram of the family or provide information in narrative form about family connections?

Yes ___ rate below

No _____

Connection to key expectations-Support System/Networks; Family Partnerships

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
The worker only included minimal information about family connections e.g. only includes nuclear family and relationships between them.	Worker documented or created a genogram which includes some extended family, e.g. some grandparents or aunts and uncles.	Genogram includes nuclear family and relationships to the 5 th degree and uses appropriate symbols denoting relationships.	In addition to Accomplished practice, worker includes documentation of family patterns, e.g. education, work ethic, substance abuse, domestic violence.	In addition to Distinguished practice, worker continued use and updating of the genogram.

Comments:

5. Did the caseworker identify and document in narrative form, an ecomap, or Circles of Safety and Support tool, the family's support systems?

Connection to key expectations - Support Systems/Networks; SOP

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
The worker asked the family about their support system and obtained some information.	In addition to Novice practice, the worker asked the family about their support system and obtained contact information and relationships.	The worker utilized an ecomap and/or Circles of Safety and Support tool to identify possible support members from the listed categories(Family, Friends, Faith Communities, School, Neighborhood, Organizations, Activities, Employment, Medical/ Health) and clearly documented names and contact information.	In addition to Accomplished practice, worker takes specific actions to connect family with safety network, e.g. sets up meeting with potential network members.	In addition to Distinguished practice, works with the safety network to identify their specific role in the safety plan/case plan.

Comments:

6. Did the worker coordinate or attempt to coordinate a Family Centered Meeting (TDM, Mapping, FGC) with the family in order to address the Safety Threats and Risk Factors?

Yes___ rate below

No___

Connection to key expectations - Family Partnerships; Cultural Responsiveness; Child/youth voice

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker arranged FCM but failed to include relevant parties (CASA, SCP, and Service Providers) and only had the parents participate or attempted to arrange a FCM with family but they refused.	Worker arranged FCM and included or attempted to formal services providers but none of the family's natural supports.	Worker arranged FCM and included or attempted to include formal and informal supports for the family and child/youth. If not appropriate, represented child's voice in the meeting.	In addition to Accomplished practice, worker followed up with family on action plan agreed upon in the meeting.	In addition to Distinguished practice, worker follows up with all parties on agreed upon actions and utilizes information obtained from parties to make adjustments in the plan and or provides feedback to parties on progress on goals.

Comments:

7. If the child required out of home placement did the worker explain to the family reunification timelines and the requirement to do concurrent planning? Did the worker obtain the family's thoughts or ideas on permanency for their child?

Yes___ rate below

No___

N/A child in home___

Connection to Key Expectations- Case Planning; Connection Preservation

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker explained reunification timelines but did not address	In addition to Novice practice worker explained	Worker explained reunification timelines and	In addition to Accomplished practice, worker did	In addition to Accomplished practice, worker

concurrent planning or long term planning for child or youth.	the need for permanency if reunification fails.	concurrent planning in clear, specific way and provided the booklet "A Parent's Guide to Child Welfare Services" as a resource. Obtained input from parent re: desire for child/youth if reunification does not occur.	or attempted to focus parent on child/youth's need for permanency and stability.	consistently addressed with the family both the need for concurrent planning and ways to maintain contact with child if reunification fails.
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Comments:

8. If the child required out of home placement did the worker explain to the prospective caregiver prior to placement about family reunification timelines and the requirement to do concurrent planning? If so, did the worker also ask about the caregivers' willingness to provide permanency if reunification is unsuccessful?

Yes ___ rate below

No ___

N/A child in home ___

Connection to key expectations - Connection/Preservation; Case Plans

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker explained reunification timelines but did not address concurrent planning or long term planning for child or youth.	In addition to Novice practice worker explained the need for permanency if reunification fails.	Worker explained reunification timelines and concurrent planning in clear, specific way and provided booklet, Kinship Manual for Relative Caregivers and Non-Relative Extended Family Members.	In addition to Accomplished practice, worker did or attempted to continually focus caregiver on child/youth's need to maintain relationships with family and other important people in child's life if reunification fails.	In addition to Accomplished practice, worker consistently addressed with caregiver both the need for concurrent planning and ways to maintain contact with biological family and other important people if reunification fails.

Comments:

9. Did the worker incorporate the child's /youth's and family's voice when creating the harm and/or danger statement(s)?

Yes____ rate below

No_____

Connection to key expectations Child/Youth Voice; SOP; Family Partnerships

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
The harm and danger statement include the worker's perception of child's safety needs written in professional jargon.	The harm and danger statements include the worker's perception of child's safety needs written in understandable, general language free of jargon.	The harm and danger statement specifically includes the child/youth's and family's concerns and statements or observations which the worker noted during the investigation using behavioral detail.	In addition to Accomplished practice, the worker assists the family in their understanding and awareness of the child/ youth's voice.	In addition to Distinguished practice, the worker acknowledges and reinforces the family's accurate understanding of the child/youth's voice.

Comments:

10. During the Case Planning process, did the worker obtain input from the family on what changes they believed needed to be made to address the harm and danger and what services and supports they would find helpful and workable?

Yes__ rate below

No___

Connection to key expectations-Case Planning; SOP; Family Partnerships

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
The worker attempts to obtain information from the family but fails to elicit sufficient information to develop a behaviorally specific Case Plan.	The worker elicits from the family their ideas of what changes need to be made or what services should be included in the case plan.	The worker conducts a meeting with the family specifically for case planning purposes, uses the three questions and the Case Plan Field Tool, to assist the family in identifying case plan objectives and services.	In addition to Accomplished practice, the worker explained the various types of programs and services and obtained input from the family about what they would find helpful and workable and culturally appropriate.	In addition to Distinguished practice, the worker and the family develop a Case Plan with clear and accurate harm and danger statements, behaviorally specific objectives and formal and informal services and supports including the family's culture.

Comments:

11. Was the worker responsive to the cultural factors present in the family system, including educating the family about child abuse laws that may be different from the family's cultural practices?

Connection to key expectations- Cultural responsiveness; Family Partnerships

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker did not ask about preferred language, cultural issues/practices or beliefs. Worker did talk about child abuse laws but did not educate or problem solve with the family.	Worker did ask about preferred language, cultural issues/practices/beliefs but did not use information to inform their work with family. Did educate family about child abuse laws but did not problem solve.	Worker elicited information about cultural issues/practices/beliefs and used the information to inform their work with family. Educated and problem solved with family regarding dealing with differences between cultural practices and child abuse laws.	In addition to Accomplished practice, worker researched family's culture and built on cultural strengths to engage family.	In addition to Distinguished practice, worker used culturally relevant services or educated service providers about family's cultural and its impact on their parenting.

Comments:

12. Did the worker seek out or attempt to locate culturally appropriate agencies and services for the family and/or research the culture in an effort to gain a better understanding of the families' values and needs? Is this reflected in the Case Plan?

Yes ___rate below

No ___

Connection to key expectations -Cultural responsiveness, Case Planning

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker notes family's culture and preferred language but documentation does not show that the worker sought out culturally appropriate agencies and/ or services.	Worker notes family's culture and attempts to develop understanding of their values/needs but no effort to seek out appropriate resources or incorporate information into the Case Plan.	Worker educates self on cultural issues, seeks out culturally appropriate services and this is included/ reflected in the Case Plan.	In addition to Accomplished practice, worker follows up with family on cultural issues and needs and appropriateness of services.	In addition to Distinguished practice, worker reviews with family understanding of cultural issues as related to the protective issue and future support networks.

Comments:

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