

E-Learning Discussion Guide – Module 3

CRITICAL THINKING IN SAFETY DECISION MAKING: Evaluating Information Sufficiency, Reconciling and Validating Information, Applying the Safety Threshold Criteria



E-learning Module Discussion Guide

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Introduction to the *E-learning Module Discussion Guide* Materials

The Florida Safety Decision Making Methodology defines Florida's integrated child protection approach to working with children and families, from intake and investigations through case management. A series of four e-learning modules introduce the core concepts and foundational practices of the methodology. This *E-learning Module Discussion Guide* builds on the introduction of the four e-learning modules, so concepts and practices may be further discussed and better understood.

There are four self-contained discussion guide modules, one for each of the four e-learning modules. Each discussion guide is designed to be completed immediately following the viewing of the corresponding e-learning module.

For each module discussion guide, various resource materials are provided, along with facilitation notes or discussion questions designed to guide the supervisor and/or Safety Practice Expert (SPE) who is leading the discussion/application.

Module 3

Evaluating Information Sufficiency,
Reconciling and Validating
Information, Applying the Safety
Threshold Criteria

-Module 3-

Critical Thinking in Safety Decision-Making: Evaluating Information Sufficiency, Reconciling and Validating Information, Applying the Safety Threshold Criteria

Learning Objectives for Module 3:

- 1) Analyze case scenarios and evaluate information sufficiency, validation, and reconciliation.

Prior to the Learning Activity:

- 1) Prior to the group discussion ask each person to bring in one of their own cases to the learning session.

Note to Facilitator: Ideally, to facilitate discussion ask investigators to bring cases in which they struggled with what action to take with the family during or at the completion of the investigation. Correspondingly, ask case managers to bring cases in which they felt a family opened for case management should have simply been referred for community resources.

-Module 3-

Critical Thinking in Safety Decision-Making: Evaluating Information Sufficiency, Reconciling and Validating Information, Applying the Safety Threshold Criteria

Discussion Questions/Process:

- 1) Using the resource documents provided (Reference 1), ask each person to go through their case and summarize the information they know into each of the six domains.
- 2) After they have completed these summaries, then ask them to evaluate the sufficiency of each of the 6 domains, using the Worksheet (Reference 2) for evaluating information sufficiency.
- 3) Ask them next to go back through the 6 domains and identify any areas in which the information they gathered from one or more sources was different from information gathered from a different source. They should select one of the domains in which it was different and present to the group how they reconciled this information; arriving at what they believe to be a “true” representation of information in that particular domain.
- 4) If the group has difficulty identifying information that needed to be reconciled in step 3 above you may proceed to use the worksheet/examples provided in Reference 3 to discuss both reconciliation and the need for validation.
- 5) After the discussion about reconciliation, ask each person to go through their case and using the worksheet with the information organized into the 6 domains, ask them to evaluate each domain to determine if there are behaviors or circumstances or conditions which they have described which cross the safety threshold. They should use the five safety threshold criteria to complete this analysis (Reference 4).
 1. Immediate
 2. Potentially severe
 3. Out of control
 4. Vulnerable child
 5. Observable
- 6) Close the exercise with a discussion about “knowing what they now know about information sufficiency and safety threshold criteria” . . . would the decision on what the most appropriate intervention is for this family be an easier determination to make?

-Module 3- Reference Material

Reference 1: Six Domains Worksheet

Reference 2: Evaluating Information Sufficiency Worksheet

Reference 3: Information Reconciliation and Validation

Reference 4: Safety Threshold Criteria Matrix

Reference 1
Six Domain Worksheet

Maltreatment

Surrounding Circumstances

Child Functioning

Parenting General

Parenting Discipline

Adult Functioning

Reference 2

Evaluating Information Sufficiency Worksheet

Maltreatment

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Surrounding Circumstances

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Child Functioning

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Parenting General

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Parenting Discipline

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Adult Functioning

Describes the category in full and acceptable way	
Relevant only to the particular category	
Pertinent to the category	
Adequate to reach a conclusion	
Covers the principal or core issues	

Reference 3

Information Reconciliation and Validation

- 1) Reconciliation of information needs to take place when incongruent or inconsistent information is presented to the reader without sufficient information to explain or address the different accounts. Reconciliation adequately informs the reader as to why the information is inconsistent or if one account is more credible and why.
- 2) Validation of information needs take place when information is not confirmed by a reliable secondary source or the investigator's personal observation.

Indicate if information needs to be reconciled or validated and how either may be achieved.

1. Xena reports her "ribs hurt" because her mother threw her down on the kitchen floor yesterday morning because she did not want to wear the school clothes her mom picked out for her. Her younger sister states Xena was spanked by her mom yesterday afternoon for watching TV after she was told not to. The mother states the small bruise on Xena's lower back probably occurred "accidentally when I was pulling her into her bedroom."
2. Child's mother states her six month old infant is incapable of rolling over or sitting up by herself but she is not worried because all her children were "slow starters" but by ten months were all walking on their own.
3. Report alleges parents lock child in room at night. Parents deny allegations. Investigator notes, "door knob cannot be locked (no locking mechanism)." CPI also describes a bungee cord hanging on a doorknob directly across from the child's bedroom.
4. The children's father reports his ex-wife "doubles up on her pain medication." Mother reports her physician advised her she could do so occasionally if needed.
5. Mr. Jones states he only drinks socially and occasionally "might have a couple of beers on the weekend." His criminal record reflects to DWI's over the past five years with BAL's of .19 and .26, respectively.
6. A mother reports her two year-old son is terrified of his father. The child cries hysterically and soils his pants when forced to visit with his father every other weekend. The child's father reports his son loves to come and stay at his house because he gets to play with his step siblings. He has recently started taking work off early so he can pick his son up from the daycare for his weekend visits instead and having to deal with "drama and [his] ex-wife."

Reference 4

Safety Threshold Criteria Matrix

3) Taken in totality, the six information domains must contain information relevant to meeting all five safety threshold criteria. These are typically behaviors, circumstances or conditions that can be quantified as: **Immediate, Potentially Severe, Out of Control, Vulnerable Child and Observable.**

Domain	✓ Check if domain reveals behaviors, circumstances or conditions that are:
Maltreatment	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable
Surrounding Circumstances	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable
Child Functioning	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable
Parenting General	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable
Parenting Discipline	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable
Adult Functioning	<input type="checkbox"/> Immediate <input type="checkbox"/> Potentially severe <input type="checkbox"/> Out of control <input type="checkbox"/> Vulnerable child <input type="checkbox"/> Observable