

Set Case Review Tool- Section 2

To be used for Continuing Court and Voluntary Cases

Case Name: _____

Case # _____

CWS/CMS # (19 Digit) _____

SW's and units involved during rating period _____

Reviewer's Name: _____

Date(s) of Review(s): _____

Time Period Reviewed: _____

Region: _____ Program: _____

Case Name: _____

Case # _____

CWS/CMS # _____

Directions: The purpose of this case review tool is to determine if case practice is consistent with the Agency's Safety Enhanced Together (SET) key expectations. The case record in the CWS/CMS case file and hard file will be reviewed to evaluate case practice. The case record refers to everything that is available in CWS/CMS and Structured Decision.

Child

1. During regular meetings with the child/youth did the worker assess safety and gather information about the child's/youth's thoughts, needs, and desires? If the child is pre-verbal did the worker observe interactions with parents, family members and substitute caregivers and obtain information about child's functioning in order to assess child's safety and needs?

Yes _____ rate below

No _____

Connection to Key Expectations- Child/youth's voice; Assessments

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
During contacts with the child, the worker asks about safety concerns and child's desires and needs. If the child is non-verbal, the worker documents observations with parents and family.	In addition to Novice practice, the worker checks with the child on clear understanding of their concerns, thoughts, desires and needs. Worker attempts to use Safety-Organized Practice tools (3 houses, Wizards and Fairies, Safety house) or other creative means to elicit a	Worker <u>correctly</u> utilizes Safety-Organized Practice tools (3 houses, Wizards and Fairies, Safety house) or other creative means to elicit an understanding of child's concerns, thoughts, needs and desires.	In addition to Accomplished practice, worker actively checks for understanding and agreement with child and informs child of next steps and/or likely outcomes in a manner that is developmentally appropriate.	In addition to Distinguished practice, worker encourages and enables child's active involvement such as attendance at FCMs, letters to Court, etc. at key points of case planning process.

	better understanding of child's concerns/thoughts, needs and desires.			
--	---	--	--	--

Comments:

2. Did the worker communicate the child/youth's thoughts, feelings and desires during meetings and consultations as well as in Court Reports, Transfer Summaries or other documents?

Yes ___ rate below

No ___

Connection to Key Expectations-Child/youth's voice; Open and Clear Communication

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker communicates child/youth's voice in a minimal way (one sentence or fails to communicate consistently in all areas, e.g. in meetings but not in Court Report).	Worker's documentation clearly describes child's feelings/ thoughts/desires.	In addition to Emerging practice, worker documents and represents child's voice consistently in case documentation as well as in meetings, Court, etc.	In addition to Accomplished practice, worker uses SOP tools (3 houses, Safety House) or other creative means to communicate the child's feelings, thoughts, desires.	In addition to Distinguished practice, worker continuously checks back with child on any changing feelings, thoughts and desires.

Comments:

3. During the course of the case did the worker assess the impact of trauma on child's/youth's emotional, social and physical development and develop a plan for addressing those areas of concern?

Yes ___rate below

No ___

Connection to Key Expectations - Assessments; Child/Youth Voice; Case Plans

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker seeks information from SCP's, teachers, parents and other people in contact with child/youth. Worker obtains or attempts to obtain any records or reports about children's/youth's emotional, social and physical trauma and/ or	In addition to Novice practice, worker observes child's/youth's interactions with parents', SCP'S, peers and any other parties in contact with child/youth. Worker makes referrals to service providers for needed services such as	In addition to Emerging practice, worker elicits information from child/youth about trauma and current functioning and works to develop trusting relationship with child/youth. Assesses child's/youth's needs on ongoing basis and links to needed	In addition to Accomplished practice, worker assesses impact of services provided and determines need for continued services, changes in goals or changes in service providers or programs.	In addition to Distinguished practice, worker makes any adjustments needed in service provision and continuously assesses child's/youth's needs.

development.	developmental services, counseling, social skills group etc.	services.		
--------------	--	-----------	--	--

Comments:

4. Did the worker collaborate with the support network and service providers (including SCP) to obtain information to assess the children/youth's needs and concerns?

Yes ___ rate below

No ___

Connection to Key Expectations - Support Systems/ Safety Networks; Child/youth's voice; Assessments

<input type="checkbox"/> Novice	<input type="checkbox"/> Emerging	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Master
Worker maintains some contact (every few months) with child's/youth's support network and any service providers and obtains minimal information-e.g. attendance.	In addition to Novice practice, useful and accurate information is obtained to make case decisions and provide appropriate services.	In addition to Emerging practice, worker followed up with support network and service providers to communicate changes in work with child and obtain feedback.	In addition to Accomplished practice, worker assesses how child/youth is responding to changes and/or any new plans.	In addition to Distinguished practice, worker continuously gathers information, performs assessment and adjusts plans as needed.

Comments:

Family

5. Did the caseworker review with the family their progress toward the Safety Goal and their Case Plan at each meeting?

Yes ___ rate below

No ___

Connection to Key Expectations - Assessments; Case Plans; Family Partnerships

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
The worker documented meeting with the family and discussed the requirement to attend services.	In addition to Novice practice, worker documented parents' progress in services and any additional referrals for services provided.	In addition to Emerging practice, worker documented discussion with family on Service Objectives and assessed their progress, reviewed Safety Goal and utilizes SOP tools such as solution focused questions.	In addition to Accomplished practice, worker also addressed concerns about progress or lack of progress using SOP tools- e.g. scaling questions, preferred future.	In addition to Distinguished practice, worker develops an action plan and adjusts case plan as needed with family to accomplish specific objectives.

Comments:

6. Did the worker assist the family in identifying, creating and updating their Safety Network during the course of the case?

Yes ___ rate below

No ___

Connection to Key Expectations- Support system/safety network 2-5; Teaming with Resource and Kinship families 2-5; Case Planning 2-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker talked to family in general terms about the role of and need for a safety network.	In addition to Novice practice, worker listed names of potential Safety network members.	In addition to Emerging practice, worker utilized tools with the family to gain their input about Safety Network members and provided list to family, case file and all network members.	In addition to Accomplished practice, worker met with Safety Network members and clearly identified the roles of specific network members in the case plan.	In addition to Distinguished practice, worker ensured the safety network fulfilled their identified roles and made adjustments as needed.

Comments:

7. Did the worker make efforts to test the effectiveness of the family's safety network during the course of the case?

Yes ___ rate below

No ___

Connections to Key Expectations- Safety Networks 1-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker had contact with the network but did not assess the effectiveness of the network.	Worker had regular contact with Network members (at least once every two months) and at least once checked on whether members were checking on child's safety.	In addition to Emerging practice, worker checked on Network member's effectiveness by regular (at least monthly) checks.	In addition to Accomplished practice, worker addressed any failures or problems with Network members.	In addition to Distinguished practice, worker made appropriate changes in Safety Network members or their responsibilities.

Comments:

8. Did the worker see the family in different environments (TDM's, visitations, home visits, Incredible Families) in order to better assess family relationships and interactions?

Yes ___ rate below

No ___

Connection to Key Expectations- Cultural Responsiveness 2-5; Assessments 2-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker saw family in different environments but did not document assessment of the relationships or interactions.	Worker briefly described (e.g. one sentence) family's interaction and/or relationships.	Worker clearly and concisely described family's interaction and relationships in strength based terms after seeing the family in multiple settings.	In addition to Accomplished practice, worker provided specific suggestions/coaching to family to improve interactions/relationships.	In addition to Distinguished practice, worker modeled and reinforced family's positive changes or if family responded defensively to coaching was able to maintain focus on needed changes.

Comments:

9. Did the worker attend, facilitate and/or support meetings and interactions between the family and the child's school, therapist or other service providers (such as therapists, Wrap around programs, IEP meetings, etc).

Yes ___ rate below

No ___

Connection to Key Expectations- Communication 1-5; Support systems/networks 3-5; Community Partner Collaboration 1-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker recommended family attend and maintain contact with school officials and/or service providers.	In addition to Novice practice, worker explained benefits of maintaining contact and interaction.	In addition to Emerging practice, worker attended meetings and facilitated family's attendance by performing any or all of the following; assisting with transportation, educating family on agenda/ meeting, developing questions, purpose, arranging for support network member to attend.	In addition to Accomplished practice, worker followed up with family on meeting outcome and helped debrief or followed up with providers if questions or information needed.	In addition to Distinguished practice, worker helps family outline plans for working with schools, service providers in future.

Comments:

10. If the child required out of home placement, did the worker explain to the family reunification timelines and review progress made and discuss concurrent planning options if family is not progressing and past the 6 month date?

Connection to Key Expectations- Connection Preservation 2-5; Family Partnerships 2-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker explained reunification timelines but did not address concurrent planning or long term planning for child or youth.	In addition to Novice practice worker explained the need for permanency if reunification fails.	Worker explained reunification timelines and concurrent planning in clear, specific way and provided the booklet "A Parent's Guide to Child Welfare Services" as a resource. Obtained input from parent re: desire for child/youth if reunification does not occur.	In addition to Accomplished practice, worker did or attempted to focus parent on child/youth's need for permanency and stability.	In addition to Accomplished practice, worker consistently addressed with client both need for concurrent planning and ways to maintain contact with child if reunification fails.

Comments:

11. Did the worker develop and establish an Aftercare plan with the family to provide support and structure after the case closes?

Yes ___ rate below
 No ___
 N/A- no reunification ___

Connection to Key Expectations- Aftercare 1-5; Communication 3-5; Support systems 3-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker talks with family about their plan for Aftercare once case closes.	In addition to Novice practice, worker obtains specific information about family's Aftercare plan and has them write up a plan.	In addition to Emerging practice, worker uses Family Centered meeting to develop Aftercare plan with family, safety network and service providers.	In addition to Accomplished practice, worker reviews Aftercare plan with all parties and distributes written plan.	In addition to Distinguished practice, worker discusses with family ways to modify plan if needed once case closes.

Comments:

The questions below **only** apply if during the rating period one or both of these situations occurred:

- An investigation on a new referral revealed a Safety Threat.
- The child required a new placement.

___ Questions 12-14 do not apply as there was no Safety Threat or change of placement.

New Safety Threats/Change of Placements

12. If during the course of the case a new safety threat was identified did the social worker correctly assess the safety threat and complete an updated SDM Safety Assessment?

Yes ___
No ___

Connection to Key Expectations- Assessments by Agency tools 1-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker marked a safety threat on the SDM Safety Assessment but did not document evidence of the safety threat in CWS/CMS or documented a safety threat in CWS/CMS but did not complete a new SDM Safety Assessment.	Worker identified some safety threats but did not accurately identify all safety threats present.	Worker identified all safety threats posing immediate danger to the child(ren). Safety threats were documented both in SDM and CWS/CMS narratives using behaviorally descriptive language demonstrating the extent and impact of the safety threat.	In addition to Accomplished practice, worker included documentation of the voice of the child/youth and family when describing the impact of the safety threats.	In addition to Distinguished practice, worker explained to the family the meaning of safety threats and engaged the family in safety planning conversations.

Comments:

13. Did the worker develop safety interventions to address the new safety threat?

Yes ___ rate below
No ___

Connection to Key Expectations- Assessment 1-5; Case Planning 1-5; SOP 1-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker developed an intervention to address threat but it was not behaviorally specific or did not adequately address the threat.	Worker develops intervention which addresses the safety threat and is behaviorally specific but did not include the family's input.	Worker developed safety intervention which was specific; practical, addressed the threat, included the family's input and was written up and provided to the family.	In addition to Accomplished practice, worker follows up on effectiveness of intervention.	In addition to Distinguished practice, worker makes changes as needed in the plan and continually evaluates effectiveness.

Comments:

Change of Placement

14. If a removal or a change of placement of the child occurred, did the worker utilize the "All about Me" form or other tools to reduce trauma and support the child's well-being?

Yes ___ rate below

No ___

N/A ___

Connection to Key Expectations- Kinship and Resource Family Teaming 1-5; Child youth's voice 1-5

Novice 1	Emerging 2	Accomplished 3	Distinguished 4	Master 5
Worker asked child about feelings or made comments acknowledging child's trauma.	Worker explained to child plan for move and what to expect in developmentally appropriate terms.	In addition to Emerging practice, worker engaged child's family and prospective SCP in transition process. Worker used "All About Me" form to assist with transition.	In addition to Accomplished practice, worker followed up with SCP's and child/youth on transition process and informally evaluated process.	In addition to Distinguished practice, worker followed up with SCP's and child/youth on transition process and provided assistance with difficulties in the process.

Comments: