



Ohio | Department of  
Job and Family Services

# Ohio Differential Response

Coaching and Supervision Tools

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## In Memory of Caren Kaplan

Ohio's Differential Response Practice Profiles, Caseworker Self-Assessment and Field Tools, and Coaching and Supervision Tools were made possible through the tireless efforts of the late Caren Kaplan. Though Caren had an expansive and laudatory national career before she helped lead Ohio's implementation of Differential Response, beginning with our Alternative Response pilot in 2007, Ohio Department of Job and Family Services staff and county partners will remember her most for this role. She helped forever change how we engage with and view the families and children who come to the attention of Ohio's child welfare system.

Caren strongly believed in the importance of supporting child welfare supervisors and caseworkers as they work with children and families. She recognized the power in modeling parallel processes of partnership between supervisors and caseworkers that would, in turn, be established between caseworkers and the families they help.

Caren had a vision for a tool set that would help supervisors and their staff to apply the practices detailed in Ohio's Differential Response Practice Profiles with every family. Caren hoped that these tools would serve as a practical guide for supervisors to support and assist staff in honing their professional skills. The Ohio Differential Response Leadership Council and the Statewide Implementation and Practice Advancement Team would like to dedicate this body of work in Caren's memory. We are forever grateful for the leadership, passion and professionalism she brought to this work.

## Introduction and Overview

This workbook is a companion resource to the “Ohio Differential Response Caseworker Self-Assessment and Field Tools” workbook. It contains tools and strategies to help child welfare supervisors use effective coaching practices when supervising caseworkers. This workbook includes the following:

- › Links to “Ohio Differential Response Caseworker Self-Assessment and Field Tools,” also known as the caseworker workbook, which supervisors should use to support ongoing staff development.
- › Suggested coaching questions to guide workers’ skill development.
- › Field observation tools to track and provide feedback on observed caseworker skills when working with families.
- › Case review tool to help supervisors assess and provide feedback to workers on skills noted in their documentation of their work with families.
- › Consultation framework to guide solution-focused case consultations with staff.

## Coaching Linkages: Self-Assessment, Field Observation and Case Review

The tools in this workbook are not intended to be completed in one sitting; rather, they may be used flexibly and completed over time. Supervisory coaches should consider selecting one Practice Profile skill area to focus on with their staff each month on a rotating basis. This will allow each of the 10 skill areas addressed in the Practice Profiles to be covered at least once per year.

The caseworker workbook begins with a general Self-Assessment Tool that covers all 10 Practice Profiles. This is followed by 10 skill-specific Self-Assessment/Supervisory Consultation tools designed to guide caseworkers through a monthly self-reflection on each skill. Both sets of assessments include instructions for the caseworker to work with his or her supervisor on all self-assessments.

To view the “Ohio Differential Response Caseworker Self-Assessment and Field Tools,” click [here](#).

## Practice Profiles Training Resources

This workbook gives supervisory coaches tools to use in conjunction with assessments in the caseworker workbook. This allows coaches to focus on one skill area each month during their field observations and case reviews with caseworkers. The combination of self-assessment, supervisory observation, case review and subsequent coaching supports staff development. The tools in this workbook are intentionally brief, focusing on a few key indicators of quality practices in each Practice Profile, to keep this process manageable for busy supervisors and caseworkers.

A complete list of Ohio Child Welfare Training Program competencies, mapped to the Practice Profiles, is available [here](#). Supervisory coaches and caseworkers may use this resource to find workshops that build skills identified as needing improvement during field observations and case reviews.

## Supervisory Coaching Prompts

### Engaging

- How did you make initial contact with the family to set up the visit (phone call, letter, unannounced attempted face-to-face contact)?
- How did you introduce yourself and explain your role?
- How did you accommodate the family's requested time frame for the initial home visit and still meet required time frames for face-to-face contact?
- How did you explain the reported concerns, purpose for the visit and the child safety expectation?
- How did you provide and explain the consumer rights brochure?
- How did you reinforce that the family members are the experts of their situation?
- How did you encourage family members to tell you their story, and what did you learn from it?

### Assessing

- How did you use solution-focused tools to assess the family's strengths, supports and needs (e.g., use of compliments, scaling, tours of the home, family portraits, family circles, genograms, "three houses," etc.)?
- Were you able to interview all members of the family, and did you interview them together, separately or both? What information did you learn by meeting with the family as a unit? How were separate interviews with parents or children important for your assessment?
- How does the information provided allow you to adequately assess the child(ren)'s safety?
- What "gray areas" would you like to know more about, and how will you gather that information?
- Was there a time when the concerns being assessed were not a problem for the family? (For example, was a parent able to keep his/her cool when disciplining the child, and what was different about that situation?)
- What makes the problem/concern worse? What makes it better?
- On a scale of 1 to 10, with 1 being "child is in imminent danger" and 10 being "child is safe and protected," please assign a safety rating. What tells you the family is at a \_\_\_? How can we move them a step closer to a 10?
- (If you have previously asked the worker to scale the family, ask this instead: "Last time you rated the family at a \_\_\_, and now it is up to a \_\_\_. What helped change the rating?")

### Partnering

- What is your process for developing the Family Service Plan, Safety Plan, Case Plan or Independent Living Plan? Who participated in the development? Who lead the discussion, and what items were identified?
- Were you able to establish common goals and activities to ensure the safety of all children in the household? Who suggested the goals or activities?
- Have you invited the family and supportive resources to be present at all family team meetings and/or case reviews? Did you reflect their recommended changes?
- Would it be helpful to accompany this family to their first appointments with service providers?



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## Supervisory Coaching Prompts (Continued)

### Planning

- How did you prepare for the visit?
- Based on the report, what resources did you identify and have readily available for the family before your initial contact?
- How did you engage the family in the service- and case-planning process?
- Did the family provide you with supportive resources? Who (e.g. family, neighbors, church, friends, community organizations, other professional agencies, etc.)?
- Did you specify who would be completing each next step and discuss a time frame for completion?
- At the end of the visit, did you and the family make a plan to have certain activities completed by your next visit? What were they?
- Before leaving, did you schedule your next face-to-face contact with the family?
- What did the family members identify as their worries and/or concerns? What were their suggested solutions for them?
- What concerns have you identified? What services did you recommend to address them?
- What services is the family willing to participate in? Are there cultural factors to consider? Are community resources readily available to meet the family's needs?

### Implementing

- How did you link the family to services?
- How did you review the family's degree of cooperation with the safety plan?
- How did you review the family's progress in making changes necessary to reduce risk to the child(ren)? Were there any barriers to progress? If so, how did you help the family resolve those barriers?
- If transferring, have you scheduled a convenient time for the new caseworker/supervisor to meet the family and discuss the service plan?

### Evaluating

- How are the services and activities in the family service plan, case plan or safety plan helping to reduce or eliminate the safety concerns? Are additional services needed?
- What kind of information have you gathered from service providers regarding the family's progress?
- If you went to sleep tonight and a miracle occurred to address the family's needs, how would you know? What would have happened? What would look different for the family?
- What is the current safety concern, and how are you helping the family reduce or eliminate it?
- On a scale of 1 to 10, with 1 being "This child will be unsafe if we close this case, and we are certain to see this family again," and 10 being "The child is safe, and we are prepared to close the case," please assign a safety rating. What tells you the family is at a \_\_? How can we move them a step closer to a 10?
- (If you have previously asked the worker to scale the family, ask this instead: "Last time you rated the family at a \_\_, and now it is up to a \_\_. What helped change the rating?")
- What else would need to be different for you to feel like real progress has been made?

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## Supervisory Coaching Prompts (Continued)

### Advocating

- › How have you helped with the family's success?
- › What barriers have you helped them overcome?
- › Despite the identified barriers, how has the family managed to maintain safety?
- › Does the family need your help in advocating for community services? If so, how might you help them?
- › Does the family need your help in advocating for fair treatment from schools, landlords or government agencies? If so, how might you help them?
- › Are there any service gaps in the family's community? How can we help close those gaps?

### Demonstrating Cultural & Diversity Competence

- › What are the family's unique experiences, values, language or traditions? How did you learn about them?
- › What have you done to expand your knowledge of the family's experiences, values, language or traditions? How have you used this knowledge in your work with the family or other families?
- › How has your family background, values or beliefs affected your work with this family?

### Communicating

- › How have you explained transparency to the family members? What were their responses?
- › Have you provided the family with next steps and agency expectations?
- › Has the family provided consent for you to discuss its progress with service providers?
- › How have you made sure that you understand the family and they understand you?

### Collaborating

- › Are the service providers, support resources and family members invited to participate in case planning and reviews?
- › How have you helped to encourage and support the family's involvement?
- › How has the team (including court-appointed special advocates, attorney[s], foster parents, community providers, etc.) worked together to help the family?
- › How have you collaborated with the prosecuting or agency attorney regarding court hearings?
- › How have you collaborated with community partners in the assessment of the family's abuse/neglect allegation?

# Instructions for the Supervisory Coach: Observation Protocol<sup>1</sup>

## Purpose

Observation visits allow the supervisory coach to assess the caseworker's performance when working with families and use that information to help the caseworker build strengths and develop skills, as needed. By developing competency in the Practice Profiles skills, caseworkers will be able to more effectively help the children and families they serve.

## Preparatory Discussion with Caseworker

Before the observation begins, the supervisory coach should discuss the field observation process with the caseworker, especially before the initial observation. Caseworkers who have not been observed before are likely to have some reservations about this new approach to supervisory coaching. Coaches should describe how the observation will be conducted, expectations for caseworkers, and how the information collected during the observation will be used. The supervisory coach should ask the caseworker whether he or she has concerns about being observed and what can help him or her feel more comfortable.

The supervisory coach should ask the caseworker which Practice Profiles he or she feels most and least confident about. The caseworker should identify what skill objectives he or she wants to practice during the observation and the specific procedures, skills or issues he or she would like feedback on. Remember that the coach's supervision is a partnership that takes into account and develops the caseworker's interests, knowledge, skills, competencies and improvement goals.

<sup>1</sup>Observation Protocol & Process: *ATTRIBUTION TO NIRN/Allison Metz, Catawba County & Caren Kaplan & ODJFS Implementation Team*

# Instructions for the Supervisory Coach: Observation Protocol<sup>1</sup> (Continued)

## Observation Frequency and Feedback

The caseworker and supervisory coach should arrange a regular schedule of observation sessions. Observation sessions should become a standard method of supervising and providing feedback to caseworkers. The supervisory coach should provide both verbal and written feedback after each visit. The coach also should use the following rating scale for areas observed:

## Rating Scale: A Guide for Supervisors

### Needs Improvement

The caseworker cannot yet implement the required skills or abilities. The worker may have unrelated challenges. Unacceptable activity may include more than the absence or opposite of expected practice; it may indicate deficiencies in the implementation on a larger scale.

### Developmental Practice

The caseworker can apply the required skills and abilities, but in a limited range of settings and contexts. The worker uses these skills inconsistently or needs supervisor consultation or coaching to successfully apply the skills.

### Ideal Practice

The caseworker can apply the required skills and abilities to a wide range of settings and contexts. The worker uses these skills consistently and independently, and sustains them over time while continuing to grow and improve in his or her position.

▶ N/A = Not Applicable

## Indicators Assessed by Observation

The Observation Cover Pages help supervisory coaches track observed skills across multiple visits with one or more families. They act as a summary of the skill-specific field observation tools. Coaches may use the Observation Cover Pages to document anything that they observe, including observations not related to the Practice Profile skill being focused on that month.

For each Practice Profile, the field observation tools include examples of indicators of quality practices. These are not intended to be all-inclusive and may not be used on every visit. However, they should help supervisory coaches assess a worker's proficiency with the skill set being observed.

## Organizing Observations and Feedback

The supervisory coach may take running notes during the field visit and later organize the notes by skill set. As the coach identifies the caseworker's strengths and areas for development, the coach may use the information in the Practice Profile(s) to plan for the worker's professional development.

<sup>1</sup>Observation Protocol & Process: *ATtribution TO NIRN/Allison Metz, Catawba County & Caren Kaplan & ODJFS Implementation Team*

## Engaging

Effectively joining with the family to establish common goals concerning child safety, well-being and permanency.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Assessing

Gathering information about reported concerns and family needs, evaluating the relevance of that information, and identifying family strengths and community resources that may be applied to address those concerns and needs.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Partnering

Respectful and meaningful collaboration with families to achieve shared goals.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

<sup>2</sup>This Observation Tool Cover Page is intended to provide an at-a-glance look at the caseworker's skill level over the course of several field observations. Supervisors may record the date of the observation, the family visit being observed and the skill level demonstrated by the worker during that observation.

## Planning

Setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals derived from the engaging, assessing and partnering process.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Implementing

Identifying and applying the most effective and culturally appropriate services, resources and processes to meet the goals established in the planning stage.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Evaluating

Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved and, if not, using this information to reconsider either goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Advocating

Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource or entitlement.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Demonstrating Cultural & Diversity Competence

Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of the family while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with the family and the options made available to them.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Communicating

Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, nonverbal, electronic and written communication.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

## Collaborating

Establishing and maintaining mutually beneficial and well-defined relationships with community partners to achieve the goals of safety, permanence and well-being for children and families.

Date of Observation	Family Name	Select the skill level that best represents the worker's practice during this observation.		
		Needs Improvement	Developmental Practice	Ideal Practice

# Engaging

Effectively joining with the family to establish common goals concerning child safety, well-being and permanency.

## Examples of activities:

- ▶ Caseworker listens actively to each family member and solicits perspectives from all involved (for example, by summarizing what the worker understood each family member to say) and encourages the family members to tell their story without interruption. The family members should speak more than the worker.
- ▶ Caseworker actively involves children and parents or caregivers in all aspects of the case by using activities such as scaling, life circles, genograms, strengths and needs exercises, and pointing out to the family what is going well. Uses these techniques with family members individually or together (e.g., child and parent together) as appropriate to the case situation.
- ▶ Caseworker informs the family about what to expect from the agency, both verbally and in writing. Provides caseworker contact information and explains who to contact if caseworker is unavailable. Also provides team or supervisor contact information, consumer rights, and information about Alternative Response and Traditional Response options.

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How satisfied were you that the caseworker **effectively engaged** the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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## Assessing

Gathering information about reported concerns and family needs, evaluating the relevance of that information, and identifying family strengths and community resources that may be applied to address those concerns and needs.

### Example of activities:

- ▶ Caseworker gathers and considers all family members' perceptions of their strengths and the issues/problems they are facing, even if they are unable to recognize how the issues/problems create risk for children.

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How satisfied were you that the caseworker **effectively assessed** the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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Respectful and meaningful collaboration with families to achieve shared goals.

## Examples of activities:

- ▶ Caseworker encourages family members to identify the services and agencies they feel will best meet their needs and suggests other known services and agencies they may want to consider.
- ▶ Caseworker gives family members accurate, understandable, complete and transparent information to help them make informed choices to ensure the safety of their children. Shares assessment results with the family and discusses progress from the perspective of both the family and the agency.
- ▶ Caseworker recognizes family members as experts. For example, tells family members that they are the experts on their family and know their family best. Encourages family members to do most of the talking.

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How satisfied were you that the caseworker **effectively partnered** with the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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# Planning

Setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals derived from the engaging, assessing and partnering process.

## Examples of activities:

- ▶ Caseworker explains to the family the specific function of the plan being developed. This can include the safety plan, family service plan, case plan (voluntary or court-involved) or concurrent plan.
- ▶ Caseworker discusses appropriate service options with the family, including the relative benefits and limitations of each. Considers the family's capacity and preferences regarding participating in services, and provides recommendations.

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How satisfied were you that the caseworker **effectively planned** with the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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# Implementing

Identifying and applying the most effective and culturally appropriate services, resources and processes to meet the goals established in the planning stage.

## Examples of activities:

- ▶ At each contact, caseworker reviews the family service plan or case plan with the family and discusses successes and barriers experienced in completing the plan activities and objectives.
- ▶ Caseworker works jointly with family members and service providers to amend the goals identified in the plan when they no longer meet the family's needs.

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How satisfied were you that the caseworker **effectively implemented** services, resources and processes during the visit to meet the goals established in the planning phase?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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## Evaluating

Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved and, if not, using this information to reconsider goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.

### Example of activities:

- ▶ Caseworker conducts comprehensive and holistic family service reviews. This is evidenced by documentation and discussion with the family, by the service provider's perceptions of the family's progress, by taking into account relevant and available information, and by observing changes in behavior.

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How satisfied were you that the caseworker **effectively evaluated** the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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# Advocating

Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource or entitlement.

## Examples of activities:

- ▶ Caseworker negotiates changes or improvements in services, benefits or entitlements on behalf of families.
- ▶ Caseworker models, coaches and encourages families to be direct, persistent and assertive in requesting the services, benefits or entitlements they need.
- ▶ Caseworker identifies policies or procedures that need to be changed or improved to optimize agency and community providers' ability to fully serve families, and informs appropriate agency staff about the needed changes.

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How satisfied were you that the caseworker **effectively advocated** for the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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# Demonstrating Cultural & Diversity Competence

Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of the family while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with the family and the options made available to them.

## Examples of activities:

- ▶ Caseworker routinely conducts a self-assessment of diversity competency. Takes an inventory of personal values, beliefs, attitudes, knowledge and awareness. Identifies how differences in these areas can impact work with families and implements changes in practice to improve work with families.
- ▶ Caseworker views all families as having their own unique experience and values. Recognizes and is responsive to families' formal and informal cultures, diverse family structures, languages, values and traditions. Always incorporates these values, norms and perspectives in all discussions, decision-making and service planning.
- ▶ Caseworker always considers the uniqueness of families with respect to culture, language, socioeconomic status and other differences when assisting them in identifying and accessing services. Builds and uses a knowledge of differences to collaborate with schools, service providers, government entities and others. Researches and engages collaborative partners who can serve as experts in service delivery.
- ▶ Caseworker communicates with sensitivity and responsiveness to culture, language, socioeconomic status and other differences. Uses a variety of verbal and nonverbal communication techniques that encourage positive interaction with families; provides opportunities for family members to communicate in their first language and/or dialect; and always uses interpreters or translators effectively to gather information from families, conduct assessments and partner in service planning.

How satisfied were you that the caseworker **effectively demonstrated cultural and diversity competence** during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

Feedback

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# Communicating

Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, nonverbal, electronic and written communication.

## Examples of activities:

- ▶ Caseworker's communications are clear, thorough, concise, accurate and timely. All written and verbal communications reflect an appropriate degree of formality for the intended audience. Essential information is always prioritized.
- ▶ Caseworker ensures recipients of communications have understood the communication. For example, summarizes conversations and agreed-upon actions or decisions and asks the recipient if anything was unclear to him/her. Provides follow-up clarification if necessary.
- ▶ Caseworker uses respectful communication. Engages in difficult conversations with those involved, refrains from gossiping or complaining to others, does not use pejorative descriptive language in written or verbal communication, and is honest, timely and objective.

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How satisfied were you that the caseworker **effectively communicated** with the family during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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# Collaborating

Establishing and maintaining mutually beneficial and well-defined relationships with community partners to achieve the goals of safety, permanence and well-being for children and families.

## Examples of activities:

- ▶ Caseworker engages in regular communication with community partners and reaches consensus about the most beneficial strategies for working with a family. Coordinates services, anticipates barriers and works to remove barriers to service provision.
- ▶ Caseworker shares all pertinent information, including the nature of the agency's intervention with the family, with the prosecutor or agency attorney regarding the agency's request for legal interventions to protect children. Does this in a timely manner. Consults with the supervisor if difficulties arise during interactions with the prosecutor or agency attorney.

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How satisfied were you that the caseworker **effectively collaborated** with community partners during the visit?

- Needs Improvement       Developmental Practice       Ideal Practice

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Feedback

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## Post-Observation Visit Activities

After each observation visit, the supervisory coach will provide verbal and written feedback regarding the caseworker's strengths and areas needing improvement. The coach will share this feedback with the caseworker within two weeks of the observation and before the next supervisory coach/caseworker meeting.

The following discussion questions may be helpful when discussing observation feedback with the caseworker.

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1. What went well during the visit?

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2. What was challenging for you during the visit?

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3. What would you do differently?

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4. What goals and objectives will you try to work on in future sessions?

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## Instructions for Supervisory Coaches: Case Review Protocol

The case review is designed to help supervisory coaches assess and provide feedback on caseworkers' skills as documented in families' case records. The goal is to help caseworkers build on their strengths and improve their skills to achieve the best outcomes for children and families. The case review also will help caseworkers achieve fidelity to the Differential Response practice model and improve both their clinical competency and case documentation.

For each Practice Profile, the case review tool on the following pages includes examples of indicators of quality practices. These are not intended to be all-inclusive and may not be used on every visit. However, they should help supervisors assess workers' proficiency with the Practice Profile skill sets.



# Case Review Tool

Supervisory Coach:	
Worker:	
Case Reference:	
Date Completed:	

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>► <b>Engaging</b></p> <p>Effectively joining with the family to establish common goals concerning child safety, well-being and permanency.</p>		
<p>1. Calls the family to schedule the first appointment (a phone call is the preferred method of initial contact), unless a significant safety concern requires an unannounced home visit. Drop-in visits are used sparingly and only with a specific purpose that is clearly documented in the case record. If a drop-in visit is necessary because the family does not have a phone, the worker will ask the family about their preference for scheduling the future assessment visits.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A                 </p>	
<p>2. Respects family choices when scheduling contacts; incorporates the family's preferences for day, time and location for the assessment visit (unless safety concerns are present); schedules initial contact within Ohio Administrative Code requirements; asks family about contact preferences, such as phone, email or text.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A                 </p>	
<p>3. Informs the family about what to expect from the agency, both verbally and in writing, including caseworker contact information and who to contact if the caseworker is unavailable. Also provides team or supervisor contact information, consumer rights, and information about Alternative Response and Traditional Response options.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A                 </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>▶ <b>Assessing</b></p>		
<p>Gathering information about reported concerns and family needs, evaluating the relevance of that information, and identifying family strengths and community resources that may be applied to address those concerns and needs.</p>		
<p>1. Conducts an assessment of child safety with all family members present, unless separate interviews are indicated or required by Ohio Administrative Code, and jointly plans with the family for any immediate safety needs. (There may be compelling reasons to work with family members separately – for example, in cases with a mandatory exclusion from the Alternative Response pathway, intimate partner violence or child safety concerns.)</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>2. Gathers, includes and considers detailed information from family members about the alleged incident of child maltreatment.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>3. Gathers thorough information from relevant sources (relatives, kin, service providers, etc.) to assess safety, risk and strengths; provides supportive services; and, as indicated, determines a disposition.</p> <p>Respects the family's privacy and exercises discretion in interviewing and gathering information specific to the family and allegation of child maltreatment.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>4. Regularly uses critical thinking during the assessment process. Assesses the validity and relevance of information gathered, suspends judgment until all relevant information is gathered, and synthesizes assessment information.</p> <p>Clearly uses assessment and/or investigative data to inform safety planning, disposition determination as appropriate, family service/case planning, and/or case closure.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>➤ <b>Partnering</b></p>		
<p>Respectful and meaningful collaboration with families to achieve shared goals.</p>		
<p>1. Encourages and emphasizes the importance of families participating in family meetings during home visits and critical junctures in the life of the case, such as safety planning, family service planning, family service plan reviews and case closure. (There may be compelling reasons to work with family members separately – for example, in cases with a mandatory exclusion from the Alternative Response pathway, intimate partner violence or child safety concerns.)</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	
<p>➤ <b>Planning</b></p>		
<p>Setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals derived from the engaging, assessing and partnering process.</p>		
<p>1. Gathers family members' ideas about options for ensuring the immediate safety and/or placement of their children. Develops with the family written safety plans that are time-limited, specific, easily understood by the family and that address the immediate safety of children.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	
<p>2. Develops written service or case plans with the family that the family understands. Plans are behaviorally specific and written in the family's words. They also are time-limited and include activities for the caseworker, as well as the family. They address the factors that contributed to abuse and neglect. Plans also include visitation plans, as needed.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	
<p>3. After safety and risk concerns have diminished to the point that the agency can safely close the case, works jointly with the family to develop an aftercare plan for continued service delivery (as needed) and safety planning after agency involvement ends.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>► <b>Implementing</b></p>		
<p>Identifying and applying the most effective and culturally appropriate services, resources and processes to meet the goals established in the planning stage.</p>		
<p>1. When transferring cases, plans the transition in a manner that is least disruptive to the family. This will include at least one warm hand-off meeting, during which current issues, assessment findings, service goals and desired outcomes are discussed. (In a warm hand-off meeting, the former caseworker introduces the new caseworker to the family, summarizes past activities and next steps, and explains the new caseworker's role to the family.)</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>2. At each contact, reviews the safety plan (if applicable) with the family to ensure that the plan is being implemented and is effective. Works jointly with the family to identify solutions and make appropriate adjustments to the safety plan as needed. (In rare instances, there may be compelling reasons to meet with family members separately – for example, in cases of intimate partner violence or child safety concerns.)</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>3. At each contact, reviews the family service plan or case plan with the family and discusses successes and barriers experienced in completing the plan activities and objectives.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>4. Progressively moves the case to the least-restrictive involvement, with the end goal of closing the case after safety and risk concerns are mitigated and permanency goals are achieved.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>➤ <b>Evaluating</b></p>		
<p>Monitoring outcomes of service plans and system programs to determine if the desired goals are being achieved and, if not, using this information to reconsider either goals and strategies developed in the planning phase, or services and resources identified in the implementation stage.</p>		
<p>1. Discusses and documents how services meet desired outcomes, as evidenced by the family's demonstration of newly acquired skills and service providers verifying the family's use of newly learned skills.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>2. In all formal reviews, assesses whether the current interventions are helping the family reach the desired immediate, intermediate and long-term outcome(s).</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	
<p>➤ <b>Advocating</b></p>		
<p>Recognizing individual or group needs, providing intervention on behalf of a client or client group, communicating with decision-makers, and initiating actions to secure or enhance a needed service, resource or entitlement.</p>		
<p>1. Accompanies families to meetings with schools, service providers, government entities and landlords to resolve problems with service provision and to help families obtain needed services, benefits or entitlements.</p>	<p> <input type="radio"/> <b>Achieved</b>  <input type="radio"/> <b>Partially Achieved</b>  <input type="radio"/> <b>Not Achieved</b>  <input type="radio"/> <b>N/A</b> </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<p>➤ <b>Demonstrating Cultural &amp; Diversity Competence</b></p>		
<p>Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of the family while acknowledging and honoring the diversity within and across cultures; and applying these skills to the partnership with the family and the options made available to them.</p>		
<p>1. Makes a significant effort to learn about the lives of families and their unique experiences, values, language and traditions.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	
<p>2. Always considers the uniqueness of families with respect to culture, language, socioeconomic status and other differences when assisting them in identifying and accessing services. Builds and uses knowledge of differences to collaborate with schools, service providers, government entities and others. Researches and engages collaborative partners who can serve as experts in service delivery</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	
<p>➤ <b>Communicating</b></p>		
<p>Effectively sending and receiving information within the appropriate cultural context. Methods include verbal, nonverbal, electronic and written communication.</p>		
<p>1. Communications are clear, thorough, concise, accurate and timely. All written and verbal communications reflect an appropriate degree of formality for the intended audience. Essential information is always prioritized.</p>	<p> <input type="radio"/> Achieved  <input type="radio"/> Partially Achieved  <input type="radio"/> Not Achieved  <input type="radio"/> N/A         </p>	

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## Case Review Tool (Continued)

Practice Profile / Skill Area	Rating	Notes / Source of Data
<b>▶ Collaborating</b>		
Establishing and maintaining mutually beneficial and well-defined relationships with community partners to achieve the goals of safety, permanence and well-being for children and families.		
1. If the family consents, involves community partners in such things as service-planning meetings, family team meetings and reviews.	<input type="radio"/> Achieved <input type="radio"/> Partially Achieved <input type="radio"/> Not Achieved <input type="radio"/> N/A	
2. Coordinates and conducts investigative activities with community partners as stipulated by agency policy and/or a memorandum of understanding. Partners can include the court, law enforcement, prosecutor, a mental health care provider and/or a medical provider.	<input type="radio"/> Achieved <input type="radio"/> Partially Achieved <input type="radio"/> Not Achieved <input type="radio"/> N/A	

### Feedback

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# Clinical Consultation Framework

<b>Reason For Referral</b> <ul style="list-style-type: none"><li>➤ Report details and impact on child(ren)</li><li>➤ History of maltreatment</li></ul>	<b>Purpose/Focus of Consultation</b> <ul style="list-style-type: none"><li>➤ What is the worker/team looking for in this consult?</li></ul>	<b>Protection</b> <ul style="list-style-type: none"><li>➤ Strengths demonstrated as protection over time</li><li>➤ Pattern/history of exceptions</li><li>➤ Parents' emotional, behavioral and cognitive ability to protect</li><li>➤ Presence of research-based protective factors</li><li>➤ Assets, resources, support systems and capacities within the family, individual or community</li><li>➤ Parents' perception of their ability to protect/nurture</li></ul>
<b>Risk and Other Complicating Factors</b> <ul style="list-style-type: none"><li>➤ Factors that threaten the child's safety</li><li>➤ Presence of research-based risk factors</li><li>➤ Conditions/behaviors that contribute to greater difficulty for the family</li></ul>	<b>Genogram/Ecomap</b>	<b>Worries/Concerns/Hopes</b> <ul style="list-style-type: none"><li>➤ What are you worried about, in what context?</li><li>➤ (Child's name) may be (harmed/concerned) when (behavior/action description and when it might happen).</li><li>➤ What is the family worried about?</li><li>➤ What is the child worried about?</li><li>➤ What are the worker's best hopes for this family?</li><li>➤ What are the family members' best hopes for their family?</li></ul>
<b>Grey Area: Speculation</b> <ul style="list-style-type: none"><li>➤ Assumptions, judgments, incomplete information, lacking evidence</li></ul>	<b>Next Steps</b> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Thank You

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Cynthia C. Dungey, Director  
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