



# **Safety Decision Making Methodology**

## **Participant Guide**

### **Training Workshop: Documenting a Sufficient Family Functioning Assessment**

**Office of Child Welfare In-Service Training  
January 2017**

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# Documenting a Sufficient Family Functioning Assessment



## Workshop Training Objectives

- ▶ As a result of this training, participants will be able to:
  - Identify and explain the purpose and focus of the family functioning assessment;
  - Identify the structure of the family functioning assessment;
  - Identify and explain sufficient information collection;
  - Identify a sufficient family functioning assessment;
  - Complete the documentation for a sufficient family functioning assessment.



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## Learning Circle Structure

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| <ul style="list-style-type: none"><li>▶ Participant Expectations:<ul style="list-style-type: none"><li>◦ Commitment to structure of the learning circle:<ul style="list-style-type: none"><li>▪ Weekly learning circle sessions.</li></ul></li><li>◦ Identify a case that has been recently assigned.</li></ul></li></ul> | <ul style="list-style-type: none"><li>▶ Supervisor Expectations:<ul style="list-style-type: none"><li>◦ Assist in identifying a case for use within the learning circle;</li><li>◦ Ensure full participation from staff;</li><li>◦ Provide weekly consultation for participants regarding the assessment process;</li><li>◦ Participate in the review of work product from learning circle.</li></ul></li></ul> |
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# *Agenda*

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## Learning Circle Session #1:

1. Introductions
2. Objectives
3. Agenda/Planning
4. What is a Family Functioning Assessment?
5. Sufficient vs. Not Sufficient Family Functioning Assessment
6. Homework for Learning Circle Session #2

## Learning Circle Session #2:

1. Welcome Back
2. What is Maltreatment?
3. What is the Nature of Maltreatment?
4. Practice: Documenting Maltreatment and Nature of Maltreatment
5. Homework for Learning Circle Session #3

## Learning Circle Session #3

1. Welcome Back
2. What is Child Functioning?
3. What is Adult Functioning?
4. Practice: Documenting Child Functioning and Adult Functioning
5. Homework for Learning Circle Session #4

## Learning Circle Session #4

1. Welcome Back
2. What is Parenting General?
3. What is Parenting Discipline/Behavior Management?
4. Practice: Documenting Parenting General and Parenting Discipline/Behavior Management.



## Learning Circle Session #1 What is a Family Functioning Assessment?



## Two Types of Danger: Present Danger

### PRESENT DANGER

- ▶ Immediate
- ▶ Significant
- ▶ Clearly Observable
- ▶ Family condition that is occurring in the present tense



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## Two Types of Danger: Impending Danger

- ▶ State of Danger in which family behaviors, attitudes, motives, emotions, and/or situations pose a threat to a child which may not be currently active, but can be anticipated to have severe effects on a child.
- ▶ Child living or being in a position of continual or pervasive danger.
- ▶ Threats are not immediate, obvious or active at the onset of investigation.
- ▶ Are identified and understood upon gathering sufficient family functioning information.



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## Family Functioning Assessment (FFA)

Purpose	Practice Objectives
<ul style="list-style-type: none"><li>Identify families in which children are unsafe and in need of ongoing protective supervision (whether non-judicial or judicial in-home or out of home)</li></ul>	<ul style="list-style-type: none"><li>Determine children who are unsafe</li><li>Protect children who are unsafe</li><li>Establish and manage safety plans</li><li>Verify the occurrence of maltreatment</li><li>Identify problems associated with impending danger threats and caregiver protective capacities</li><li>Refer families for community-based supports based upon risk assessment determination</li></ul>



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## “Focus” of the Family Functioning Assessment

- ▶ Focus
  - Whom are we assessing?
  - What Household are we focusing on?



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## An Assessment:

- ▶ Is NOT:
  - A one time occurrence
  - Myopic
  - Deficit driven
  - Legally driven
  - One dimensional
- ▶ Is:
  - Process, not a destination
  - Multi-dimensional
  - Strength and child focused
  - Drives decision making for child safety



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## Sufficient Information: How Much is Enough?



- ▶ Definition of Sufficient:
  - Enough to meet the needs of a situation or a proposed end
    - What is our proposed end?
    - What are we trying to answer?
      - Safety
      - Impending Danger
      - Planning for Safety



## Assessment: Information Collection as Competency

- ✓ I know what I must learn about a family. I know what information I must collect on each case I am assigned.
- ✓ I understand the purposes or reason for needing to know this information.
- ✓ I demonstrate the ability to gather the information.
- ✓ I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect.
- ✓ I can discuss and write about the information I collected logically, succinctly, and in a way that justifies my conclusions.



- I know what I must learn about a family. I know what information I must collect on each CPI case I am assigned.
  - This is concerned with how the worker proceeds in gathering information and their awareness of the information collection standards and protocol. Consider that knowledge is different than action; therefore, consideration when assessing a worker's competency regarding what they must learn may or may not be reflective of their application. This is covered under the third competency.
- I understand the purposes or reason for needing to know this information.
  - This is concerned with the worker's understanding of the Florida Safety Decision Methodology and the significance of information collection in decision-making.
- I demonstrate the ability to gather the information.
  - This is concerned with the worker's ability to utilize the information collection protocol and information standards to gather sufficient information along all six of the domains. This competency is concerned with engagement of families in the assessment process and the diligence that the worker demonstrates to gather information.
- I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect.
  - This is concerned with the worker's self-awareness. How they conduct themselves before, during, and at the conclusion of information collection and the relationship between their actions or inactions on the effectiveness of information collection.
- I can discuss and write about the information I collected logically, succinctly, and in a way, that justifies my conclusions.
  - This is concerned with the worker's ability to illustrate their conclusions regarding information collection and safety decision-making. This is demonstrated through their ability to generate an assessment that justifies their decision-making. In addition, they are able to explain their decision making, while justifying their decision making verbally. Skills associated with this competency include the worker's ability to analyze information and develop conclusions.

## Practice: Sufficient Information Analysis

- ▶ In small groups of 4:
  - Review written case information: FFA;
  - Determine if each domain is sufficient;
  - Provide justification for decision and if determined not sufficient-what information is needed.





# Documenting a Sufficient Family Functioning Assessment

Learning Circle Session #2

What is Maltreatment?

What is the Nature of Maltreatment?



## Family Functioning Assessment: Maltreatment

- ▶ What is the Florida definition of Maltreatment?
  - Behavior that is harmful and destructive to a child's cognitive, social, emotional or physical development (Rule 65C-30.001 (72), F.A.C). **Maltreatment is harm that occurred as a result of the maltreating behavior.**



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## Maltreatment Domain Informs.....

- **What** is the maltreatment that is alleged and/or occurring?
  - Type AND Finding
    - Child Maltreatment Index
- **Who** is responsible for the maltreating behavior (alleged or confirmed)?
- **Who** is alleged to have been harmed or who has been harmed?
  - **How** were they NOT harmed or **how** WERE they harmed?
    - Condition of the child(ren)
    - Emotionally and physically
    - Description of the events - either supporting OR negating the maltreatment



## Nature of Maltreatment Domain Informs.....

- **How long (DURATION and HISTORY)** the maltreatment that is alleged has been occurring;
  - What has been occurring in the home that has led to maltreatment?
- **EXPLANATION** - What does the family, friends, collaterals say about the maltreating behavior (alleged or confirmed)?
  - What was occurring during the alleged/confirmed maltreatment?
- **OTHER FACTORS** - What is going on in the family that may assist in explaining either the occurrence of maltreatment or the reason for maltreatment being alleged?



## Practice: Documenting YOUR Domains

- ▶ Working within your small groups:
  - Review your case information;
  - Document YOUR maltreatment and nature of maltreatment domain;
  - Share your domain with your group for feedback and analysis;
  - Refine domain if applicable for sufficiency.





# Documenting a Sufficient Family Functioning Assessment

Learning Circle Session #3

What is Child Functioning?

What is Adult Functioning?



## Child Functioning

- ▶ Who is this Child?
  - ▶ What do we know about the child?
  - ▶ What do others know about this child?
  - ▶ What do we see?
  - ▶ What do others see?
  - ▶ OVERALL functioning-day to day-not just the one time we see them!
- ▶ **Things to Consider:**
    - AGE
    - MILESTONES
    - HABITS
    - LIKES/DISLIKES
    - DAILY ABILITIES
    - NEEDS
    - GOALS-Older youth
    - SCHOOL/SOCIAL EXPERIENCES
    - FAMILY INTERACTION



## What are we answering?

- ▶ Child functioning answers:
  - Whether or not children are developing on target or if they have needs related to maltreatment that may need to be addressed;
  - Gives us an understanding of how the child is developing in regards to family and social relationships;
  - Gives us an understanding of how others view the child.





## Adult Functioning

- ▶ Who are the parents/caregivers as PEOPLE?
- ▶ What do we know about parent/caregiver?
- ▶ What do others know about the parent/caregiver?
- ▶ What do we see?
- ▶ What do others see?
- ▶ OVERALL functioning - day to day - not just when we see them.
- ▶ **Things to Consider:**
  - LIFE EXPERIENCES
  - HABITS-Good and Negative
  - LIKES/DISLIKES
  - DAILY ABILITIES
  - NEEDS
  - EMPLOYMENT
  - SOCIAL EXPERIENCES
    - Relationships with others
  - FAMILY INTERACTION



## What are we Answering?

- ▶ Adult functioning answers:
  - Whether or not parents/caregivers are able to manage their lives - currently and historically;
  - Gives us an understanding of how the parents/caregivers are managing negative family conditions-currently and historically;
  - Gives us an understanding of how others view the parents/caregivers;
  - Informs how parents/caregivers actions/behaviors/emotions are or are not resulting in threats to child safety.



## Practice: Documenting YOUR Domains

- ▶ Working within your small groups:
  - Review your case information;
  - Document YOUR child functioning and adult functioning domains;
  - Share your domains with your group for feedback and analysis;
  - Refine domains if applicable for sufficiency.





# Documenting a Sufficient Family Functioning Assessment

Learning Circle Session #4

What is Parenting General?

What is Parenting Discipline/Behavior Management?



## Parenting General

- ▶ Parenting practices;
  - ▶ Belief about being a parent;
  - ▶ Reasons for being a parent;
  - ▶ Plan and approach to parenting;
  - ▶ Daily parenting practices;
  - ▶ Struggles and Challenges with parenting.
- ▶ **Things to Consider:**
    - AGE OF KIDS
    - STRUCTURE/ROUTINE
    - INVOLVEMENT WITH CHILDREN
      - School
      - Activities
    - NEEDS OF KIDS
    - FAMILY INTERACTION
      - Co-parenting
      - Blended families



## What are we answering?

- ▶ Parenting General answers:
  - Whether or not parents/caregivers are providing for the care, structure, and development of their children to meet their children's needs;
  - Gives us an understanding of how the parents/caregivers view their role and responsibilities as caregivers;
  - Gives us an understanding of how others view the parenting.



## Parenting Discipline/Behavior Management

- ▶ What expectations do parents/caregivers have for their children?
  - ▶ How do they communicate those expectations?
  - ▶ What are the rewards and consequences for the child when expectations are or are not met?
  - ▶ What are the roles within the household for discipline and management of behavior?
- ▶ **Things to Consider:**
    - AGE OF THE CHILDREN
    - RULES
      - Established or not
      - Understood by the household
    - CONSEQUENCES
      - What are they and are they known?
      - Are they reasonable?
    - RATIONALE FOR RULES/EXPECTATIONS
    - ROLES OF CAREGIVERS



## What are we Answering?

- ▶ Parenting Discipline answers:
  - Whether or not parents/caregivers are able to manage children;
  - Gives us an understanding of how the parents/caregivers are managing children's emotional and social development around norms;
  - Gives us an understanding of how others view the parents/caregivers expectations and consequences;
  - Informs how parents/caregivers actions/behaviors/emotions when managing children's behaviors are or are not resulting in threats to child safety.



## Practice: Documenting YOUR Domains

- ▶ Working within your small groups:
  - Review your case information;
  - Document YOUR parenting general and parenting discipline/behavior management domains;
  - Share your domains with your group for feedback and analysis;
  - Refine domains if applicable for sufficiency.

