Supervisor
Case Consultation Tool
Emergent practice: There is evidence in the case files that the supervisor has begun to use the practice. It is there.

Accomplished practice: There is evidence that the supervisor has begun to build shared understanding and agreement among the parties. It is shared.

Distinguished practice: There is evidence that the element is integrated into the supervisor’s practice as a way of doing business. It is integrated.
1: Can the supervisor determine if the worker is engaging the family to develop a clear understanding of who the family is and what they need, who is in the family and their roles within the family; including absent parents, other adults in the home, all children, and the members of the natural support system?

Emergent Practice: Supervisor finds out the race, ethnicity, age and significant issues affecting all children in the family; the race, ethnicity, age and household status of parents, and criminal as well as child welfare history of household members. Supervisor does not ask enough questions to determine who played a role in maltreatment or what role each adult in the household played in creating the context for the maltreatment. Supervisor does not ask the worker to produce a genogram or other tool showing family member relationships. Supervisor does not press worker to describe maternal and paternal family members or other family supports.

Accomplished Practice: Supervisor not only finds out about race, ethnicity, age and significant issues affecting all children in the family, but also the race, ethnicity, age, criminal and child welfare history of all adults in the household as well as any non-residential parents. Supervisor determines if the worker has an understanding of who is responsible for the child maltreatment and how all adults in the family contributed to the context for maltreatment. If not, the supervisor asks questions to find out that information or sends the worker back out until he or she knows. Supervisor looks for a genogram or other family relationship tool and asks about what the worker learned about all maternal and paternal family members and other social supports. (See Genogram handout)

Distinguished Practice: Supervisor is not only assessing what is going on in this case, but how the worker is integrating the understanding of family make up, structure, demographics, and dynamics and support. They are drawing comparisons across cases or explaining why a particular family variable is critical for understanding what happened, sources of trauma for the family (e.g. Native American historical trauma affecting the family functioning), sources of support for the family and potential placements for children. They may note that a worker is missing a particular piece of information repeatedly and using the opportunity to teach and coach the worker again.

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2: Can the supervisor determine how information was gathered and what information was learned?

Emergent Practice: Supervisor largely takes the worker’s word for it. The worker says “There is present danger in this case so I acted based on that.” The case record asserts the presence of indicators without always providing evidence or behavioral descriptors, but the supervisor accepts the worker at their word rather than making them re-write the case or elaborate verbally. May follow up with some questions such as “Is the maltreatment occurring now?” “Is the caregiver incapacitated?” “Is there a history of severe and escalating domestic violence in the home?” “What was the sequence of events leading to the maltreatment?” which shows they are aware of the indicators and beginning to probe their workers.

Accomplished Practice: Supervisor assesses what is known about the family based on the worker’s written and verbal account of what the worker saw. Then the supervisor asks questions about any information that is missing from the record or account and/or probes more to make sure the worker is not making erroneous assumptions, but actually had compelling evidence of indicators of present danger. Ensures that the worker is building the case based on shared understanding of the situation among as many relevant parties as possible. Who did the worker talk to (engage family, children, collaterals, teachers, reporting/concerned parties, ICWA, service providers or other natural support system members) Can the supervisor reinforce strength focused questions to accurately identify protective capacities within families? Did the worker assess the areas of domestic violence, drug/alcohol use, discipline, mental health history within the family, day to day parenting, and discipline? This includes the general assessment of safety (how does the information impact the decision making process?) Supervisor explores application of the safety threshold to determine impending danger. Supervisor ensures the worker is actively examining any personal or cultural biases that might affect the worker’s understanding of the family situation and ending with a clear understanding of what led to the maltreatment. (See 6 Key Questions Handout; Identification of Impending Danger/Safety Threshold handout)

Distinguished Practice: Supervisor is not only assessing what is going on in this case, but how the worker is integrating the way of assessing present danger into their daily work as an investigative worker or ongoing worker. They are drawing comparisons across cases or explaining why a particular indicator is easy to miss or critical for identification of present danger and how that might show up in other cases on their current or future caseload. Or they are noting that a worker is missing a particular indicator repeatedly and using the opportunity to teach and coach them again.

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3: Can the supervisor determine if the worker is able to paint a picture of family dynamics and family functioning?

Emergent Practice: Supervisor largely takes the worker’s word for it. The worker documents or talks about the maltreatment, the circumstance, the child, discipline, parenting issues and adult functioning. The supervisor may probe to understand the situation better and may or may not uncover some missing information.
Accomplished Practice: Supervisor ensures that all aspects of each of the 6 areas are thoroughly assessed and documented. Supervisor prompts worker to discuss the protective capacities of each PRFC that can contribute to the ongoing protection of the child. (See 6 Key Questions handout; Protective Capacities Handout)

Distinguished Practice: Supervisor is not only assessing what is going on in this case, but how the worker is integrating the way of assessing safety into their daily work as an investigative worker or ongoing worker. They are drawing comparisons across cases or explaining why a particular indicator is easy to miss. Or they are noting that a worker is missing a particular indicator repeatedly and using the opportunity to teach and coach them again.

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4: Can the supervisor determine if the worker is able to accurately write a case plan which can include creating an Immediate Protective Action Plan (IPAP), safety plans, a Written Plan of Compliance(WPC) and monitor those cases for ongoing safety/ policy violations and transfer cases per policy?

Emergent Practice: The worker presents an IPAP, safety plan, or Written Plan of Compliance which includes a brief description of the identified present danger, what actions have or will be taken to protect the child in relation to the present danger and who is responsible for implementing each action. The IPAP and safety plan includes a third party monitor. Supervisor checks to see if all parties have signed the IPAP or safety plan. If a parental signature is missing receives assurance that the signature will be received in 24 hours. Perfunctory review of the IPAP, safety plan or Written Plan of Compliance without asking further questions (See Present Danger handout; Immediate Protective Action Plan; In Home/Out of Home Safety Plan handout)

Accomplished Practice: Supervisor ensures that there is a correspondence between the assessment that showed evidence of indicators of present danger and the IPAP. May ask questions about each part or ask for more details. Then the supervisor asks questions about the intervention and how it is going. Ensures that the plan includes all relevant parties. Supervisor determines if the worker is able to, after the staffing is completed, state back a consensus summary of a clear understanding of the situation and direction of how they need to proceed. (See Present Danger handout; Immediate Protective Action Plan; In Home/Out of Home Safety Plan handout)

Distinguished Practice: Supervisor is not only assessing what is going on in this case, but how the worker is integrating the way of writing IPAPs into their daily work as an investigative worker or ongoing worker. They are drawing comparisons across IPAPs and for example, explaining why some wording is clearer. Or they are noting that a worker is missing a particular piece repeatedly and using the opportunity to teach and coach them again.

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5: Can the supervisor determine if the worker engages the family in identifying underlying causes of need surrounding safety and is co-creating a plan that clearly addresses behaviors that need to change in order to know that the child/ren could safely remain in or return to the home without child welfare involvement, or be placed in a resource home?

_Emergent Practice:_ Supervisor largely takes the worker’s word for it. The worker says things like “The caregivers have emotional, cognitive and behavioral protective capacities and can keep the child (ren) safe at this time.” Or “While the caregivers have some emotional, cognitive and behavioral protective capacities, these are not sufficient to keep the children safe, so we must remove the children at this time.” The supervisor accepts the workers at their word rather than making them back up their assertions with facts and behavioral descriptions of all of the protective capabilities they observed and those that were absent.

_Accomplished Practice:_ Supervisor assesses what is known about caregiver protective factors based on the worker’s written and verbal account of what the worker saw. Then the supervisor asks questions about any information that was missing from the record or account, and/or probes more to make sure the worker was not making erroneous assumptions, but actually had compelling evidence of indicators of protective factors that could keep the children safe or with enhancement could sustain child safety. Also asks how PRFC’s diminished protective capacities results in unsafe child behaviors, conditions or circumstances that must change to sustain child safety. Ensures that the worker is building the case based on shared understanding of the situation among as many relevant parties as possible.

_Distinguished Practice:_ Supervisor is not only assessing what is going on in this case, but how the worker is integrating the way of assessing protective factors into their daily work as an investigative worker or ongoing worker. They are drawing comparisons across cases or explaining why a particular indicator is easy to miss or critical for identification of protective factors and how that might show up in other cases on their current or future caseload. Or they are noting that a worker is missing a particular indicator repeatedly and using the opportunity to teach and coach them again.

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6: Can the supervisor determine if the worker facilitates communication between the clients and or providers in modifying case/resource plan objectives so they are easily understood?

*Emergent Practice:* The supervisor simply asks the worker if he or she facilitated a discussion between the clients and providers they are working with to help them achieve task objectives so that everyone is on the same page. The supervisor takes their worker’s word for it.

*Accomplished Practice:* Supervisor ensures that the worker has facilitated a discussion between the clients and each of their service providers so that everyone is clear about how the service provider will help the client achieve task objectives and change BEHAVIOR so that children can safely remain or return to the home. There is ample proof that such meetings have occurred.

*Distinguished Practice:* Supervisor is not only assessing the relationship the worker is facilitating between and service providers in the current case, but how well the worker is integrating knowledge of facilitating communication across cases. Or they are noting that a worker is missing a particular piece repeatedly and using the opportunity to teach and coach them again until their ability to demonstrate this practice is consistent across cases.

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7: Can the supervisor determine if the worker accurately documents progress in meeting objectives?

*Emergent Practice:* The supervisor simply asks the worker if the client is or is not progressing on objectives in the ISP. The supervisor takes their worker’s word for it rather than probing about exactly how the client is demonstrating behavior changes.

*Accomplished Practice:* Supervisor ensures that the worker has documented progress on each objective of the ISP in their case notes regarding visits with the family. The supervisor asks the worker to provide evidence they have gathered to show that the client has gained an insight into their patterns, knowledge about childrearing, discipline or why they maltreated their child (ren) in the past, changes in their behavior towards the child, particularly in situations where they are vulnerable to maltreatment and plans they have to prevent maltreating their children in the future.

*Distinguished Practice:* Supervisor is not only assessing the ability of the worker to document progress on objectives, but how well the worker is documenting across their cases. Or they are noting that a worker is missing a particular piece repeatedly and using the opportunity to teach and coach them again until their ability to demonstrate this practice is consistent across cases.

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8: Can the supervisor determine if the worker uses positive reinforcement and identifies client’s successes in reaching case plan goals?

Emergent Practice: The supervisor simply asks the worker if they are rewarding their client and celebrating success as they progress on objectives in the ISP. The supervisor does not ask if the worker reinforces behavioral change. The supervisor takes the worker’s word for it.

Accomplished Practice: Supervisor ensures that the worker has documented ways they are reinforcing client behavior change through verbal praise and celebrations as progress is made. The supervisor asks the worker for examples of specifically how they encouraged their clients and the client reaction to the support.

Distinguished Practice: Supervisor is not only assessing the ability of the worker to document their support of change in clients, but how well the worker is documenting across cases. Or they are noting that a worker is missing a particular piece repeatedly and using the opportunity to teach and coach them again until their ability to demonstrate this practice is consistent across cases.

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9: Can the supervisor determine if the worker makes timely recommendations addressing the child’s best interest?

*Emergent Practice:* The worker presents a conclusion about termination of the ISP. The supervisor largely agrees without much probing for more information, clarity, testing of false assumptions, etc.

*Accomplished Practice:* Supervisor ensures that a logical conclusion is drawn from all of the data about whether or not the threats to safety have been reduced to the point that an intervention can be terminated. Part of testing the logic is ensuring that the 6 key questions and protective capacities have been re-assessed and documentation of any changes in the circumstances have been documented. In addition, the supervisor asks the worker lots of questions, offers alternative interpretations, and thoroughly reviews information to confirm or change the conclusion. Entire decision is built on a robust set of insights from as many collaterals as possible. [See 6 Key Questions handout; Protective Capacities handout]

*Distinguished Practice:* Supervisor not only is assessing what is going on in this case, but how well the worker is integrating knowledge of termination of ISPs across cases. They are drawing comparisons across other terminated ISPs. Or they are noting that a worker is missing a particular piece repeatedly and using the opportunity to teach and coach them again until their ability to gather relevant information, synthesize that information, critically appraise the conclusions and generate reasonable conclusions about whether or not to terminate the ISP is improved.

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