

# ***Fidelity Assessment Protocol***

## ***Child and Family Practice Model***

The Child and Family Practice Model was developed as part of a five year federally funded project to reduce long-term foster care. To learn more, visit [www.reducefostercarenow.org](http://www.reducefostercarenow.org) or contact [CFPMinfo@cfpic.org](mailto:CFPMinfo@cfpic.org). The contents of this document are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau, which funded the CAPP/CFPM Project under Cooperative Agreement 90CT0153.

# CONTENTS

<a href="#"><u>INTRODUCTION (FA-1)</u></a> .....	3
<a href="#"><u>FREQUENTLY ASKED QUESTIONS (FA-2)</u></a> .....	4
<a href="#"><u>FIDELITY ASSESSMENT PROTOCOL</u></a> .....	6
STEP 1: <a href="#"><u>CASE SELECTION</u></a> .....	9
STEP 2: <a href="#"><u>TEAM IDENTIFICATION AND ROLES</u></a> .....	9
STEP 3: <a href="#"><u>TEAM MEETING PREPARATION AND OBSERVATION</u></a> .....	10
STEP 4: <a href="#"><u>SYSTEM SUPPORT SURVEY</u></a> .....	13
STEP 5: <a href="#"><u>SCORING AND DATA FOR IMPROVEMENT</u></a> .....	13
<a href="#"><u>FIDELITY ASSESSMENT TOOLKIT</u></a> .....	15
<a href="#"><u>RECOMMENDED SOCIAL WORKER SCRIPT</u></a> .....	15
<a href="#"><u>SW GUIDELINES FOR SETTING MEETING CONTEXT</u></a> .....	15
<a href="#"><u>OBSERVER GUIDELINES</u></a> .....	16
<a href="#"><u>OBSERVATION TOOL (OB-1)</u></a> .....	17
<a href="#"><u>OBSERVERS END OF MEETING TOOL (OB-2)</u></a> .....	20
<a href="#"><u>SYSTEM SUPPORT SURVEY (SS-1)</u></a> .....	22
<a href="#"><u>SOCIAL WORKER DEBRIEF TOOL (APPENDIX 1)</u></a> .....	23
<a href="#"><u>OBSERVATION SCALING GUIDE (APPENDIX 2)</u></a> .....	24



## **FIDELITY ASSESSMENT INTRODUCTION (FA-1)**

The Child and Family Practice Model focuses on improving outcomes for all children and reducing disparities in outcomes for children who are disproportionately represented in our child welfare system.

### **WHAT IS THE CHILD AND FAMILY PRACTICE MODEL?**

With the assistance of family, community and Tribal representatives, the Child and Family Practice Model is being implemented by our agency. The practice model provides a new way of working with children and families that guides all of our agency's interactions, from Social Workers and case aides to leadership and administration, so that everyone at all levels is listening, learning and working in partnership with families, communities and Tribes to meet the needs of their children. The goal of this practice model is to provide children with the greatest support possible to safely remain with their families, return to their families, or live with relatives or those with whom they have significant family or Tribal relationships.

### **HOW IS THE PRACTICE MODEL BEING IMPLEMENTED?**

Implementation requires training, coaching and ongoing support to help our staff and partners build skill in this new way of working. Every two to three months, groups of Social Workers and other staff in our agency are trained and begin implementing the practice model. This gradual approach to implementation ensures our agency can provide the support needed at this critical time of early learning and skill development. It also enables us to receive important feedback from families, community partners and staff about the practice model and our implementation, so we can make improvements where needed. Ongoing coaching and support at all levels of our organization will continue to support use of the practice model consistently over time.

### **HOW DO WE KNOW IF THE PRACTICE MODEL IS HELPFUL TO CHILDREN AND FAMILIES?**

As we implement this new way of working, we need to understand how our staff's interactions with families are changing and whether these changes are helpful to families. Team meetings provide an opportunity to observe our staff and their interactions with children and families. Periodically our staff will be asking parents if they are willing to include a small team of observers in a family meeting. This team of observers is there to observe our staff, not the family. After the meeting, their observations provide important insight into how well our agency is implementing the practice model and demonstrating this new way of working with children and families.

### **HOW WILL THE RESULTS OF THE OBSERVATIONS AND SURVEYS BE USED?**

Participation by families in the observation is completely voluntary. Results from the observations will be used to provide information about our agency's implementation of the practice model and help us to understand what we are doing well and how we can improve training, coaching and support for our staff in their work with children and families.



## FIDELITY ASSESSMENT: FREQUENTLY ASKED QUESTIONS (FA-2)

### Fidelity Assessment Overview

#### ***What Is It?***

Fidelity assessment is a process designed to determine if we are effectively and consistently implementing the Child and Family Practice Model (CFPM).

#### ***Why Do We Do It?***

Over time, the Fidelity Assessment will allow us to:

- Develop and refine the Child and Family Practice Model in the context of practice.
- Ensure consistent use and impact of the core elements and practice behaviors.
- Identify “active ingredients” of the intervention – those various parts and components of the practice model that are essential for success.
- Better interpret outcomes to determine the individual effectiveness of the implementation and the intervention.
- Strengthen and align system resources at all levels to support the use of the practice model.
- Build skills to use the model effectively.

#### ***Is the Fidelity Assessment the same as an Employee Performance Evaluation?***

No they are not the same. An Employee Performance Evaluation assesses an individual employee’s job performance and productivity. In contrast, we use a Fidelity Assessment to help us understand how the practice model is working and where improvements and other supports are needed to ensure it is being implemented consistently one case to the next, one year to the next. It represents a shift in accountability as we use it to determine if the organization and system is adequately supporting Social Workers in their implementation of the 23 Practice Behaviors and addressing barriers.

#### ***What Will It Tell Us?***

We will be exploring the use of the Child and Family Practice Model to determine to what degree:

- The practice behaviors in the model that guide interactions with families are being implemented consistently.
- There are system supports mobilized to assist staff in overcoming barriers experienced in their work with children and families.

Three Processes Are Necessary for Creating an Effective Fidelity Assessment:

1. Determining core elements, practice behaviors and indicators for the model.
2. Collecting data to measure these indicators.
3. Examining the measures to determine reliability and validity.

***What is the Primary Focus of the Fidelity Assessment?***

Practice Behaviors are the primary focus of the Fidelity Assessment. CFPM Practice Behaviors:

- Include clear descriptions of the core activities and behaviors of the practice.
- Are teachable, learnable and do-able in a consistent way.
- Are specific enough to be observable and recognizable to all parties involved.
- Provide a foundation for a common understanding of the expected practice so agency and community partners can create coordinated supports.
- Are required for effective implementation and evaluation of outcomes.

As the Practice Behaviors were developed in partnership with families, communities and Tribes, the Fidelity Assessment process has also been developed in partnership with families, communities and Tribes. During the process, information is gathered from:

- Observation of staff interactions during a meeting with the child(ren), the family and their circle of support.
- Survey questions about the organization's support of staff in their work with children and families.

***What Will We Do With the Information?***

The information gleaned from the Fidelity Assessments will:

- Inform improvements to support coaching, training and skill building.
- Identify necessary system changes to support the practice model at all levels.
- Be used continually to assure the practice model remains consistent and effective over time.

## FIDELITY ASSESSMENT PROTOCOL

### CHILD AND FAMILY PRACTICE MODEL (CFPM)

*For Fidelity Assessment (FA), one case per practicing CFPM Social Worker will be selected and observation of a meeting will occur on this one case. In addition a non-case specific survey will be periodically given to each Social Worker (SW) as part of the Fidelity Assessment process. Fidelity Assessment observations will take place at 12 months after initial Social Worker CFPM training, and be repeated annually.*

*Because an important goal of implementing the Practice Model is reducing disproportionate representation and disparate outcomes for certain target populations being served by the local child welfare agency, the FA protocol prioritizes random selection of target population cases for the Fidelity Assessment observation.*

*Coordination of Fidelity Assessment requires thoughtful preparation for and sequencing of system coordination, communication and support of Fidelity Assessment processes in order to ensure a teaming event on the selected case is available, a Fidelity Assessment observer team is present and staff and partners are prepared for the roles they will play during the process and debriefing meeting. Whoever is identified to move Fidelity Assessment planning and preparation forward needs to work closely with the agency's linked teaming structures and with the entire management and supervisory teams to ensure timely and consistent coordination and resources for Fidelity Assessment processes and a high level of communication and support for those involved.*

*The following Fidelity Assessment planning, resources and supports should be in place before proceeding with the Fidelity Assessment steps outlined in this Protocol.*

- **Identifying who is responsible for Fidelity Assessment processes** and how they will be connected with the local Practice Model Leadership and Implementation Teams.
- **Developing or adapting Fidelity Assessment Overview Training** to align with local context and needs.
- **Identifying community partners** who are interested in being FA observers and are a good fit for the role. This includes:
  - *Working with local cultural/community partners engaged by agency leadership to guide local practice and system changes – are they interested in being Fidelity Assessment observers or do they have suggestions. Consider local cultural coaches, Parent Partners, foster parents, and other agency and system partners who can bring a cultural/community lens to the observation*
  - *Ensuring interested observers understand how the Fidelity Assessment observation role is different from other roles (such as advocacy or support roles) – some potential observers will self-select out if they decide the role of silent*

*observer in the back of the room is not of interest or would be uncomfortable for them.*

- *Considering up-front if there are boundaries that cannot be crossed – for instance, if the local community group or Fidelity Assessment observer outreach strategies are likely to include parents or youth with active child welfare cases, it will be important for the agency to be upfront if involvement in a current open case prevents participation as an FA observer.*
- **Identifying who will provide Fidelity Assessment Overview Training** and who will receive it, **frequency** with which it will be offered, and **what facilities and resources** will be used.
  - *Consider whether Social Workers pending their first Fidelity Assessment will be trained with community partner observers – this can ease anxieties, de-mystify the process and reinforce agency/community partnering.*
- **Identifying or developing infrastructure and support** for System Support Survey, Fidelity Assessment case-selection, data and other logistics. Consider:
  - *Who will distribute the System Support Survey, when and how will it be distributed and who will receive the results back.*
  - *Who will be responsible for timely Fidelity Assessment case selection and who will communicate the identified case to the Social Worker and their Supervisor/Manager.*
  - *How the Social Worker will be advised about the selected case and oriented to their role in the Fidelity Assessment processes; who will the Social Worker need to advise and/or coordinate with regarding the team meeting and location that is arranged if verbal consent is received.*
  - *Who will communicate with and arrange for the Fidelity Assessment Team.*
  - *What the process is for community partner observers to be reimbursed for their time - who will act as a liaison and help shepherd those processes in the agency.*
  - *Who/how is the FA observation data collected from observers.*
  - *What database or capacity has been developed or leveraged for entry/tracking/reporting of Fidelity Assessment data (both the survey and observation data) and who/how will the data be entered.*
- **Developing a rolling schedule of Fidelity Assessments** that includes:
  - *When cohorts were CFPM-trained and when their Fidelity Assessments are due - for example, if CFPM training is completed in July 2015, Fidelity Assessment observation is due in July 2016*

- *A written schedule for timely preparation activities for each cohort of Social Workers that are trained (or are up for an annual Fidelity Assessment observation) indicating who is responsible for what and when they need to do it in order for the Fidelity Assessment observation to be completed by the due date.*
  - *Consider what advance time is needed to select the case, orient the worker, provide sufficient time for the worker to discuss the Fidelity Assessment observation of staff during the meeting with the parent(s) and arrange a family team meeting if the family consents (may require 3-4 months) – sample schedule below.*

Trained Cohort	# of SW's trained	Date Trained	Case-selection and worker orientation	Outreach/discussions with family	Observer Team arranged/ observation completed
Units N4; N2	12	May 2016	Feb/Mar 2017	April 2017	Apr/May 2017
Units N5, FP1, FP2	14	July 2016	Apr/May 2017	Jun 2017	Jun/July 2017
Etc.					
Etc.					

- *A way to continue tracking and cueing up annual Fidelity Assessment observations as the composition of units will change and staff will turnover – this may involve setting up a monthly schedule and noting workers due Fidelity Assessment in that month.*
- *Establishing who/how Social Workers will be recognized and appreciated after the Fidelity Assessment process for their participation.*
- *A schedule for sharing aggregate fidelity assessment data with different audiences on a regular basis, such as sharing data with supervisors and staff, leadership and management, trainers and coaches, community and Tribal partners.*



***The person or team identified in the agency to be responsible for Fidelity Assessment ensures there are people, processes and resources consistently implementing this Protocol.***

**Step 1: Case Selection**

- A. A case is selected at the following intervals: 1 full year after initial CFPM training completion, and annually thereafter. Using these time periods, the cases on a continuing CFPM Social Worker's caseload that meet the following criteria are identified:
  - 1) The case is assigned to a Social Worker that has been trained in CFPM and is receiving coaching in implementing the Child and Family Practice Model.
  - 2) The case has been with that worker at least 45 days. If the Social Worker does not have any cases for at least 45 days, then include all cases.
  - 3) The case/family has not previously been part of a CFPM Fidelity Assessment for this worker.
- B. Of those cases that meet the criteria in A above, identify all cases on the CFPM Social Worker's caseload where the child is \_\_\_\_\_ *[insert your agency's target population]*. If there are no children from the agency's target population on the caseload, then all cases that meet the criteria in A above will be considered.
- C. Of those cases that meet the criteria in A and B above, randomly select a case.
- D. Create an Assessment Tracking Number to be used for all relevant fidelity assessment data for the selected case.
  - 1) The Assessment Tracking Number will be created from a combination of letters and numbers relating to the Social Worker, Selected Case, and month/year of Case Selection. The convention for creating the Assessment Tracking Number is as follows:
    - a. Start with the agency's number or identifier for the Social Worker, followed by a dash, followed by the first and last initial of the selected case child's name, followed by a dash, followed by the two-digit month in which the case was selected, followed by the four-digit year in which the case was selected.
    - b. As an example, if the Social Worker's number is N7A, and the Selected Case is John Fake, and the Case Selection occurs on July 31, 2012, the Assessment Tracking Number to be utilized in for entry into the data system and on all Fidelity Assessment Tools will be: N7A-JF-072012.
  - 2) The locally developed protocol is then followed to notify the Social Worker and/or their Supervisor or Manager of the case selection.

**Step 2: Team Identification and Roles**

- A. Within 2 to 3 days of case selection, identify the Fidelity Assessment Team composed of:
  - 1) One Implementation Team Member, Coach, Manager or Supervisor (*Note: The identified Observer should not be a direct Supervisor or ongoing Coach for the Social Worker*)

- 2) One Parent or Community Partner (*Note: Parent or Community Partner to recuse themselves if they have prior history with the family or involvement in the case situation that would prevent them from being objective in conducting the Fidelity Assessment.*)
  - a. Parent or Community Partner receives a stipend for their time.
- B. Fidelity Assessment Team members will be prepared to act as independent observers and will have received training on the following:
  - 1) How to introduce themselves to the family and explain why they are observing the interaction;
  - 2) What their role in the observation process is;
  - 3) How to utilize the observation form and what each of the scale rankings are equivalent to;
  - 4) The scaling guide and how it may be helpful;
  - 5) The purpose of meeting together following the observation to discuss their findings;
  - 6) What to do with the completed observation form.
- C. The Fidelity Assessment Team is provided with the name and ID number of the Social Worker, the first and last name for the child/youth whose case was randomly selected from the Social Worker's caseload, the day/month/year of initial case selection and the Assessment Tracking Number to use on all assessment forms. (Note: this tracking number will also be used in the local data system used to track Fidelity Assessment data).  
  
(Note: Based on locally developed protocols additional information may be provided, such as name of child's siblings, parents, family members, caregivers, or support persons attending the meeting so there is time for an observer to recuse him or herself and for another observer to be identified.)
- D. During the period of review, the Implementation Team and the Fidelity Assessment Team coordinate the following roles and activities:

	<b>Impl Team Member, CQI or Evaluation Representative</b>	<b>Implementation Team Member, Manager, Supervisor or Coach</b>	<b>Community or Parent Partner</b>
Identify Case for Fidelity Assessment	X		
Observation of Teaming Process		X	X
Debrief Meeting with Social Worker		X	X
System Support Survey	X		

### **STEP 3: Team Meeting Preparation and Observation**

- A. Once the Social Worker has been notified which child/family case has been selected, they begin working on identifying an upcoming teaming interaction or meeting with the family

that can be observed. The Social Worker will have received an overview of Fidelity Assessment processes and understand their role in the process, why Fidelity Assessment is important, and how the information being gathered will be used. The Fidelity Assessment Introduction ([FA-1](#)) and the Fidelity Assessment FAQ ([FA-2](#)) are available to provide a helpful review.

- 1) Priority is given to observation of a teaming meeting process that involves the family and their circle of support. If a teaming meeting is not available, a home visit is given second priority for the observation.
  - 2) Observation of a meeting generally occurs within 30 to 45 days of case selection, though this may be extended an additional 15-30 days to accommodate team scheduling and needs.
  - 3) Prior to the scheduled meeting, the Social Worker will explain the purpose of the observation consistent with the Fidelity Assessment Introduction ([FA-1](#)) and obtain the parent's permission for the observation to occur. If the Fidelity Assessment Introduction ([FA-1](#)) is provided in writing, the Social Worker will also review it verbally with the parent. If a parent will not agree to an observation, their decision for privacy will be respected and will be communicated to the Fidelity Assessment Team. If this occurs, another case will be randomly selected for the Fidelity Assessment.
- B. The Fidelity Assessment Team meets with the Social Worker 20-30 minutes before the scheduled meeting to review:
- 1) The Recommended [Social Worker Script](#) to ask the family for permission for their meeting to be observed;
  - 2) How the Fidelity Assessment Team will interact with the family during the meeting;
  - 3) The [Guidelines for the Social Worker](#) to follow as they open the family team meeting in order to set the context of the meeting for the observers.
- C. At the beginning of the meeting, the Fidelity Assessment Team will introduce themselves, explain that they are attending the meeting to observe the process and indicate that they will not be participating in any of the discussion.
- 1) The Social Worker will re-obtain the parent(s)' permission for the observers to be present. In the circumstance that a parent will not agree to an observation, the Fidelity Assessment Team will respect their decision for privacy and leave the meeting without argument. If this occurs, another case will be randomly selected for the Fidelity Assessment.
- D. During the meeting each Fidelity Assessment Team member observes the meeting independently while taking notes in order to complete the [Observation Tool \(OB-1\)](#) after the meeting is over. Observers are not rating the family, rather they are rating the agency's interactions with and responsiveness to the family on key indicators. The observation does not look at how well run or well facilitated the meeting is. It is about how effectively the family's voice, culture and needs are being lifted up, responded to and incorporated in planning and decision-making by the Social Worker and other agency staff. For a well-

developed active family team, the Social Worker and other agency staff may simply need to “stay out of the family’s way” during the meeting, while newer family teams may require a more active approach involving inquiry, exploration and responsiveness by the Social Worker and other agency representatives during the meeting. This focus on the interactions with the family and how effectively the family is engaged and being supported given their culture, context, composition, development and needs is a unique and important feature of the CFPM Fidelity Assessment observation.

- 1) An [Observation Scaling Guide](#) is included as Appendix 2 in case helpful. This document does not determine ratings as it cannot scale all possible actions and interactions during a meeting. However it provides helpful perspective on operationalizing and scaling a range of interactions that may occur during a meeting to assist observers in thinking about and discussing their independent ratings.
- E. After the Social Worker and family team have concluded the meeting and the plan (case plan/safety plan/visitation plan, etc.) and before the family members and circle of support leave, one person on the Fidelity Assessment Team will ask three questions ([Observers End of Meeting Tool OB-2](#)) to all who are present. The first question provides clarifying information and context for the team to consider in moving forward, while the second and third questions are ratings that integrate important perspectives from the Parents, their Circle of Support and others present in the meeting into the assessment process.
- F. After the Observers ask the End of Meeting questions, the Fidelity Assessment Team meets together to discuss their findings from the observation. Sharing team members’ perspectives of the interactions during the meeting may inform each observer’s scores, but there is no pressure to do so. Each observer makes their own decision about their rating on each item on the Observation Tool. If either or both team members need any additional context from the Social Worker to complete the [Observation Tool \(OB-1\)](#), the team arranges to get the information so they can complete their ratings.
- G. The completed Observation Tools ([OB-1](#), [OB-2](#)) are provided to \_\_\_\_\_ [*insert name of designated staff person*] for entry into the local data system that tracks Fidelity Assessment data.
- H. The Implementation Team Member, Supervisor, Manager or Coach on the Fidelity Assessment Team is responsible for following up with the Social Worker and the Social Worker’s Supervisor to debrief the team meeting, provide validation and support to the Social Worker for participating in the Fidelity Assessment process, and assist the Social Worker and Supervisor to identify next steps.
- 1) If helpful, a [Social Worker Debrief Tool](#) is included as Appendix 1 to assist in probing for additional information that may not have been observed or noted during the fidelity assessment observation.
  - 2) The Supervisor of the Social Worker is responsible for assuring ongoing supports for the Social Worker based on the debrief discussion and next steps.

- 3) The Supervisor of the Social Worker is responsible for communicating organizational and system issues back to the local CFPM Implementation Team based on the debrief discussion.
- 4) The Implementation Team is responsible for assuring ongoing practice to policy feedback loops, tracking and communication regarding any system issues that lift up or are identified.

#### **STEP 4: System Support Survey**

- A. [The System Support Survey Tool \(SS-1\)](#) is not case-specific. It is periodically administered throughout the organization to Social Workers and Supervisors in order to provide their perspective on the organization's capacity to support their work with children and families and their professional development.
- B. The schedule for administering this survey is consistent with other Fidelity Assessment processes – at least annually. However because of ease of system-wide administration to all Social Workers and Supervisors, the survey can be administered more frequently to provide ongoing data on these important aspects of system support. The designated Implementation Team member or CQI/Evaluation Representative is responsible for administering the survey timely. The System Support Survey can be coordinated with other CFPM surveys that may be conducted at a similar frequency (such as a Coaching Feedback Survey).
- C. As the System Support Surveys are completed, they are provided to \_\_\_\_\_ *[insert name of designated staff person]* for entry into the data system that tracks Fidelity Assessment data.

#### **STEP 5: Scoring and Data for Improvement**

- A. Fidelity Assessment Observation tools ([OB-1](#), [OB-2](#)) are based on, or are converted to, a 5-point scale. The Observers End of Meeting Tool ([OB-2](#)), which uses a 10-point scale, can be converted to a 5-point scale for reporting within the local data system as follows.
  - a. 1 or 2 = 1
  - b. 3 or 4 = 2
  - c. 5 or 6 = 3
  - d. 7 or 8 = 4
  - e. 9 or 10 = 5

This allows a total average rating to be computed for the OB1 ratings, for OB2 ratings on Questions 2 and 3, and for the combined OB 1 and 2 ratings. For the OB-1 Tool, the scores from both Fidelity Assessment Team members are combined as follows:

- 1) Calculate the average of the two observer's scores on each item for each unique combination of worker id and observation date. If there is only one score, then that gets used (i.e. observer 1 responds 5 and observer 2 does not respond, then the "average" item score=5).

- 2) Calculate a total score across item averages. Calculate the total score only if the worker has item averages for 3 or more of the first 5 questions. Note: items with score of zero (NNO, NA) are not included in the average calculation (if the 0's were included in the average, it would artificially bring the score down)

Once computed, an average score closer to 5 indicates high fidelity to the Child and Family Practice Model, while a score closer to 1 indicates low fidelity to the Child and Family Practice Model. These scores can be considered for an individual Social Worker and also aggregated by supervisor/unit, coach and/or by office/region. It is also helpful to review trends in inter-observer agreement for each item score, as well as consider the average scores across workers on each of the items. If scores are generally lower for certain observation questions, such as responsiveness to culture or trauma, partners can work together to identify and make improvements to training, coaching and other system support in these areas.

- B. As System Support Survey ratings are not case-specific and are for the purpose of understanding the effectiveness of broader system support, they are reviewed as aggregate scores by the jurisdiction for the purposes of system improvement and greater system alignment and support for the Child and Family Practice Model.
- C. The CFPM Implementation Team and linked Leadership Team review the above aggregate Fidelity Assessment data on an ongoing basis and share aggregate data with different audiences on a regular basis, such as sharing data with supervisors and staff, leadership and management, trainers and coaches, community and Tribal partners in order to assist the agency and its partners to identify trends and make improvements to training, coaching and other implementation and system supports.

## **CFPM FIDELITY ASSESSMENT TOOLKIT**

### **OBSERVERS:**

TEAR OFF THIS PAGE AND REVIEW WITH THE SOCIAL WORKER PRIOR TO THE MEETING (leaving it with the Social Worker to reference before the meeting)

### **FAMILY TEAM MEETING OBSERVATION**

**SOCIAL WORKERS: Please ask the family for permission for their meeting to be observed.**

#### **Recommended Script for Social Workers** (after greeting the family):

“Our agency has adopted some new ways of working with families, which hopefully will help us work better with families, and have better results. We have a team here today who is really interested in observing our meeting so that they can get a sense of how our agency is working with you and (*insert: your extended support system, or team, or name specifically who is here today to support the family*). They would like to observe this meeting, with your permission of course, to learn about how staff are demonstrating some of these new ways of working. So, in other words, they are not here to observe *you*, they are here to observe how we are working with you and your team. They may take some notes about what is being said or done to provide some helpful feedback to us at a later time. Would this be ok with you?”

#### **Guideline for Social Workers** to follow as they open the family team meeting in order to set the context of the meeting for the observers:

- How long has the Social Worker had the case (been working with the family)?
- What has the Social Worker come to appreciate and understand about the family?
- Where is the case in the child welfare services timeframe? (for example: right before six month review, at .26, etc)
- What is the reason the family is meeting today (purpose of meeting)?

## **OBSERVER GUIDELINES**

1. The Fidelity Assessment Team is made up of a Supervisor/Coach and a Community Partner. (Note: The Supervisor/Coach on the team is not an ongoing coach for the worker being observed.)
2. The Fidelity Assessment Team meets with the Social Worker 20-30 minutes ahead of the scheduled meeting so that they can review the top page of this Fidelity Assessment Toolkit with the Social Worker and let him/her know how the Fidelity Assessment Team will interact with the family during the meeting. During this pre-meeting it is important for the Social Worker to clarify whether the case appears to be within 1-6 months of case closure, so the Fidelity Assessment Team knows whether the last question on the Observation Tool (OB-1) should be scored or marked Not Applicable.
3. During the meeting, each team member observes the meeting interactions independently while taking notes, paying particular attention to how child welfare agency staff are interacting, and how the family is responding. The OBSERVATION TOOL (OB-1) is generally completed after the meeting when all interactions have been observed and can be considered.
4. The Fidelity Assessment Team will identify one team member to be prepared at the end of the meeting, after the Social Worker has concluded the meeting and the plan (case plan/safety plan/visitation plan, etc.), to ask three questions to all who are present using the OBSERVERS END OF MEETING TOOL (OB-2). These questions serve to integrate important perspectives from the Parents and their Circle of Support into the observation and documentation process. The verbal responses that are provided for these End of Meeting questions are documented by the Fidelity Assessment Team so they can be entered into the data system that tracks Fidelity Assessment data.
5. After the observation, the Fidelity Assessment Team will discuss with each other their ratings from the observation. This provides important cross-training and exchange of perspectives. While this may prompt one or both observers to change a score, there is no pressure to do so. Observers make independent ratings based on their own perspective of agency interactions with and responsiveness to the family and their circle of support.



**CFPM FIDELITY ASSESSMENT**  
**OBSERVATION TOOL (OB-1)**

FIDELITY ASSESSMENT INFORMATION	
Assessment Tracking Number:	
Observation Date:	
Observer Name:	
Observer Role:	<input type="checkbox"/> Supervisor/Coach <input type="checkbox"/> Community Partner

CASE INFORMATION	
Worker Name:	
Service Component of Case:	
Date Case was Opened:	
Date Case Assigned to Worker:	

CONTEXT OF CASE	
<p style="text-align: center;"><b><i>Directions:</i></b> Please answer the following questions.</p>	
1.	How long has the social worker had the case (been working with the family)?
2.	What has the social worker come to appreciate and understand about the family?
3.	Where is the case in the child welfare services timeframe? [For example, right before the six month review, at .26, etc.]
4.	What is the reason the family is meeting today (purpose of meeting)?

## OBSERVATION QUESTIONS

<b>Directions:</b>  Please answer the following questions by circling the response that best describes your observation of the family.  Please mark only one answer for each item.	Not At All	A Little Bit	A Moderate Amount	For the Most Part	Very Much	Not Naturally Observed*
1. To what extent have you observed the family and their team demonstrating understanding of or communicating clearly about the safety and permanency issues to be addressed?	1	2	3	4	5	
2. To what extent have you observed the family and their team discuss supporting and sustaining relationships with people the child has shared are important to him/her or that others are aware are important to the child?	1	2	3	4	5	
3. To what extent have you observed the family and their team discussing what's working well, not working well, and what needs to happen to serve and support the family?	1	2	3	4	5	
4. To what extent have you observed the family and their team incorporating the child and family's cultural values, beliefs and traditions in team planning and discussions about the child and family's supports and services?	1	2	3	4	5	
5. To what extent have you observed the family's circle of support participating on the child and family team or playing a role in supporting the family and the child's safety, permanency and well-being?	1	2	3	4	5	
6. To what extent have you observed the family and their team discussing and seeking to understand the things that have had a major impact in the family's life?	1	2	3	4	5	NNO
7. To what extent have you observed the family and their team discussing and seeking to understand painful experiences in the family and the family's history that may be impacting them right now?	1	2	3	4	5	NNO

\*Not Naturally Observed (i.e. currently not an apparent issue vs. an unattended/under attended dynamic observed to impact the family)

## OBSERVATION QUESTIONS (CONTINUED)

<p><b>Directions:</b></p> <p>Please answer the following questions by circling the response that best describes your observation of the family.</p> <p>Please mark only one answer for each item.</p>	Not At All	A Little Bit	A Moderate Amount	For the Most Part	Very Much	Not Applicable
	1	2	3	4	5	NA
<p>8. For cases that may be within 1-6 months of case closure: to what extent have you observed the family and their team talking about or demonstrating understanding of their continuing role in supporting the family and the child's safety and permanency after the case is closed?</p>						
<p><b>OBSERVATION NOTES:</b></p>						

**CFPM FIDELITY ASSESSMENT**  
**OBSERVERS END OF MEETING TOOL (OB-2)**

OBSERVERS END OF MEETING QUESTIONS											
<b>Directions:</b> Please document the answer to the following question in the box below. Also observe the social worker for actions that indicate a plan or effort identified persons and add to the team.											
<b>1. Is there anyone missing in this meeting that could also be helpful in supporting this plan? If so, what is their relationship to the child/family?</b>											
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Child's Mother/Father                         </div> <div style="width: 50%;"> <input type="checkbox"/> Child's Teacher                         </div> <div style="width: 50%;"> <input type="checkbox"/> Child's Step-Mother/Step-Father                         </div> <div style="width: 50%;"> <input type="checkbox"/> Family's Spiritual Leader/Advisor, Minister, Pastor, Priest                         </div> <div style="width: 50%;"> <input type="checkbox"/> Child's Brother/Sister                         </div> <div style="width: 50%;"> <input type="checkbox"/> Family Friend                         </div> <div style="width: 50%;"> <input type="checkbox"/> Child's Grandparent                         </div> <div style="width: 50%;"> <input type="checkbox"/> Elder, Leader, Member of child/family's community or Tribe                         </div> <div style="width: 50%;"> <input type="checkbox"/> Child's Aunt/Uncle                         </div> <div style="width: 50%;"> <input type="checkbox"/> Other: _____                         </div> </div>											
<b>Comments:</b>											
<b>Directions:</b> Please answer the following questions by indicating in the left column the role/name of each individual responding to the question and note in the boxes to the right how each responded.											
<b>2. On a scale from 1 to 10, with 1 being "I am really unclear about what I need to do for this plan to work" and 10 being "I am really clear about my role in this plan," where are you on the scale?</b>											
<b>PARENTS AND/OR CHILD(REN)*</b>	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span>I am really unclear</span> <span>I am really clear</span> <span>→</span> </div>										
	1	2	3	4	5	6	7	8	9	10	
	a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIRCLE OF SUPPORT*</b>	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span>I am really unclear</span> <span>I am really clear</span> <span>→</span> </div>										
	1	2	3	4	5	6	7	8	9	10	
	a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CHILD WELFARE STAFF AND OTHERS*</b>	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>←</span> <span>I am really unclear</span> <span>I am really clear</span> <span>→</span> </div>										
	1	2	3	4	5	6	7	8	9	10	
	a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SPECIFIC REASONS WHY INDIVIDUALS RANKED THE WAY THEY DID:</b>											

\*Add more rows if needed.

### OBSERVERS END OF MEETING QUESTIONS (CONTINUED)

**Directions:** Please answer the following questions by indicating in the left column the role/name of each individual responding to the question and note in the boxes to the right how each responded.

**3. On a scale of 1 to 10, with 1 being “this plan makes no sense or won’t work” and 10 being “this is the best plan and we have thought of everything necessary to support your/this family,” where are you on the scale?**

<b>PARENTS AND/OR CHILD(REN)*</b>	←	No Sense/Won’t Work					Thought of Everything			→
	1	2	3	4	5	6	7	8	9	10
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

  

<b>CIRCLE OF SUPPORT*</b>	←	No Sense/Won’t Work					Thought of Everything			→
	1	2	3	4	5	6	7	8	9	10
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

  

<b>CHILD WELFARE STAFF AND OTHERS*</b>	←	No Sense/Won’t Work					Thought of Everything			→
	1	2	3	4	5	6	7	8	9	10
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SPECIFIC REASONS WHY INDIVIDUALS RANKED THE WAY THEY DID:**

\*Add more rows if needed.

**CFPM FIDELITY ASSESSMENT  
SYSTEM SUPPORT SURVEY (SS-1)**

**Worker Name/No:** \_\_\_\_\_ **Date/Survey:** \_\_\_\_\_

☐ **Social Worker**

☐ **Supervisor**

☐ **Case Aide**

☐ **Other** \_\_\_\_\_

(Note: This survey is not case-specific. It is administered to Social Workers and Supervisors at least annually. At local discretion it may be administered to other staff or combined with other surveys or administered more frequently.)

SYSTEM SUPPORT SURVEY QUESTIONS					
	Not At All	A Little Bit	A Moderate Amount	For the Most Part	Very Much
<p style="text-align: center;"><b>Directions:</b></p> <p>Please answer the following questions by circling the response that best describes your experience. Please mark only one answer for each item.</p>					
1. How effective is your organization at supporting your continuous learning and development?	1	2	3	4	5
2. How effective is your organization at providing the support you need in your work with children and families when there are agency/system barriers that you cannot resolve?	1	2	3	4	5
3. How effective is your organization at supporting you to move plans forward that have been developed by families and their teams?	1	2	3	4	5
<b>FOR EACH QUESTION, PROVIDE TWO EXAMPLES WHY YOU RANKED EACH QUESTION THE WAY YOU DID</b>					

## **APPENDIX 1**

### **CFPM FIDELITY ASSESSMENT: SOCIAL WORKER DEBRIEF TOOL**

The following questions can assist in probing for additional information that may not have been observed or noted during the fidelity assessment observation. They are offered for use while debriefing with the Social Worker and the Social Worker's Supervisor.

#### **DEBRIEF QUESTIONS:**

1. How does the family identify its own culture?
2. How did you learn about the family's culture?
3. How have you learned about who is important to the child in the family/community?
4. How have you supported those connections?
5. How did you learn about each of the members of the family's support team?
6. How have you learned about the child(ren)'s perspective related to their sense of safety?
7. What perspectives have the family and their team shared about family strengths, needs, and potential solutions?
8. What are the family's perspectives related to reasons for removal of children?
9. What are the perspectives of family's team related to removal?
10. How did you learn about these perspectives?
11. Describe the family's circle of support.
12. Describe the family's circle of support – Probe about participation of caregiver and father/paternal family involvement.
13. How have you supported the family and their team to have a voice in assessment and planning related to visitation?
14. How have you incorporated the family's ideas and own understanding of their family's culture, traditions, and relationships into visitation?
15. How have assessments, engagement, planning, and support/services been organized around the family's culture?
16. What emotions have you observed in the family and the family team?
17. What needs have family members and other support persons expressed related to feelings of loss, grief, or trauma?
18. How have you supported the family and their team to work through emotional pain? [Consider questions about worker awareness of historical trauma that may exist.]
19. How will you incorporate the plan that was created by the family and their circle of support during the team meeting into your next case plan and court report?

## APPENDIX 2

## CFPM FIDELITY ASSESSMENT: OBSERVATION SCALING GUIDE

1. To what extent have you observed the family and their team demonstrating understanding of or communicating clearly about the safety and permanency issues to be addressed?				
5	4	3	2	1
The family and their team demonstrated understanding of or communicated clearly about <b>MOST or ALL</b> of the safety and permanency issues to be addressed by actively sharing their perspectives and contributing ideas and solutions to support child or youth safety and permanency.	The family and their team demonstrated understanding of or communicated in fairly clear ways about <b>MANY</b> of the safety and permanency issues to be addressed by actively sharing their thoughts and ideas for how to support child or youth safety and permanency.	The family and their team demonstrated understanding of <b>SOME</b> of the safety and permanency issues to be addressed by participating in the discussion of how to support child or youth safety and permanency, such as by asking questions and/or sharing information or ideas.	The family and their team demonstrated understanding of <b>VERY FEW</b> of the safety or permanency issues to be addressed OR the team was <b>NOT</b> encouraged to participate in discussion of both the safety and permanency issues to be addressed.	The family and their team demonstrated that they did <b>NOT</b> understand the safety and permanency issues to be addressed OR the team <u>was discouraged</u> from discussing the safety and/or permanency issues to be addressed.
2. To what extent have you observed the family and their team discuss supporting and sustaining relationships with people the child has shared are important to him/her or that others are aware are important to the child?				
5	4	3	2	1
The family and team's discussion included planning and/or coordination of <u>specific</u> activities supporting <b>MOST or ALL</b> of the child or youth's important relationships, including <b>MOST or ALL</b> important relationships on <u>both</u> maternal and paternal sides of the family if available.	The family and team's discussion included planning and/or coordination of <u>specific</u> activities supporting <b>MANY</b> of the child or youth's important relationships, including <b>MANY</b> relationships on <u>both</u> maternal and paternal sides of the family if available.	The family and team's discussion considered <b>SOME</b> important relationships of the child/youth, including <b>SOME</b> relationships on <u>both</u> maternal and paternal sides of the family if available.	The family and team's discussion focused on <b>VERY FEW</b> important relationships OR discussion focused on supporting the child/youth's relationships on only <u>one</u> side of the family.	The family and team <u>did NOT discuss</u> important relationships of the child/youth OR the team <u>was discouraged</u> from discussing and/or supporting the child/youth's important relationships.
3. To what extent have you observed the family and their team discussing what's working well, not working well, and what needs to happen to serve and support the family?				
5	4	3	2	1
There was <u>specific</u> team discussion of the following: <ul style="list-style-type: none"> <li>• <b>MOST or ALL</b> of the family and team strengths and activities that are working well</li> <li>• <b>MOST or ALL</b> of the family activities and needed supports that are not yet in place or are not working well</li> <li>• <b>MOST or ALL</b> specific activities and adjustments needed to support the family and child safety, permanency, well-being</li> </ul>	There was <u>specific</u> team discussion of the following: <ul style="list-style-type: none"> <li>• <b>MANY</b> of the family and team strengths and activities that are working well</li> <li>• <b>MANY</b> of the family activities and needed supports that are not yet in place or are not working well</li> <li>• <b>MANY</b> specific activities and adjustments needed to support the family and child safety, permanency, well-being</li> </ul>	There was <u>specific</u> team discussion of the following: <ul style="list-style-type: none"> <li>• <b>SOME</b> of the family and team strengths and activities that are working well</li> <li>• <b>SOME</b> of the family activities and needed supports that are not yet in place or are not working well</li> <li>• <b>SOME</b> specific activities and adjustments needed to support the family and child safety, permanency, well-being</li> </ul>	There was <u>general</u> (rather than specific) team discussion of at least <b>TWO</b> of the following: <ul style="list-style-type: none"> <li>• What is working well</li> <li>• What is not working well</li> <li>• What may be needed to serve and support the family</li> </ul>	There was discussion of only <b>ONE</b> or <b>NONE</b> of the following: <ul style="list-style-type: none"> <li>• What is working well</li> <li>• What is not working well</li> <li>• Generally what may be needed to serve and support the family</li> </ul>

### General Guidelines for Bold/Italicized Words:

All/Always = 100%    Most/Usually = 80-99%    Many/Often = 50-79%    Some/Somewhat/Sometimes = 20-49%    Very Few/Occasionally = 1-19%    Not/Never/None = 0%



4. To what extent have you observed the family and their team incorporating the child and family's cultural values, beliefs and traditions in team planning and discussions about the child and family's supports and services?				
5	4	3	2	1
The team incorporated the child and family's cultural values, beliefs and traditions in their planning and discussions by actively considering, advocating for, connecting the family to or maintaining the child and family's involvement in <b>MANY</b> cultural and community services and supports adapted or individualized to this family's unique culture and needs.	The team incorporated the child and family's cultural values, beliefs and traditions in their planning and discussions by considering, advocating for, connecting the family to or maintaining the child and family's involvement in <b>SOME</b> cultural and community services and supports adapted or individualized to this family's unique culture and needs.	The team incorporated the child and family's cultural values, beliefs and traditions in their planning and discussions by considering, advocating for, connecting the family to or maintaining the child and family's involvement in <i>at least</i> <b>ONE</b> cultural or community service or support adapted or individualized to this family's unique culture and needs.	The team explored <b>SOME</b> <u>general</u> information about the child and family's cultural values, beliefs or traditions but did <b>NOT</b> adapt or individualize any of their supports or services based on this information.	The team did <b>NOT</b> explore any of the child or family's cultural values, beliefs or traditions OR the team <u>was discouraged</u> from considering the child or family's culture or advocating for cultural or community supports OR the team <u>was focused</u> on agency, service provider or worker-identified services.
5. To what extent have you observed the family's circle of support participating on the child and family team or playing a role in supporting the family and the child's safety, permanency and well-being?				
5	4	3	2	1
<b>MOST or ALL</b> members of the circle of support participated in team discussion about <u>specific</u> roles and recent activities that they are or could be involved in to support the family and the child's safety, permanency and well-being.	<b>MANY</b> members of the circle of support participated in team discussion about <u>specific</u> roles and recent activities they are or could be involved in to support the family and the child's safety, permanency and well-being.	<b>SOME</b> members of the circle of support participated in team discussion about <u>specific</u> roles and recent activities they are or could be involved in to support the family and the child's safety, permanency and well-being.	The team discussed <u>general</u> support for the family (rather than specific roles or activities) OR <b>VERY FEW</b> members of the circle of support participated in team discussion about <u>specific</u> roles and recent activities they are or could be involved in to support the family and the child's safety, permanency and well-being.	The team did <b>NOT</b> discuss or <u>was discouraged</u> from discussing the roles and activities that they are or could be involved in to support the family and the child's safety, permanency and well-being.
6. To what extent have you observed the family and their team discussing and seeking to understand the things that have had a major impact in the family's life?				
5	4	3	2	1
The perspectives of <b>MOST or ALL</b> family members (including the perspectives of the child/youth and the parents) were sought out and listened to and the team explored, acknowledged and supported family strengths and resources learned through family members' sharing of things that have impacted the family.	The perspectives of <b>MANY</b> family members (including the perspectives of the child/youth and the parents) were sought out and listened to and the team explored and supported family strengths learned through family members' sharing of things that have impacted the family.	The perspectives of <b>SOME</b> family members (including the perspectives of the child/youth and the parents) were sought out and listened to and the team explored or supported family strengths learned through family members' sharing of things that have impacted the family.	The perspectives of <b>VERY FEW</b> family members were sought out, listened to, explored and supported OR the team sought out, listened to, explored and supported <u>only the parents'</u> or <u>only the child's perspective</u> (but not both)	The perspectives of the child/youth and parents were <b>NOT</b> sought out or listened to OR discussion <u>was discouraged</u> regarding things that have impacted the family OR the team did <b>NOT</b> support family strengths learned through family members' sharing of things that have impacted the family.

**General Guidelines for Bold/Italicized Words:**

All/Always = 100%

Most/Usually = 80-99%

Many/Often = 50-79%

Some/Somewhat/Sometimes = 20-49%

Very Few/Occasionally = 1-19%

Not/Never/None = 0%

7. To what extent have you observed the family and their team discussing and seeking to understand painful experiences in the family and the family's history that may be impacting them right now?				
5	4	3	2	1
When the family talked about their story or painful experiences in their lives or history, the team <b>USUALLY</b> or <b>ALWAYS</b> listened and acknowledged or validated feelings of grief and loss.	When the family talked about their story or painful experiences in their lives or history, the team <b>OFTEN</b> listened and acknowledged feelings of grief and loss.	When the family talked about their story or painful experiences in their lives or history, the team <b>SOMETIMES</b> listened and acknowledged feelings of grief and loss.	When the family talked about their story or painful experiences in their lives or history, the team <b>OCCASIONALLY</b> listened and acknowledged feelings of grief and loss.	When the family talked about their story or painful experiences in their lives or history, the team did <b>NOT</b> listen and acknowledge feelings of grief and loss OR the team <u>made assumptions</u> about the family's feelings OR the team <u>was discouraged</u> from discussing or acknowledging feelings of grief and loss.
8. For cases that may be within 1-6 months of case closure: to what extent have you observed the family and their team talking about or demonstrating understanding of their continuing role in supporting the family and the child's safety permanency and well-being after the case is closed?				
5	4	3	2	1
<b>MOST</b> or <b>ALL</b> youth/family and team members discussed <u>specific</u> team members' continuing roles in supporting the family and next steps to prepare for case closure and build the team's capacity to communicate and coordinate ongoing support for the child's continued safety, permanency and well-being.	<b>MANY</b> youth/family and team members discussed <u>specific</u> team members' continuing roles in supporting the family and next steps to prepare for case closure and build the team's capacity to communicate and coordinate ongoing support for the child's continued safety, permanency and well-being.	<b>SOME</b> youth/family and team members discussed <u>specific</u> team members' continuing roles in supporting the family and next steps to prepare for case closure and build the team's capacity to communicate and coordinate ongoing support for the child's continued safety, permanency and well-being.	The team discussed <u>general</u> support for the family after case closure (rather than specific roles or activities) OR <b>VERY FEW</b> youth/family and team members discussed <u>specific</u> team members' continuing roles in supporting the family and next steps to prepare for case closure and build the team's capacity to communicate and coordinate ongoing support for the child's continued safety, permanency and well-being.	The team did <b>NOT</b> discuss or <u>was discouraged</u> from discussing continuing roles in supporting the family and next steps to prepare for case closure and build the team's capacity to communicate and coordinate ongoing support for the child's continued safety, permanency and well-being.

**General Guidelines for Bold/Italicized Words:**

**All/Always** = 100%      **Most/Usually** = 80-99%      **Many/Often** = 50-79%      **Some/Somewhat/Sometimes** = 20-49%      **Very Few/Occasionally** = 1-19%      **Not/Never/None** = 0%