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|  | **Child and Family Practice Fidelity Assessment****June 30, 2020** |

 **instructions for phase 1**

**This form will be used to provide data about the agency’s progress in implementing and supporting the CPM practice behaviors. The data will not be reviewed or reported individually. It will be aggregated and reported for the agency as a whole or for certain programs and groups (er, dr, fr, etc.) where sample size is large enough. Clear, honest responses will highlight local strengths and challenges and enable the agency to take steps to improve support in key areas impacting staff and families. Therefore, it is important to:**

* **respond as honestly and accurately as you can**
* **assess actual behavior (rather than intent)**
* **be clear and balanced in your assessment (rather than focusing on positives or scoring optimistically)**

**The focus of phase 1 of this assessment will initially be on self-assessment and agency-assessment by staff working with children and families. In Phase 2, the child and family practice fidelity assessment process may expand to include supervisor/coach perspectives, direct observation, or other fidelity best practices, in order to strengthen the data and information available for local outcome, practice, and system improvement.**

* **Self-assessment:** Practice staff reflect on their *overall practice during the past 3 months* (across diverse families and situations) and complete this tool as a self-assessment of the extent to which they are consistently engaging in key practice behaviors in their interactions with children, families, and others.
* **Agency-assessment:** Practice staff also rate two key aspects of agency support for the practice model:
1. The extent of agency support for learning, practicing, and effectively using the behavior in your interactions. (Note: *Agency support is a broad term which includes policy, training, coaching, supervision, identifying and addressing barriers, administrative procedures, culture and climate, and other aspects of organizational functioning and leadership impacting your work with children, families, and others.)*
2. The extent to which agency leaders that you observe or have interactions with model or demonstrate parallel behaviors at the leadership level. (Note:  *The tool includes key CPM leadership behaviors that correspond with the practice behaviors in the tool.)*

**Explanation of the tool regarding the ratings**

When engaging in an assessment process, for each of the 10 major practice areas in the tool there will be four bullet points providing behavioral indicators of that area. Considering your overall practice during the past 3 months, rate each bullet point to indicate the extent to which you exhibit that behavior in your interactions with children, families, and others.

Following each set of four bullets, rate the extent of agency support for the key practice behaviors in the tool and the extent to which agency leadership models the behavior.

The scaling options for both the self-assessment and agency-assessment are:

* Not At All
* Sometimes
* Consistently

Use the comments box at the end of each section to list evidence for your ratings, identify how agency support and/or leadership modeling in that area could be improved, as well as any other comments you would like to add.

**Position (SW, Aide, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program (ER, FM, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Foundation #1** | **Rate each Bullet Point** |
| Self-Assess: **Communicates in a clear and respectful manner.** | **Not at All** | **Sometimes** | **Consistently** |
| * Uses language without jargon that is understandable to child, family and/or others being addressed and confirms that the communication meets their language and literacy needs.
 |  |  |  |
| * Asks and addresses individuals by the name, title and pronouns they request.
 |  |  |  |
| * Conveys openness through body language with all and shows deference to Tribal Leadership and cultural identity, in particular.
 |  |  |  |
| * Fosters diversity and individual differences in interactions and communication.
 |  |  |  |
| AgencyAssess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership model clear and respectful communication?** |  |  |  |
| Comments: |
| **Foundation #2** | **Rate each Bullet Point** |
| Self-Assess: **Communicates in an open, honest, timely, and accountable way.** | **Not at All** | **Sometimes** | **Consistently** |
| * Is open and honest about the safety threats and circumstances that brought the family to the attention of the agency, what information can be shared with partners, what information can be shared among team members, and what information will be included in court reports.
 |  |  |  |
| * Documents clear, timely safety assessments, case plans, concurrent/permanent plans, and other case record information about ongoing engagement, teaming, re/assessments, service planning and delivery, and transitions, in order to enable and support agency and court-decision-making.
 |  |  |  |
| * Follows-up in a timely and responsive way, including responding to calls, texts, and e-mails within 24 hours, submitting court reports on time, and following-up by doing what you say you will do.
 |  |  |  |
| * Demonstrates accountability by being aware of and transparently taking responsibility for own biases, missteps and mistakes.
 |  |  |  |
| AgencyAssess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership model timely, responsive, accountable behavior?** |  |  |  |
| Comments: |
| **Engagement #1** | **Rate each Bullet Point** |
| Self-Assess: **Demonstrates an interest in connecting with and partnering with the child, youth, young adult, and family.** | **Not at All** | **Sometimes** | **Consistently** |
| * Reaches out to children, youth and families in ways that are welcoming, appropriate, and comfortable for them.
 |  |  |  |
| * In interactions, expresses the belief that all families have the capacity to safely care for children & youth.
 |  |  |  |
| * Uses positive motivation, encouragement, and recognition of strengths to connect with youth and express the belief that they have the capacity to become successful adults.
 |  |  |  |
| * Shows interest in learning about the family and their culture, community, and tribes by asking global questions followed by more descriptive questions that encourage exchange.
 |  |  |  |
| AgencyAssess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership recognize staff strengths and demonstrate they care about thoughts and experiences of staff in serving children & families?** |  |  |  |
| Comments: |
| **Engagement #2** | **Rate each Bullet Point** |
| Self-Assess: **Identifies and engages family members and others who are important to the child, youth, young adult, and family.** | **Not at All** | **Sometimes** | **Consistently** |
| * Asks children, youth and family members questions about relationships and significant others early and often.
 |  |  |  |
| * Searches for all family members, including fathers, mothers, and paternal and maternal relatives, through early and ongoing internet searches and review of records.
 |  |  |  |
| * Works quickly to identify fathers, establish paternity, and facilitate the child or youth’s connection with paternal relationships.
 |  |  |  |
| * Contacts family, cultural, community and tribal connections as placement options, team members, sources of support and relational permanence.
 |  |  |  |
| Agency Assess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership model and stress the importance of relationships across divisions, across agencies, and with external partners?** |  |  |  |
| Comments: |
| **Assessment #1** | **Rate each Bullet Point** |
| Self-Assess: **Listens and demonstrates that he/she cares about the thoughts and experiences of each child, youth, young adult, and family.**  | **Not at All** | **Sometimes** | **Consistently** |
| * Talks to children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency, and incorporates their perspectives in all casework.
 |  |  |  |
| * Uses a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss.
 |  |  |  |
| * Asks the family what is working well, honors the role of important cultural, community and tribal leaders the family has identified, and considers input of the team about what they see as the solution to the circumstances that brought the family to the attention of the child welfare agency.
 |  |  |  |
| * Reflects and affirms the unique strengths, needs, life experiences and self-identified goals of each child, youth, young adult and family.
 |  |  |  |
| AgencyAssess:  | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership provide opportunities for staff to share their voice and advocate for their needs and the needs of families they are serving?** |  |  |  |
| Comments: |
| **Assessment #2** | **Rate each Bullet Point** |
| Self-Assess: **From the beginning and throughout all work with the child, youth, young adult, family and their team, engages in initial and ongoing safety and risk assessment, needs/strengths assessment (CANS), and permanency planning.**  | **Not at All** | **Sometimes** | **Consistently** |
| * Explains the assessment process to the child, youth, young adult, and family so they know what to expect, and checks in early and often to be sure they understand.
 |  |  |  |
| * Uses tools and approaches that amplify the voices of children and youth and provide opportunities for young adults and families to actively share their perspectives and goals.
 |  |  |  |
| * Explores the family’s expressed and underlying needs by engaging them in communicating their experiences and identifying their strengths, needs, safety concerns, and solutions.
 |  |  |  |
| * Applies information to all assessments and re-assessments using the family’s cultural lens and incorporates the family’s perspectives in the Safety Assessment, the Child & Adolescent Needs and Strengths Assessment (CANS), the concurrent/permanent plan, and into Court reports.
 |  |  |  |
| Agency Assess:  | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership seek to understand the perspectives of staff and stakeholders before making decisions that affect them?** |  |  |  |
| Comments: |
| **teaming #1** | **Rate each Bullet Point** |
| Self-Assess: **Works with the family to build a supportive team.** | **Not at All** | **Sometimes** | **Consistently** |
| * Explores with the family how culture might affect the development of the team and the teaming process and incorporates their perspectives.
 |  |  |  |
| * With the family’s permission, contacts family, cultural, community and tribal connections as early as possible and asks them to serve as team members.
 |  |  |  |
| * Facilitates early and frequent sharing of information and coordination between parents and caregivers and encourages development of a mutually supportive relationship between parents and caregivers.
 |  |  |  |
| * Asks initially and throughout the family’s involvement if they would like a support person or peer advocate on their team.
 |  |  |  |
| Agency Assess:  | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership work to build partnerships with providers who have cultural/community connections to families served by CWS?** |  |  |  |
| Comments: |
| **teaming #2** | **Rate each Bullet Point** |
| Self-Assess: **Facilitates the teaming process and engages the team in planning and decision-making with and in support of the child, youth, young adult, and family.**  | **Not at All** | **Sometimes** | **Consistently** |
| * Facilitates a shared understanding of the safety, permanency, and well-being issues to be addressed, as well as the legal, regulatory, and policy constraints that may limit options available to address family needs, including placement options, reunification, and service options.
 |  |  |  |
| * Assists team to work through conflicts and facilitates critical thinking, mutual exploration, and consensus-building toward the goal of shared decision-making.
 |  |  |  |
| * Encourages and supports the participation of children, youth, young adults, family, Tribe, and team in identifying culturally sensitive services, supports, visitation activities, and traditions that address family members’ unique underlying needs (even if this means accepting practices unfamiliar to worker).
 |  |  |  |
| * Facilitates team members to explore clear roles they can play to strengthen child safety and support the family and assists the team to coordinate and adapt these roles over time.
 |  |  |  |
| Agency Assess:  | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership model use of teaming structures and approaches in implementing, supporting and sustaining the practice model?** |  |  |  |
| Comments: |
| **Services &Transition #1** | **Rate each Bullet Point** |
| Self-Assess: **Works with family and their team to build behavioral plans and assist child, youth, young adult and family with safety, trauma, healing, and permanency** | **Not at All** | **Sometimes** | **Consistently** |
| * Asks family members if they need help meeting basic needs for food, shelter, and medication so they can focus on addressing the problems underlying their involvement with the child welfare agency.
 |  |  |  |
| * Shares information about agency programs, providers, resources, and supports and works with community partners to identify cultural/community services that can meet the needs of the child, youth, and family.
 |  |  |  |
| * Ensures the child, youth, young adult, and family receive needed information, preparation, guidance, and support as they work on their plan and during significant transitions (placement change, SW change, etc.)
 |  |  |  |
| * Ensures plan describes how family strengths, safety threats, and priority needs (including the child’s concurrent plan or permanency needs) will be addressed in the plan and ensures strengths are described in the plan in functional terms that can support family members to complete the plan.
 |  |  |  |
| Agency Assess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership ensure regular meetings or communication with staff to hear their concerns and address them in a transparent manner?**  |  |  |  |
| Comments: |
| **Services & Transition #2** | **Rate each Bullet Point** |
| Self-Assess: **Works with child, youth, young adult and family to access services, monitor progress, and adapt plan as needed to continue to meet evolving needs.**  | **Not at All** | **Sometimes** | **Consistently** |
| * Advocates for, links the family to, and helps family members access the services, supports, and visitation activities identified in the plan.
 |  |  |  |
| * Stays up to date on plan progress and changing family circumstances/needs through ongoing communication with the child, youth, young adult, family, and their team.
 |  |  |  |
| * Adapts services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team (for example CANS. permanency plan, etc.)
 |  |  |  |
| * Helps families navigate significant transitions (such as placement change, SW change) and facilitates an increased role for the family's network and natural supports in later stages of the child welfare case to establish an ongoing family support system prior to case closure.
 |  |  |  |
| AgencyAssess: | **Does the agency support staff to build these skills/use these behaviors?** |  |  |  |
| **Does agency leadership engage staff and encourage their involvement in the agency’s practice and system improvement efforts?** |  |  |  |
| Comments: |