

REFLECTIVE PRACTICE SURVEY

Reflective Practice Survey Information

Case ID#: Quarter: Supervisor: Region: Last Updated By:

Assessment ID: Person ID (Child): Survey Status: Primary Caregiver: County:

Worker Home: Completed Date/Time: Child Name:

Date of FCM home Visit

Observation:
(Observation date must fall within the current quarter period)

Substitute Assessment ID#:

Substitute Worker Name:

Reflective Practice Survey Rating and Scoring Guides

Rating Guidance

RATING GUIDANCE

The reflective practice tool uses a 6-point rating scale as a tool for measuring the situation observed for each section. The general timeframe for rating Safety & Risk, Living Arrangement, Permanency, and Well-Being focuses on the past 30 days. The timeframe for Stability focuses on the past 12 months and the next 6 months. The general timeframe for Engaging Services Partners, Understandings, Case Closure Conditions, Family Change Process, and Getting & Using Results focuses on the past 90 days. For each indicator, discuss with the FCM the current situation using the questions provided. Based on the feedback received from the FCM, select the rating that best fits the current situation. Remember, in using this tool to rate your cases, you should rate case outcomes along with the skill level of the FCM during the home visit observation. When observing FCM skills, the supervisor should focus on the use of TEAPI (Teaming, Engaging, Assessing, Planning, and Intervening) skills and the core conditions for building trusting relationships (empathy, professionalism, genuineness, and respect). Remember, this tool rates both case outcomes and FCM skill levels observed during the home visit.

Scoring Guidance

SKILL OBSERVATION SCORING GUIDE

6 = OPTIMAL STATUS	Demonstrates optimal and exceptional ability to apply the necessary skill sets and has an exceptional understanding of the practice model skill sets.
5 = GOOD STATUS	Demonstrates a good and consistent understanding and ability to apply the necessary skill sets and has good understanding of the practice model skill sets.
4 = FAIR STATUS	Demonstrates fair ability to apply the necessary skill sets and has fair or average understanding of the practice model skill sets with minor improvement needed.
3 = MARGINAL STATUS	Demonstrates marginal ability to apply the necessary skills and

	has marginal or insufficient understanding of the practice model skill sets with some improvement needed.
2 = POOR STATUS	Attempted to demonstrate and apply the necessary skill sets; but, has poor or minimal understanding of the practice model skill sets with significant improvement needed.
1 = ADVERSE STATUS	Does not demonstrate or apply the necessary skill sets and has no understanding of the practice model with immediate improvement needed. - OR - Has performed the practice model skill sets inappropriate or harmfully.

SCORING GUIDANCE FOR QUESTIONS 1 - 7

6 = OPTIMAL STATUS	The <u>best or most favorable status presently attainable</u> for this person in this area [taking age and ability into account]. Confidence is high that <u>long-term needs or outcomes will be or are being met</u> in this area. [A robust, enduring, and desired pattern]
5 = GOOD STATUS	Substantially and dependably positive status for the person in this area with an <u>ongoing positive pattern</u> . This status level is <u>consistent with attainment of long-term needs or outcomes</u> in area. Status is "looking good" and likely to continue. [A recent and sustaining positive pattern]
4 = FAIR STATUS	Status is minimally or <u>temporarily sufficient</u> for the person to <u>meet short-term needs or objectives</u> in this area. Status has been no less than <u>minimally adequate</u> at any time in the past 30 days, but may be short-term due to changing circumstances, requiring change soon. [1 month pattern]
3 = MARGINAL STATUS	Status is mixed, limited, or inconsistent and not quite sufficient to meet the person's short-term needs or objectives now in this area. Status in this area has been somewhat inadequate at points in time or in some aspects. Any risks may be minimal.
2 = POOR STATUS	Status is now and may continue to be <u>poor and unacceptable</u> . The person may seem to be " <u>stuck</u> " or " <u>lost</u> " with <u>status not improving</u> . Any risks may be mild to serious.
1 = ADVERSE STATUS	The person's status in this area is <u>poor and worsening</u> . Any risks of harm, restriction, separation, disruption, regression, and/or other poor outcomes <u>may be substantial and increasing</u> .
N/A = Not Applicable	This indicator does not apply to the specifics of this case. See Pathways to Independence and Parenting Capacities.

SCORING GUIDANCE FOR QUESTIONS 8 - 13

6 = OPTIMAL STATUS	<u>Excellent, consistent, effective practice</u> for this person in this function area. This level of performance is indicative of <u>exemplary practice and results</u> for the person. [A robust, enduring, effective pattern]
5 = GOOD STATUS	At this level, the system function is <u>working dependably</u> for this person, under changing conditions and over time. Effectiveness level is consistent with meeting long-term needs and goals for the person. [A recent and sustaining positive pattern]
4 = FAIR STATUS	This level of performance is <u>minimally or temporarily sufficient to meet short-term need or objectives</u> . Performance may be time-limited, somewhat variable, or require adjustment soon due to changing circumstances. [1 month continuing pattern. Some refinement may be indicated]
3 = MARGINAL STATUS	Practice at this level may be under-powered, inconsistent or not well-matched to need. Performance is insufficient for the person to meet short-term needs or objectives. [With refinement, this could become acceptable in the near future]
2 = POOR STATUS	Practice at this level is fragmented, inconsistent, lacking necessary intensity, or off-target. Elements of practice may be noted, but it is <u>incomplete/not operative on a consistent basis</u> .
1 = ADVERSE STATUS	Practice may be <u>absent or not operative</u> . Performance may be <u>missing (not done)</u> . - OR - Practice strategies, if occurring in this area, may be contra-indicated or <u>may be performed inappropriately or harmfully</u> .

Reflective Practice Survey Entry

Questions

1. SAFETY & BEHAVIORAL RISK:

- How is the child free of abuse, neglect, and exploitation by others in his/her place of residence and other daily settings?
- How do the parents and caregivers provide the attention, actions, and supports necessary to protect the child from known risks of harm in the home?
- To what degree is the child avoiding self-endangerment situations and refraining from behaviors that put him/herself or others at risk of harm? (*past 30 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

Skill observation: FCM demonstrates the ability to utilize questions from the FFA and other assessment tools that elicit strengths and positive signs of safety. FCM demonstrates the ability to utilize questions from the FFA that elicit additional threats/risks/needs related to safety. (*FFA Field Guide pgs. 2-5*) (*Practice Guide for Family Centered Casework pgs. 6-9*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

2. STABILITY:

- How is the child's daily living, learning, and/or work arrangements stable and free from risk of disruption?

- To what degree is the child’s daily settings, routines, and relationships consistent?
- How are known risks being managed to achieve stability and reduce the probability of future disruption? (*past 12 months and next 6 months*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

Skill observation: FCM demonstrates the ability to utilize questions from the FFA that elicit strengths and positive signs of stability. FCM demonstrates the ability to utilize questions from the FFA that elicit additional threats/risks/needs related to stability. (*FFA Field Guide pgs. 11-12*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

3. PERMANENCY:

- What has lead you to believe that the child/youth is living with parents or out-of-home caregivers that the child, parents or out-of home caregivers, and other stakeholders believe will sustain until the child reaches adulthood and continue onward to provide family connections and supports?
- If not, what permanency efforts presently are being implemented on a timely basis to ensure that the child/youth soon will be enveloped in an enduring relationships that provides a sense of family, stability, and belonging? (*past 30 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

Skill observation: FCM demonstrates the ability to utilize questions from the FFA that elicit strengths and positive signs of permanency. FCM demonstrates the ability to utilize questions from the FFA that elicit additional threats/risks/needs related to permanency. (*FFA Field Guide pgs. 10-11*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

4. APPROPRIATE LIVING ARRANGEMENT:

- What indications do you have that the child is in the most appropriate/least restrictive living arrangement, consistent with needs for family relationships, social connections, age, ability, special needs, and positive peer group affiliation?
- If the child is in temporary out-of-home care, to what degree are the living arrangement meeting the child's needs to be connected to his or her language and culture, community, faith, extended family, tribe, social activities, and age peers? (*past 30 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

5. WELL-BEING:

- How are the child’s basic physical, medical, and health needs being met?
- In what way is the child doing well emotionally and behaviorally?
- What has lead you to believe that the child is attending school regularly and making progress in school consistent with promotion and school completion?
- Describe how the child is demonstrating responsible personal behaviors, consistent with age and ability, at home and school? (*past 30 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

Skill observation: FCM demonstrates the ability to utilize questions from the FFA that elicit strengths and positive signs of well-being. FCM demonstrates the ability to utilize questions from the FFA that elicit additional threats/risks/needs related to well-being. (*FFA Field Guide pgs. 5-9*) (*Practice Guide for Family Centered Casework pgs. 10-11*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

6. PATHWAYS TO INDEPENDENCE:

(This indicator **only** applies to **youth ages 16 and older**):

- To what degree is the youth gaining skills, education, work experience, connections, relationships, income, housing, and necessary capacities for living safely and functioning successfully independent of agency services, as appropriate to age and ability?
- How is the youth developing long-term connections and informal supports that will support him/her into adulthood? (*past 30 days*)

6-OPTIMAL 5 - GOOD 4 - FAIR 3-MARGINAL 2 - POOR 1- ADVERSE 1-N/A

7. PARENTING CAPACITIES:

(This indicator **only** applies to biological parents. If parental rights have been terminated, then this indicator would not be scored.):

- To what degree does the parent demonstrate adequate parenting capacities on a reliable daily basis commensurate with that required to provide the child(ren) with appropriate nurturance, guidance, protection, care, education, and supervision?
- If the child(ren) has special medical, emotional, behavioral, and/or developmental needs, how does the parent have and use any special knowledge, skills, and supports that may be required to meet the needs of the child(ren)?
- To what degree: Is the family engaged with an informal support system that assists them with essential care giving responsibilities? (*past 30 days*)

6-OPTIMAL 5 - GOOD 4 - FAIR 3-MARGINAL 2 - POOR 1- ADVERSE 1-N/A

Skill observation: FCM demonstrates the ability to utilize questions from the FFA that elicit strengths and positive signs of family resources and supports. FCM demonstrates the ability to utilize questions from the FFA that elicit additional threats/risks/needs related to family resources and supports. (*FFA Field Guide pgs. 2-9*) (*Practice Guide for Family Centered Casework pgs. 10-11*)

6 - OPTIMAL 5 - GOOD 4 - FAIR 3- MARGINAL 2 - POOR 1 - ADVERSE

8. ROLE & VOICE:

- Describe how you have a trust-based working relationship with the child, family, and any other service partners working with the child and family?
- In what way are key family members ongoing participants (e.g., having a significant role, voice, influence) in decisions made about child/family change strategies, services, supports, and results? (*past 90 days*)

6 - OPTIMAL 5 - GOOD 4 - FAIR 3- MARGINAL 2 - POOR 1 - ADVERSE

Skill observed: FCM demonstrates ability to communicate openly and transparently in order to nurture a trust-based relationship. (*Practice Guide for Family Centered Casework pgs. 4-5*)

6 - OPTIMAL 5 - GOOD 4 - FAIR 3- MARGINAL 2 - POOR 1 - ADVERSE

9. TEAMING:

- To what degrees have the people who provide support and services for this child and family formed a working team that meets, talks, and plans together?
- What evidence is there that the team has the skills, family knowledge, and abilities necessary to organize effective services for a child and family of this complexity and cultural background?

- In what ways do the members of the family team collectively function as a unified and coordinated team in planning services and evaluating results?
- How do the actions of the family team reflect a coherent pattern of effective teamwork and collaborative problems solving that benefits the child and family? (*On assessments, you would only be looking at the formation of the team*) (*past 90 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

10. ASSESSING & UNDERSTANDING:

- What is the shared, big picture understanding of the child and family's strengths, protective capacities, hopes, needs, safety risks, and underlying issues that must change for the child to live safely and permanently with the family of origin or adoptive family without agency supervision?
- In what way are these understandings reflected in the family change process used for helping the family achieve safety, permanency, and well-being?
- Describe how the child and family is being maintained throughout child and family change process through ongoing assessments and situational awareness? (*past 90 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

Skill observed: FCM demonstrates the ability to identify and discuss the underlying needs(s) with the family as it pertains to the areas of safety, stability, well-being, and permanency. Based upon the areas of safety, stability, permanency, and well-being, is the FCM able to discuss the current case plan, as well as, any adjustments that need to be made. (*Practice Guide for Family Centered Casework pgs. 10-11*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

11. LONG-TERM VIEW:

- What are the well-defined, agreed-upon conditions set for Sustainable Safe Case Closure that specify:
- Protective provisions that must be present in the home to keep children safe?
- Permanency issues that must be resolved?
- Behavioral patterns that must be demonstrated in the home by the parent?
- What are the Sustainable conditions and supports that must be present in the home and family situation to preserve the family, reunify the family, support the adoptive family or youth transitioning to independent living so that external supervision may be safely concluded? (*past 90 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

12. CHILD & FAMILY PLANNING PROCESS:

- Describe how planned interventions and supports are producing child and parent changes consistent with conditions set for Sustainable Safe Case Closure?
- How are the change related interventions and supports provided with sufficient power (intensity, duration, consistency) to produce desired results and make timely progress toward Sustainable Safe Case Closure? (*past 90 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

13. INTERVENTIONS AND TRACKING & ADJUSTING:

- What intervention efforts are leading to positive results for the child and family?
- Describe how risks are being reduced while family functioning and well-being are being improved?

- In what way, is the knowledge gained through experience being used to track family change, stop\ change strategies that are not working, continue/ refine strategies that are working, solve problems, and achieve necessary conditions for successful sustainable safe case closure? (*past 90 days*)

6 – OPTIMAL 5 – GOOD 4 – FAIR 3- MARGINAL 2 – POOR 1 – ADVERSE

[Print Narratives](#)

Case Summary Questions (Narrative)

After you have completed the CASE SUMMARY narratives, please print out the narratives via the Print Narratives button or copy/ paste the narratives into a separate word document prior to submitting. Although the narratives can be printed after the survey is submitted, the survey will be unavailable once the current quarter has ended.

CASE SUMMARY QUESTIONS

1. What family's strengths are used in the development of the family case plan?

2. What are the action steps to assist the family in moving toward sustainable, safe case closure?

3. What are the systemic factors preventing this family from achieving sustainable, safe case closure?

4. Identify the worker's strengths and areas of needed skill improvement to ensure quality contacts with the child and family. In addition, what assessment tools and/or questions were used or could be used to engage the child and family in discussions for ongoing assessment of their underlying needs and to ensure the child's safety, permanency and well-being? **Specifically include in this section, a summary addressing the quality of safety planning in this case.**

Supervisors should review their answers along with the FCM skill observations and summarize the identified trends. These trends should be submitted to the County Director. Supervisors can use copy / paste into a word document.

Reflective Practice Survey SAVE/SUBMIT

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