**CHILD AND FAMILY PRACTICE FIDELITY – PROFILE FOR DIRECT OBSERVATION TOOL** (7/10/21)

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| 1. *To what extent was the social worker observed communicating in a way that was clear, understandable, and respectful to the family?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did **not** communicate in a clear, understandable, and respectful manner (i.e. used jargon without clarification, no deference to cultural identity and failed to address perceived disrespect, did not check for support family/team understanding **OR** the social worker *discouraged* or *was not responsive* to the family/team voicing areas of confusion or perceived disrespect. | The social worker **OCCASIONALLY** communicated in a clear understandable, and respectful manner. When communication was not clear, understandable, or respectful, the social worker:* *occasionally* provided clarification of jargon, acronyms, or slang, and
* *occasionally* worked to address perceived disrespect, and

*occasionally* checked for family/team understanding of language used and what was communicated. | The social worker **SOMETIMES** communicated in a clear understandable, and respectful manner**.** When communication was not clear, understandable, or respectful, the social worker:* *sometimes* provided clarification of jargon, acronyms, euphemisms, or slang,
* *sometimes* worked to address perceived disrespect,
* *sometimes* checked for or supported family/team understanding of language used and what was communicated.
 | The social worker **OFTEN** communicated in a clear, understandable, and respectful manner, by:* *often* using language without jargon, acronyms, euphemisms, or slang (and providing clarification if used),
* *often* using the names, titles, pronouns requested, showing deference to Tribal and family cultural identities, and addressing perceived disrespect that occurs,
* *often* checking for and supporting family/team understanding of language used and what is being communicated.
 | The social worker communicated in a clear, understandable, and respectful manner **MOST** or **ALL** **of the time**, by:* *consistently* using language free from jargon, acronyms, euphemisms, or slang,
* *consistently* using names, titles and pronouns requested, showing deference to Tribal and family cultural identities, and addressing perceived disrespect that occurs,
* *consistently* checking for, reinforcing, and supporting family/team understanding of language used and what is being communicated.
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| 1. *To what extent was the social worker observed helping the family and their team understand and communicate clearly about the safety and permanency issues to be addressed?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did **NOT** help the family/team communicate about safety or permanency of the child OR the social worker *ignored questions* about safety and/or permanency by the family/team OR the family/team *was actively discouraged* from asking questions, providing input, and/ or discussing the safety/permanency needs of the child. | The social worker **OCCASIONALLY** helped the family/team understand and communicate about safety and/or permanency issues to be addressed, such as by:* providing some information about safety and/or permanency of child (info may be inaccurate, confusing to family/team, incomplete, etc.).
* attempting to answer (or obtain answers for) some family/team questions about safety and/or permanency.
 | The social worker helped the family/team understand and communicate about ***SOME*** of the safety and permanency issues to be addressed, by:* providing information about *some* of the issues to be addressed (e.g., may omit needs such as by focusing on safety only or permanency only and/or may provide inaccurate and/or incomplete information about issues/needs)
* encouraging input and questions until *some* family/team members were clear about some of the issues to be addressed.
 | The social worker helped the family//team understand and communicate about ***MANY*** of the safety amd permanency issues to be addressed, by:* providing clear information about *many* of the safety and permanency issues to be addressed
* encouraging discussion and questions until *many* family/team members were clear about many of the issues to be addressed.
 | The social worker helped the family /team understand and communicate clearly about ***MOST or*** ***ALL*** of the safety and permanency issues to be addressed, by:* modeling open/honest communication about current safety threats.
* being clear and specific about the child’s permanency needs early on and throughout the case.
* facilitating family/team exploration, input, and questions about family circumstances until *most or all* family/team members were clear about most or all issues to be addressed.
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| 1. *To what extent was the social worker observed helping the family and their team incorporate the child and family’s cultural values, beliefs and traditions in planning and discussions about the child and family’s supports and services?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did ***NOT*** help the family and their team explore the child or family’s cultural values, beliefs or traditions OR the family/team *was discouraged* from considering the child or family’s culture or advocating for cultural or community supports OR the family/team was encouraged to focus on agency, service provider or worker-identified services.  | The social worker helped the family and their team explore ***SOME*** information about the child and family’s cultural values, beliefs or traditions but did ***NOT*** help the family and their team plan or discuss how to adapt or individualize any of their supports or services based on this information. | The social worker helped the family and their team incorporate the child and family’s cultural values, beliefs and traditions in their planning and discussions by considering, advocating for, connecting the family to or maintaining the child and family’s involvement in *at least* ***ONE*** *cultural or community service or support adapted or individualized* to this family’s unique culture and needs.  | The social worker helped the family and their team incorporate the child and family’s cultural values, beliefs and traditions in their planning and discussions by considering, advocating for, connecting the family to or maintaining the child and family’s involvement in ***SOME*** *cultural and community services and supports adapted or individualized* to this family’s unique culture and needs. | The social worker helped the family and their team incorporate the child and family’s cultural values, beliefs and traditions in their planning and discussions by actively considering, advocating for, connecting the family to or maintaining the child and family’s involvement in ***MANY*** *cultural and* *community services and supports* *adapted or individualized* to this family’s unique culture and needs. |
| 1. *To what extent was the social worker observed helping the family and their team discuss supporting and sustaining relationships with people the child has shared are important to him/her or that others are aware are important to the child?*
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| **0** | **1** | **2** | **3** | **4** |
| The family/team did ***NOT*** discuss important relationships of the child/youth OR the team was *discouraged* from discussing and/or supporting the child/youth’s important relationships. | The social worker helped the family/team discuss ***VERY FEW***important relationships OR discussion focused on supporting the child/youth’s relationships on only *one* side of the family. | The social worker helped the family/team discuss ***SOME*** important relationships of the child/youth, including ***SOME***of the *available* relationships on *both* maternal and paternal sides of the family.  | The social worker helped the family/team plan and/or coordinate *specific* activities supporting ***MANY*** of the child/youth’s important relation-ships, including ***MANY*** of the available relationships on both maternal and paternal sides of the family.  | The social worker helped the family/team plan and/or coordinate *specific* activities supporting ***MOST or ALL*** of the child/youth’s important relationships, including ***MOST*** **or ALL** important available relationships on *both* maternal/paternal sides of the family. |
| 1. *To what extent was the social worker observed facilitating the discussion about the formal assessment and helping the family and their team discuss what is working well, not working well, and what else is needed to serve and support the family?*
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| **0** | **1** | **2** | **3** | **4** |
| There was discussion of only ***ONE*** or ***NONE*** of the following: * What is working well,
* What is not working well,
* Generally, what may be needed to serve and support the family.

ORThe social worker did **NOT** initiate and support formal assessment.OR* The team was *discouraged* from participating in formal assessment.
 | There social worker supported some family/team participation in the formal assessment by encouraging *general* team discussion of the following (OR specific team discussion of two of the following):* What is working well,
* What is not working well,
* What may be needed to serve and support the family.
 | The social worker actively supported family/team participation in the formal assessment, including supporting *specific* team discussion of following:* ***SOME*** of the family/team strengths and activities that are working well
* ***SOME*** of the family activities and needed supports that are not yet in place or are not working well
* ***SOME*** specific activities and adjustments needed to support the family and child safety, permanency, and well-being.
 | The social worker facilitated the formal assessment, including facilitating *specific* team discussion of the following:* ***MANY*** of the family/team strengths and activities that are working well,
* ***MANY*** of the family activities and needed supports that are not yet in place or are not working well,
* ***MANY*** specific activities and adjustments needed to support the family and child safety, permanency, and well-being.
 | The social worker actively facilitated the formal assessment, including facilitating *specific* team discussion of the following: * ***MOST or ALL*** family/team strengths and activities that are working well,
* ***MOST or ALL*** family activities and needed supports that are not yet in place or are not working well,
* ***MOST or ALL*** specific activities and adjustments needed to support the family and child safety, permanency, and well-being.
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| 1. *To what extent was the social worker observed using 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?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did ***NOT*** provide opportunities to share or amplify the voices of the children/youth and parents OR the social worker *discouraged* family/team consideration of child and family input | The social worker used tools and approaches that amplified the voices or offered opportunities to share the perspectives of ***VERY FEW*** family members, for example:* the perspectives of *at least two* key child and/or adult family members were shared with the family/team (such as the voice/perspective of *one* child/youth and *one* parent or the perspectives of a *parent* and *grandparent,* etc.).
 | The social worker used tools and approaches that amplified the voices and perspectives of ***SOME*** family members, including:* for *at least one* child/youth at an appropriate developmental level, the social worker provided child/youth input (words, drawings, etc.) for family/team consideration, though the relevance of the input to current safety/permanency issues may or may not have been clear (OR there are no children/youth at an appropriate developmental level),
* *some* available young adults and maternal and paternal family members were encouraged to share their perspectives and/or goals with the family/team.
 | The social worker used tools and approaches that amplified the voices and perspectives of ***MANY*** family members, including:* for *each* child/youth at an appropriate developmental level, the social worker shared child/youth input (words, drawings, etc.) relevant to child safety and/or permanency (OR there are no children/youth in the family at an appropriate developmental level),
* the social worker encouraged the family/team to consider child/youth perspectives in their discussions,
* *many* available young adults and maternal and paternal family members were encouraged to share their perspectives and goals during family/team discussions.
 | . The social worker used tools and approaches that amplified the voices and perspectives of **MOST or ALL** family members, including:* for *each* child/youth at an appropriate developmental level, the social worker shared child/youth input (words, drawings, etc.) relevant to child safety and permanency (OR there are no children/youth in the family at an appropriate developmental level),
* the social worker actively facilitated the family/team to consider child/youth perspectives in their discussions,
* *most or all* available young adults and maternal and paternal family members had opportunities, encouragement, and support to share their perspectives and goals in assessments, planning, and decision-making.
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| 1. *To what extent was the social worker observed encouraging the support network for the family to participate on the child and family team or play a role in supporting the family and the child’s safety, permanency, and well-being?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did ***NOT*** encourage the family’s support network to participate on the child/family team OR the social worker *discouraged* the family/team from discussing the roles and activities that they are or could be involved in. | The social worker encouraged ***VERY FEW*** members of the family’s support network to participate on the child/family team OR the social worker encouraged discussion of *general* support for the child/family (rather than specific roles or activities).. | The social worker encouraged ***SOME*** members of the family’s support network to participate on the child/family team and discuss some of the *specific* roles and activities team members are or could be involved in to support the family and the child’s safety, permanency, and well-being. | The social worker encouraged ***MANY*** members of the family’s support network to participate on the child/family/team and discuss *specific* roles and activities that team members are or could be involved in to support the family and the child’s safety, permanency, and well-being. | The social worker encouraged ***MOST or ALL*** members of the family’s support network to participate on the child/family team and discuss *specific* roles and activities that team members are or could be involved in to support the family and the child’s safety, permanency, and well-being. |

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| 1. *To what extent was the social worker observed assisting the family and their team to engage in critical thinking, mutual exploration, and consensus-building toward the goal of shared decision-making?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did ***NOT*** assist the family/team to engage in decision-making OR the social worker *discouraged* family/team participation in explorations and decisions about next steps OR the social worker/agency made the decisions about next steps.  | The social worker assisted ***VERY FEW*** family/team members to engage in discussion/decision-making by:* encouraging *very few* team members to express themselves or share their points of view, and
* focusing team on general issues and plans rather than on clear next steps.
 | The social worker assisted ***SOME*** family/team members to engage in mutual exploration and decision-making by:* making space for *some* team members to express themselves, hear different points of view and begin to problem-solve, and
* helping the family/team develop some clear next steps outlining who will do what (though “by when” may not be clear).
 | The social worker assisted ***MANY*** family/team members to engage in mutual exploration and shared decision-making by:* making space for *many* team members to express themselves, consider different points of view, and brainstorm or problem-solve, and
* helping many on the family/team to build consensus and agree to specific, time-limited next steps (who will do what by when).
 | The social worker assisted ***MOST or*** ***ALL*** family/team members to engage in critical thinking, mutual exploration, and shared decision-making by:* making space for *most or all* team members to express themselves, listen to, reflect on, and bring together different points of view; and participate in solution-focused planning and problem-solving, and
* helping the entire family/team to build consensus and jointly agree to *specific* goals and time-limited next steps (who will do what by when, how/why, etc.)
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| 1. *To what extent was the social worker observed ensuring the family and their team receive needed information, guidance, and support as they work on their plan and during significant transition times?*
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| **0** | **1** | **2** | **3** | **4** |
| The social worker did ***NOT*** provide needed information, guidance, and support\* when the family/team worked on their plan or during significant changes and transitions OR the social worker *discouraged* the family/team from working on their plan or addressing significant changes and transitions. | The social worker ensured the family/team received **VERY LITTLE** of theinformation, guidance, and support\* they needed to work on their plan and during significant transition times. (This may be because some confusing or inaccurate information was provided, attempts to provide support were not effective, etc.) | The social worker ensured the family/team received **SOME** of the information, guidance, and support\* they needed to work on their plan and during significant transition times. | The social worker ensured the family/team received **MUCH** of the information, guidance, and support\* they needed to work on their plan and during significant transition times. | The social worker ensured the family/team received **MOST** or **ALL** of the information, guidance, and support\* they needed to work on their plan and during significant transition times. |
| *\*Examples of information, guidance, and support for #9 include:* clarify court and agency roles; help family address basic needs; promote advocacy/self-advocacy; describe strengths in functional terms; explain agency programs/services; identify, promote access to, and link to culturally sensitive services, supports, and visitation plans; prepare for/ensure support during significant transitions such as caseworker changes, placement changes, case transfer out or in, etc. |
| 1. *To what extent was the social worker observed helping the family and their team**to access and coordinate services and supports, monitor progress, and consider adaptations to the plan if needed to meet the family’s evolving needs.*
 |
| **0** | **1** | **2** | **3** | **4** |
| The team was ***NOT*** helped to discuss or *was discouraged* from discussing access to or coordination of family services and supports. | The social worker encouraged the family/team to discuss services and supports in a *general* way, though help with accessing and/or coordinating services and supports may have been limited or not provided. | The social worker helped the family/team to access, coordinate and monitor progress for ***SOME*** of their services and supports. | The social worker helped the family/team to access, coordinate and monitor progress for ***MANY*** of their services and supports and encouraged some discussion of whether adaptations to the family’s plan might be helpful. | The social worker helped the family/team to access, coordinate and monitor progress for ***MOST or ALL*** of their services and supports and facilitated the family/team to consider adaptations to the plan to meet the family’s evolving needs. |