**CPM: PRACTICE PROFILE (9/20/17)**

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| ***FOUNDATION BEHAVIORS**** *CLEAR: Seeks to be clear in all communication with everyone at all levels of the organization, families, children, youth, young adults, communities (including Tribes) and partners.*
* *OPEN and HONEST: Is open and honest in communication with families, children, youth, young adults, communities and partners.*
* *RESPECTFUL: Is respectful families, children, youth, young adults, communities and partners.*
* *ACCOUNTABLE: Holds oneself accountable for behavior.*
 |
| **3- Accomplished Practice**  | **2- Acquiring Practice** | 1. **Emerging Practice**

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| 1. Is **Clear** in communication by approaching all interactions with everyone at all levels of the organization, families, children, youth, young adults, communities, and partners with clarity as exhibited by the following behaviors:
* Uses age appropriate language that everyone can understand
* Asks family members what method of communication they prefer
* Confirm with family members that your communication meets their language and literacy needs.
 | 1. Approaches many, but not all, interactions with everyone at all levels of the organization, families, children, youth, young adults, communities, and partners with clarity.
* Often uses language that everyone can understand. Sometimes checks for understanding. Occasionally uses jargon or acronyms without explaining them.
* Often follows the method of communication families prefer but sometimes deviates
* Often confirms with family members about how communication can meet their language and literacy needs but sometimes misses this point.
 | 1. Seldom if ever approaches interactions with everyone at all levels of the organization,  families, children, youth, young adults, communities, and partners with clarity.* Seldom if ever checks for understanding and/or frequently uses jargon, acronyms, euphemisms, or slang.
* Seldom if ever checks for preferred method of communication
* Seldom if ever seeks to ensure family has a translator
* Seldom if ever speaks in a way that takes into consideration the audiences’ literacy level
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| 2. Is **Open and Honest** in communication by  approaching all interactions with everyone at  all levels of the organization, families,  children, youth, young adults, communities  (including Tribes), and partners with openness  as exhibited by the following behaviors: * Uses body language that demonstrates acceptance and affirmation of the family, community, and/or partner.
* Is open and honest about safety threats and circumstances that brought the family to the attention of the agency
* Is open and honest about what information can be shared among team members and what information included in court reports
* Is transparent about the role of the court and the child welfare agency.
 | 2. Approaches many, but not all, interactions with everyone at  all levels of the organization, families, children, youth,  young adults, communities, and partners with openness  and honesty. * Often uses open body language but sometimes seems closed.
* Often is open and honest about safety threats and circumstances that brought the family to the attention of the agency, but sometimes is sidetracked.
* Often helps the family understand what information can be shared and what information will be included in court reports, but sometimes fails to initially give this information or remind families about this point.
* Often explains to the family about the role the court and the child welfare agency play in their case, but sometimes fails to cover this important information.
 | 2. Does not approach interactions with all levels of  the organization, families, children, youth, young  adults, communities and partners with openness  as exhibited by the following behaviors:* Often uses closed body language
* Often ignores the safety threats and circumstances that brought the family to the attention of the agency.
* Seldom if ever shares with the family, community or partner what information can be shared or what will be included in court reports.
* Seldom if ever explains the role of the court and the child welfare agency.
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 3. Is **Respectful** towards everyone at all levels of  the organization, families, children, youth,  young adults, communities, and partners. * Asks people how they prefer to be addressed.
* Addresses individuals consistently by the name or title and pronouns they request in person and in writing.
* Responds to questions and describes the situation honestly, providing relevant facts and information about the system
* Makes clear statements about what information or action is being requested of the family
* Facilitates a dialogue regarding how the requested information and actions will affect the situation and support the child and family
* Shows deference to Tribal leadership and their titles in written and verbal communication.

  | 1. Is generally respectful towards everyone at all levels of the organization, families, children, youth, young adults, communities, and partners but does so inconsistently or with moderate success.
* Often asks people how they prefer to be addressed, but sometimes forgets to ask.
* Often addresses individuals by the name or title and pronouns they request in person and in writing, but sometimes makes a mistake with a mispronunciation, incorrect abbreviation or forgets the preferred name, title or pronoun altogether.
* Often shows deference to Tribal leadership and their titles in written and verbal communication but sometimes is not as deference as the leader desires them to be.
 | 3. Seldom behaves respectfully towards everyone  at all levels of the organization, families,  children, youth, young adults, communities, and  partners. * Seldom if ever inquires as to how people prefer to be addressed.
* Seldom if ever addresses individuals the way they want to be addressed.
* Seldom if ever uses the name, title or pronouns the person desires or has requested.
* Seldom if ever shows appropriate deference to Tribal leadership, nor do they use their titles in written and verbal communication.
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| 4. Is **Accountable** in one’s behavior towards  everyone at all levels of the organization,  families, children, youth, young adults,  communities, and partners. * Models accountability and trust by doing what you say you’re going to do.
* Responsive to families, children, youth, young adults, communities, and partners by returning calls, texts, and emails within 24 business hours.
* Responsible by being on time for both appointments and submission of reports.
* Follows ICWA and other federal and state laws.
 | 4. Is generally accountable in behavior towards everyone at all  levels of the organization, families, children, youth, young  adults, communities, and partners. * Often models accountability and trust by doing what you say you’re going to do, but sometimes does not follow through with promises.
* Often responsive to families, children, youth, young adults, communities, and partners by returning calls, texts, and emails within 24 business hours but sometimes a response occurs out of that timeframe.
* Often responsible by being on time for both appointments and submission of reports but sometimes you are late.
* Often follow ICWA and other federal and state laws but sometimes make mistakes.
 | 4. Seldom holds self accountable in behavior  towards everyone at all levels of the organization,  families, children, youth, young adults,  communities, and partners. * Seldom if ever models accountability and trust by doing what you say you’re going to do.
* Seldom if ever is responsive to families, children, youth, young adults, communities, and partners by returning calls, texts, and emails within 24 business hours.
* Seldom if ever is responsible by being on time for both appointments and submission of reports.
* Seldom if ever follows ICWA and other federal and state laws.
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| ***CORE PRACTICE ELEMENT OF ENGAGEMENT BEHAVIORS*** * *LISTENS –* Seeks to listen to everyone at all levels of the organization, families, children, youth, young adults, communities and partners.
* *DEMONSTRATES CARE –* Seeks to demonstrate that you care about the thoughts and experiences of everyone at all levels of the organization, families, children, youth, young adults, communities and partners.
* *CONNECTS WITH FAMILY-* Demonstrating an interest in connecting with everyone at all levels of the organization, families, children, youth, young adults, communities and partners. to help them identify and meet their goals.
* *HELPS FAMILY IDENTIFY AND MEET GOALS-*
* *IDENTIFIES AND ENGAGES OTHERS IMPORTANT TO FAMILY-* Identify and engage family members and others who are important to the child, youth, young adult and family.
* *PROMOTES SELF-ADVOCACY-* Support and facilitate the family’s capacity to advocate for themselves
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 5. **Listens** attentively – * Demonstrated through appropriate eye contact (depending on the culture of the speaker), head nodding, open body language and reflection back of what was heard to check for understanding
* Listens without making assumptions – seeks clarification to understand speaker rather than jumping to conclusions
 | 5. Generally **listens** attentively – * Often uses appropriate eye contact (depending on the culture of the speaker), head nodding, open body language and reflection back of what was heard to check for understanding but sometimes seems disengaged, distracted or fails to reflect back in order to check for understanding
* Often listens without making assumptions – but sometimes does not seek clarification to understand speaker rather than jumping to conclusions
 | 5. Seldom if ever **listens** attentively – * Seldom if ever uses appropriate eye contact (depending on the culture of the speaker), head nodding, open body language and reflection back of what was heard to check for understanding. Often seems disengaged, distracted or fails to reflect back in order to check for understanding
* Seldom if ever listens without making assumptions – Seldom seeks clarification to understand speaker. Often jumps to conclusions
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| 6. **Demonstrate care –** * Communicates genuine desire to learn about the speaker and their culture.
* Uses a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss.
 | 6. Generally d**emonstrates care –** * Often communicates genuine desire to learn about the speaker and their culture, but sometimes ignores the cultural context
* Often uses a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss, but sometimes does not allow for expression of emotion.
 | 6. Seldom if ever d**emonstrates care –** * Seldom if ever communicates genuine desire to learn about the speaker and their culture. Often ignores the cultural context
* Seldom if ever uses a trauma-informed approach to acknowledge and validate venting, expressions of anger, and feelings of grief and loss. Often does not allow for expression of emotion.
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| **7. Connects** in a way that the audience (e.g. everyone at all levels of the organization, families, communities) is comfortable with. * Reaches out to children and families in ways that are welcoming, appropriate and comfortable for them. For example, use language and concepts that the family has used.
* Asks global questions followed by more descriptive questions that encourage exchange.
* Adjusts and accommodates communication based on emerging awareness of their situation.
* Makes special efforts to engage fathers and paternal relatives to build connections and engage them as family members and team members.
 | **7.** Generally **connects** in a way that the audience (e.g. everyone at all levels of the organization, families, communities) is comfortable with. * Often reaches out to children and families in ways that are welcoming, appropriate and comfortable for them. For example, uses language and concepts that the family has used, but sometimes uses jargon.
* Often asks global questions followed by more descriptive questions that encourage exchange but sometimes asks close ended questions.
* Often adjusts and accommodates communication based on emerging awareness of their situation but sometimes just makes the points they want to make without regard to the context.
* Often makes special efforts to engage fathers and paternal relatives to build connections and engage them as family members and team members but sometimes fails to engage fathers and paternal relatives.
 | **7.** Seldom if ever **connects** in a way that the audience (e.g. everyone at all levels of the organization, families, communities) is comfortable with. * Seldom if ever reaches out to children and families in ways that are welcoming, appropriate and comfortable for them. For example, uses language and concepts that the family has used. Often uses jargon.
* Seldom if ever asks global questions followed by more descriptive questions that encourage exchange. Often asks close ended questions.
* Seldom if ever adjusts and accommodates communication based on emerging awareness of their situation. Often just makes the points they want to make without regard to the context.
* Seldom if ever makes special efforts to engage fathers and paternal relatives to build connections and engage them as family members and team members.
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| 8. **Helps identify and meet goals** of families* Expresses the belief that all families have the capacity to safely care for children and youth.
* Helps them identify their own goals along with setting a path for how to achieve those goals.
* Affirms the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult and family.
* 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.
 | 8. Generally **helps identify and meet goals** of families* Often expresses the belief that all families have the capacity to safely care for children and youth but sometimes does not believe this principle.
* Often helps them identify their own goals along with setting a path for how to achieve those goals but sometimes identifies goals for the family.
* Often affirms the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult and family but sometimes imposes generic needs and goals onto the child, youth, young adult and family.
* Often 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 but sometimes is discouraging.
 | 8. Seldom if ever **helps identify and meet goals** of families* Seldom if ever expresses the belief that all families have the capacity to safely care for children and youth. Often does not believe this principle.
* Seldom if ever helps them identify their own goals along with setting a path for how to achieve those goals. Often identifies goals for the family.
* Seldom if ever affirms the unique strengths, needs, life experience and self-identified goals of each child, youth, young adult and family. Often imposes generic needs and goals onto the child, youth, young adult and family.
* Seldom if ever 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. Often is discouraging.
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| 9. **Identifies and engages others important to family.** * Shows interest in learning about the family and their culture, community and tribe.
* Honors the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified.
* Asks questions about relationships and significant others early and often.
* Searches for all family members, including fathers, mothers and paternal and maternal relatives through inquiry, early and ongoing internet searches and reviews of records.
* Works quickly to 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, and sources of support.
 | 9. Generally **identifies and engages others important to family.** * Often shows interest in learning about the family and their culture, community and tribe but sometimes is disinterested.
* Often honors the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified but sometimes ignores these roles.
* Often asks questions about relationships and significant others early and often but sometimes ignores relationships.
* Often searches for all family members, including fathers, mothers and paternal and maternal relatives through inquiry, early and ongoing internet searches and reviews of records but sometimes fails to include all relevant family members.
* Often works quickly to establish paternity and facilitate the child or youth’s connection with paternal relationships but sometimes waits to engage in this exercise.
* Often contacts family, cultural, community, and tribal connections as placement options, team members, and sources of support but sometimes is slow to engage these groups.
 | 9. Seldom if ever **identifies and engages others important to family.** * Seldom if ever shows interest in learning about the family and their culture, community and tribe. Often shows disinterest.
* Seldom if ever honors the role of important cultural, community, and tribal leaders the child, youth, young adult, and family have identified. Often ignores these roles.
* Seldom if ever asks questions about relationships and significant others early and often. Often ignores relationships.
* Seldom if ever searches for all family members, including fathers, mothers and paternal and maternal relatives through inquiry, early and ongoing internet searches and reviews of records.
* Seldom if ever works quickly to establish paternity and facilitate the child or youth’s connection with paternal relationships.
* Seldom if ever contacts family, cultural, community, and tribal connections as placement options, team members, and sources of support.
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| **10. Promotes Self-Advocacy,** including when  worker, agency or system are the focus of  the advocacy needs: * Coordinates with the family’s formal and informal advocates to help the family find solutions and provide on-going support
* Encourages and promotes self- advocacy by providing opportunities for children, youth, young adults, and families to actively share their perspectives and goals
* Supports youth and families to take a leadership role in planning and decisions about their lives;
* Incorporates the family’s strengths, resources, cultural perspectives and solutions in all casework
 | 10. Generally is able to promote self-advocacy in some  situations but not all. * Often encourages youth and families to actively share their voice, however does not always listen carefully or consistently incorporate youth and family opinions and solutions in all assessment, planning and decisions about their lives;
* Often provides opportunities for youth and families to take on leadership roles in planning and decisions about their lives, however opportunities may be sporadic and support is sometimes insufficient or ineffective;
* Generally successful in providing opportunities and supporting families to advocate for what is best for them except when outside influences are strong or worker, agency or system are the focus of the advocacy needs.
 | 10. Seldom if ever promotes self-advocacy * Seldom if ever encourages youth and families to actively share their voice or encouragement is ineffective. May sometimes ignore or discount their ideas or minimize their involvement in assessment, planning and decisions about their lives;
* Seldom if ever provides meaningful opportunities and support for youth and families to take on leadership roles in planning and decisions about their lives;
* Seldom if ever attempts to provide opportunities for families to advocate for what is best for them OR family’s best interests are determined by system/agency perspectives and needs, even when family advocates for what is best for them.
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| ***CORE PRACTICE ELEMENT OF ASSESSMENT BEHAVIORS***From the beginning and throughout all work with the children, youth, young adults and family and their team:* *ENSURES UNDERSTANDING- Ensures everyone understands the process.*
* *SAFETY AND RISK ASSESSMENT – Engages in initial and on-going safety and risk assessment.*
* *IDENTIFIES STRENGTHS AND SOLUTIONS- Seeks to identify strengths and solutions to the needs*
* *USES CULTURAL LENS- Seeks to put all information in the context of their culture*
* *PERMANENCY PLANNING – Engages in initial and on-going permanency planning.*
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| **11.** From the beginning and throughout the  work **Ensures Understanding*** Explains the assessment process to the child, youth, young adult, and family so they know what to expect.
* Checks in early and often with the child, youth, young adult, and family to make sure they understand
 | 11. Generally **ensures understanding** * Often explains the assessment process to the child, youth, young adult, and family so they know what to expect but sometime forgets or is not clear enough for them to understand but sometimes just launches into the assessment without an explanation.
* Often checks in early and often with the child, youth, young adult, and family to make sure they understand but sometimes fails to do this leading to confusion.
 | 11. Seldom if ever **ensures understanding*** Rarely or never explains the assessment process to the child, youth, young adult, and family so they know what to expect.
* Rarely or never checks in early and often with the child, youth, young adult, and family to make sure they understand
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| 12. From the beginning and throughout the  work **Engages in initial and ongoing**  **safety and risk assessment*** Explores with the child, youth, young adult, and family their expressed and underlying needs by engaging them in communicating their experiences
* Explores with the child, youth, young adult, and family their needs and any safety concerns that are present.
* Uses tools and approaches that amplify the voices of children and youth,
 | 12. Generally **engages in initial and ongoing safety and risk**  **assessment*** Often explores with the child, youth, young adult, and family their expressed and underlying needs by engaging them in communicating their experiences but sometimes misses needs of one or more of these entities.
* Often explores with the child, youth, young adult, and family their needs and any safety concerns that are present but sometimes doesn’t extract the voice of every member of the family.
* Often uses tools and approaches that amplify the voices of children and youth, but sometimes fails to utilize these tools
 | 12. Seldom if ever **engages in initial and ongoing safety**  **and risk assessment*** Rarely or never explores with the child, youth, young adult, and family their expressed and underlying needs by engaging them in communicating their experiences
* Rarely or never explores with the child, youth, young adult, and family their needs and any safety concerns that are present.
* Rarely or never uses tools and approaches that amplify the voices of children and you2th,
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| 13. From the beginning and throughout the  work **Identifies strengths and solutions**  **to needs*** Explores with the child, youth, young adult, and family their strengths, what is working well, times when they have successfully navigated the developmental phase or event in the past and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency.
 | 13. Generally **identifies strengths and solutions to needs*** Often explores with the child, youth, young adult, and family their strengths, what is working well, times when they have successfully navigated the developmental phase or event in the past and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency but sometimes missing one or more of these solution based options.
 | 13. Seldom if ever **identifies strengths and solutions to**  **needs*** Rarely or never explores with the child, youth, young adult, and family their strengths, what is working well, times when they have successfully navigated the developmental phase or event in the past and what they see as the solution to the circumstances that brought them to the attention of the child welfare agency.
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 14. From the beginning and throughout the  work **Puts all information in their**  **cultural lens** * Applies information to the assessment process using the family’s cultural lens.
 | 14. Generally **puts information into their cultural lens*** Often applies information to the assessment process using the family’s cultural lens but sometimes is generic in approach ignoring the cultural context.
 | 14. Seldom if ever **puts information into their cultural**  **lens*** Rarely or never applies information to the assessment process using the family’s cultural lens.
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| **15.** From the beginning and throughout the  work **Engages in initial and ongoing**  **permanency planning*** Talks to the 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 perspective.
 | **15.** Generally **engages in initial and ongoing permanency planning*** Often talks to the children, youth, and young adults about their worries, wishes, where they feel safe, where they want to live, and their ideas about permanency and only sometimes incorporates their perspective.
 | **15.** Seldom if ever **engages in initial and ongoing**  **permanency planning*** Rarely talks to the 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 perspective.
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| ***CORE ELEMENT OF TEAMING BEHAVIORS*** * *BUILDS A SUPPORTIVE TEAM – Works with the children, youth, young adults and family to build a supportive team*
* *FACILITATES TEaM PROCESS – Facilitates the team process and engages the team in planning and decision-making with and in support of the child, youth, young adult and family*
* *WORKS WITH TEAM TO ADDRESS NEEDS- Works with the team to address the evolving needs of the child, youth, young adult and family*
* *WORKS COLLABORATIVELY WITH COMMUNITY PARTNERS- Works collaboratively with community partners to create better ways for children, youth, young adults and families to access services*
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 16. With family, caregiver and team continually  **builds a supportive team*** With the family’s permission, contacts family, cultural, community and Tribal connections, and asks them to serve as team members as early as possible.
* Asks initially and throughout the family’s involvement if they would like a support person or peer advocate on their team
* Explores with the family how culture might affect the development of the team and the teaming process.
* Facilitate early and frequent sharing of information and coordination among parents, caregivers, and agency partners.
* Facilitate development of a mutually supportive relationship between parents and caregivers.
* Assesses, Arranges, Structures

culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship | 16. With family, caregiver and team generally **builds a**  **supportive team*** With the family’s permission, often contacts family, cultural, community and Tribal connections, and asks them to serve as team members as early as possible but sometimes is slow to move on seeking permission or contacting the other connections.
* Often asks initially and throughout the family’s involvement if they would like a support person or peer advocate on their team but sometimes fails to offer this option.
* Often explores with the family how culture might affect the development of the team and the teaming process but sometimes ignores the role of culture in team formation and process.
* Often facilitates early and frequent sharing of information and coordination among parents, caregivers, and agency partners but sometimes fails to facilitate such sharing.
* Often facilitates development of a mutually supportive relationship between parents and caregivers but sometimes allows there to be tension between those team members.
* Often assesses, arranges, structures culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship but sometimes these visitations happen in less than ideal circumstances
 | 16. With family, caregiver and team seldom if ever  **builds a supportive team*** With the family’s permission, seldom if ever contacts family, cultural, community and Tribal connections, and asks them to serve as team members as early as possible or does not seek the family’s permission first.
* Seldom if ever asks initially and throughout the family’s involvement if they would like a support person or peer advocate on their team.
* Seldom if ever explores with the family how culture might affect the development of the team and the teaming process.
* Seldom if ever facilitates early and frequent sharing of information and coordination among parents, caregivers, and agency partners.
* Seldom if ever facilitates development of a mutually supportive relationship between parents and caregivers. Often allows there to be tension between those team members.
* Seldom if ever assesses, arranges, structures culturally appropriate visitation activities in the most natural environment possible that supports the child and the parent/child relationship.
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| **17. Facilitates team process** * Ensures team members have information they need.
* Facilitates critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making
* Helps the team recognize that differences will occur and assist them in working through conflicts
* Develop a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
* Ensure that all team members understand that legal, regulatory and policy constraints may limit shared decision making options available to address the family members’ needs, including placement options, reunification and service options
* Build connections to identified services and supports by designating a team member to follow-up with that referral.
 | **17.** Generally **facilitates team process** * Often ensures team members have information they need.
* Often facilitates critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making
* Often helps the team recognize that differences will occur and assist them in working through conflicts
* Often develops a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
* Often ensures that all team members understand that legal, regulatory and policy constraints may limit shared decision making options available to address the family members’ needs, including placement options, reunification and service options
* Often builds connections to identified services and supports by designating a team member to follow-up with that referral.
 | **17.** Seldom if ever **facilitates team process** * Seldom if ever ensures team members have information they need.
* Seldom if ever facilitates critical thinking, discussion, mutual exploration of issues, and consensus building toward the goal of shared decision-making
* Seldom if ever helps the team recognize that differences will occur and assist them in working through conflicts
* Seldom if ever develops a shared understanding about safety, permanency, and well-being issues to be addressed with the team.
* Seldom if ever ensures that all team members understand that legal, regulatory and policy constraints may limit shared decision making options available to address the family members’ needs, including placement options, reunification and service options
* Seldom if ever builds connections to identified services and supports by designating a team member to follow-up with that referral.
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| 18. **Works with team to address evolving needs** of the child, youth, young adult or family.* Facilitates dialogue about how supports and visitation plans are working.
* Explores with team members what roles they can play over time to strengthen child safety and support the family.
* Helps the team adapt to changing team member roles.
 | 18. Generally **works with team to address evolving needs** of the child, youth, young adult or family.* Often facilitates dialogue about how supports and visitation plans are working but sometimes delays these crucial conversations.
* Often explores with team members what roles they can play over time to strengthen child safety and support the family.
* Often helps the team adapt to changing team member roles but sometimes allows change to happen without proper help.
 | 18. Seldom if ever **works with team to address**  **evolving needs** of the child, youth, young adult or  family.* Seldom if ever facilitates dialogue about how supports and visitation plans are working but sometimes delays these crucial conversations.
* Seldom if ever explores with team members what roles they can play over time to strengthen child safety and support the family.
* Seldom if ever helps the team adapt to changing team member roles.
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| 19. **Works collaboratively with community**  **partners*** Creates better ways for children, youth, young adults and families to access services
 | 19. Generally **works collaboratively with community partners*** Often creates better ways for children, youth, young adults and families to access services but sometimes does not do this in partnership with community partners.
 | 19. Seldom if ever **works collaboratively with**  **community partners*** Seldom if ever creates better ways for children, youth, young adults and families to access services.
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| ***CORE PRACTICE ELEMENT OF SERVICE PLANNING AND DELIVERY BEHAVIORS**** *DEVELOPS A PLAN: Work with the family and their team to build a plan that builds on the assessment by focusing on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and by building on strengths and solutions to ensure safety*
* *ASSISTS UTILIZING SPECIFIC SERVICES: Work with the family and their team to connect them to services that will address underlying conditions leading to maltreatment and bring about healing by addressing trauma so that permanency can be achieved.*
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 20. To **Ensure Safety** develop a plan that builds  on the assessment and * Describes how family strengths, safety threats, and priority needs will be addressed in the plan.
* Describes how strengths in functional terms support the family members in completing their plan
 | 20. Generally attends to **ensuring safety** by developing a plan  that builds on the assessment, however, sometimes the link  between the assessment and plan is tenuous and while they* Often describe how family strengths, safety threats, and priority needs will be addressed in the plan sometimes leave out strengths or how threats and priority needs will be addressed.
* Often describes how strengths in functional terms support the family members in completing their plan but sometimes is vague.
 | 20. Seldom if ever **ensures safety** by developing a  plan that builds on the assessment and * Rarely or never describes how family strengths, safety threats, and priority needs will be addressed in the plan.
* Rarely or never describes how strengths in functional terms support the family members in completing their plan.
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| 21. To **Ensure Safety and Permanency** assist  by helping the family utilize specific  services to aid in changing underlying  conditions and unsafe behaviors* Share information about agency programs, providers, resources and supports
* Encourage and support the participation of children, youth, young adults, family, Tribe, community 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 that may be unfamiliar to the social worker.
* Ask the 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.
* Advocate for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan
* Assure the family receives needed information, preparation, guidance, and support.
* Adapt services and supports to meet changing family needs based on ongoing assessment, progress toward goals, and decisions made by the family and their team.
 | 21. To **Ensure Safety and Permanency** generally assists by  helping the family utilize specific services to aid in changing  underlying conditions and unsafe behaviors* Often shares information about agency programs, providers, resources and supports but sometimes fails to present the full array of choices and options
* Often encourages and supports the participation of children, youth, young adults, family, Tribe, community 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 that may be unfamiliar to the social worker.
* Often asks the 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 but sometimes fails to ask about these critical needs.
* Often advocates for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan but sometimes lets the ball drop.
* Often assures the family receives needed information, preparation, guidance, and support but sometimes fails to share information or prepare them for or support them in a next step.
* Often 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 but sometimes sends to generic services or insists they remain with a service provider that is not willing to tailor services to the needs of the family.
 | 21. To **Ensure Safety and Permanency** seldom if ever  assists by helping the family utilize specific  services to aid in changing underlying conditions  and unsafe behaviors* Rarely or never shares information about agency programs, providers, resources and supports
* Rarely or never encourages and supports the participation of children, youth, young adults, family, Tribe, community 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 that may be unfamiliar to the social worker.
* Rarely or never asks the 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.
* Rarely or never advocates for, link the family to, and help family members access the services, supports, and visitation activities identified in the plan
* Rarely or never assures the family receives needed information, preparation, guidance, and support.
* Rarely or never 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.
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| ***CORE ELEMENT OF TRANSITION BEHAVIORS**** *PREPARES FOR CHANGE– Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes and other significant transitions.*
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| **3-Accomplished Practice** | **2-Acquiring Practice** | **1-Emerging Practice** |
| 22. While working with the family, children,  youth, and young adults, continually **keep an**  **eye on preparing the children, youth, young**  **adults or family for change**: * Reduce the role of child welfare and professional services over time and facilitates an increased role for the family’s network and natural supports to help the family build an ongoing support system
* Coordinate with the family’s formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved.
* Provide tools for management of placement changes
* Provide tools for social worker changes
* Provide tools for other significant transitions
 | 20. While working with the family, children, youth, and young  adults generally **keeps an eye on preparing them for change*** Often reduces the role of child welfare and professional services over time to facilitate the increased role for the family’s network and natural supports to help the family build an ongoing support system, but sometimes holds onto the role of child welfare and professional services too long or is not very effective in helping the family build an ongoing support system.
* Often coordinates with the family’s formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved, but sometimes the coordination does not happen or is only moderately successful.
* Often provides tools for management of placement changes but sometimes does not.
* Often provides tools for social worker changes but sometimes does not
* Often provides tools for other significant transitions but sometimes does not
 | 1. While working with the family, children, youth and young adults seldom if ever **keeps an eye on preparing them for change**
* Rarely or never reduces the roles of child welfare and professional services over time to facilitate the increased role for the family’s network and natural supports to help the family build an ongoing support system.
* Rarely or never coordinates with the family’s formal and informal advocates to help the family find solutions and provide on-going support after the child welfare agency is no longer involved.
* Rarely or never provides tools for management of placement changes.
* Rarely or never provides tools for social worker changes.
* Rarely or never provides tools for other significant transitions.
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