Ohio Differential Response Practice Profiles
Complete Guide and Toolkits can be found on OFC Forms Central using the following links:

Guide
http://www.odjfs.state.oh.us/forms/num/JFS08301/pdf/

Caseworker Self-Assessment and Field Tools
http://www.odjfs.state.oh.us/forms/num/JFS01055/pdf/

Coaching and Supervision Tools
http://www.odjfs.state.oh.us/forms/num/JFS02056/pdf/

Principals of CPS Intervention

- Child safety comes first and all policies, guidelines and practices are child-centered and family-focused.
- CPS supports assessment and intervention processes that focus on family strengths while addressing the underlying conditions and contributing factors that impact child safety.
- Child safety is best achieved through active, collaborative and respectful engagement of parents, family, community and CPS stakeholders.
**Principals of CPS Intervention**

- DR systems are designed to identify family needs and find creative solutions, including formal and informal supports and services to ensure child safety.
- Whenever possible, CPS agencies should respect family choices in the selection of services.
- When families cannot ensure child safety, it is necessary for the agency, courts, community, and/or extended families to take appropriate action to provide protection.

**WORKER SKILL SETS**

The following skills are instrumental in the implementation of the practice model at all levels of the public child welfare system.

- ENGAGING
- ASSESSING
- PARTNERING
- PLANNING
- IMPLEMENTING
- EVALUATING
- ADVOCATING
- COMMUNICATING
- DEMONSTRATING CULTURAL AND DIVERSITY COMPETENCE
- COLLABORATING
- DOCUMENTING

**Planning:**

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

Plans are developed with families to help them use their current strengths and resources to resolve underlying causes of abuse and neglect. Plans include goals, strategies, task and schedules and are derived from the safety and family assessments.
PLANNING: IDEAL PRACTICE

- Explains to the family the specific function of the plan being developed. This can include:
  - Safety Plan
  - Family Service Plan
  - Case Plan
  - Concurrent Plan

- Prepares in advance of family meetings and is knowledgeable and ready to advise families about community resources and services.

Planning for Quality Contacts Caseworker Activities

- Before the visit:
  - Schedule
  - Gather information and review
  - Plan and prepare

- During the visit:
  - Engage and collaborate
  - Focus on the case plan, explore progress and make adjustments
  - Wrap up

- After the visit:
  - Document
  - Debrief
  - Follow Up

Source: Capacity Building Center for States, "Quality Contact Caseworker Activities Worksheet"

Source: Ohio’s Child Protective Services Worker Manual and CAPMIS Field Guides (pg. 121)
**PLANNING: IDEAL PRACTICE**

- Uses detailed information (obtained in the assessment stage) about individual, family, and environmental strengths and protective capacities that can mitigate risk during planning discussions and planning development.

- Clinical Consultation Framework
  - Reason for Referral
  - Purpose/Focus of Consultation
  - Protection
  - Risk and Other Complicating Factors
  - Genogram/Ecomap
  - Worries/Concerns & Hopes
  - Gray Area: Speculation
  - Next Steps

**Source:** Ohio Differential Response Caseworker Self-Assessment and Field Tools (pg. 32)

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**PLANNING: IDEAL PRACTICE**

- 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
  - Address the immediate safety of the children
Purpose of Safety Planning

Who is a Responsible Person in a Safety Plan?

- A responsible person is an individual who will control or remove an identified active safety threat by enhancing the deficiencies in the parent’s protective capacities.
  - This should not be the parent. If the parent is capable of maintaining the child’s safety then a safety plan does not need to be implemented.
- A responsible person is an outside resource that is utilized to assist a family in maintaining child safety.
- A responsible person is utilized when the parent(s) is unable to control or remove an active safety threat.
- A responsible person is an individual who will “control or remove” the active safety threat.

Source: ODJFS-CPS Policy 5-17-16

When planning a successful Safety Plan the following should be determined:

- The parent’s/custodian’s desire to have the individual involved with their case/family.
- The individual’s willingness and ability to participate in the safety plan.
- Is the individual capable of enforcing the safety plan activities to control/remove the safety threat?
- Does the individual have the capacity to put child’s safety and protection over the needs of the parent(s) if necessary? (For example, not allow a parent to visit or live in the home when they are using drugs or their mental health has decompensated).
When planning a successful safety plan the following should be determined:

- The parent/custodian’s previous relationship with the individual. Have past experiences negatively influenced the individual’s willingness to provide support to the family? (For example, parents have a history of abusing drugs and relatives are fed up with the behavior.)
- The individual’s ability to meet the child’s needs in assuring safety.
- The frequency and duration the individual is willing to be involved in the safety plan.

- The individual’s history of child abuse or neglect?
- The individual’s history of arrests or criminal activity and if it impacts the safety of the child or ability of the individual to provide for the care of the child?
- Is the individual supportive of the parent(s) and child?

Source: ODJFS-CPS Policy 5-17-16

PLANNING: IDEAL PRACTICE

- Uses specific developmentally and culturally appropriate communication strategies (such as motivational interviewing, three wishes, miracle questions, scaling questions, etc.) during planning meetings with families.
- Helps members develop plans that use their current strengths and other resources to resolve contributing factors and underlying causes of CA/N.
- Discusses appropriate services options with the family, including the benefits and limitations of each. Considers the family’s capacity and preferences regarding participation in services, and provides recommendations.

Three Wishes: Wizards and Fairies

Source: Ohio Differential Response Caseworker Self-Assessment and Field Training, p. 41
PLANNING: IDEAL PRACTICE

- Fully involves the family in writing the service or case plan; encourages the family to assume the leader role in developing all aspects of the plan; provides the family with the opportunity to write the plan, or writes the plan in the presence and with the approval of the family.

- Develops written service or case plans with the family that are easily understood by the family.
  - 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 contributing factors to abuse and neglect.
  - Plans also include visitation plans as needed.

- Ensures that the service case plan objectives are behaviorally based and measurable. Caseworker ensure that these activities have attached roles, responsibilities and anticipated time frames of all team members.

- Ensures that the service or case plan has concrete steps of continuous re-evaluation of goals and identification of barriers.

Purposes of Case Planning

- Change Behavior
- Coordinate Services
- Define Monitoring
- Identify End Goal
- Criteria to Measure Progress
- Trauma Services for Children
- Road Map

- Identify the end goal for the case
- Define the criteria to measure progress
- Coordinate the services needed for the child
- Define the monitoring of progress
- Identify the end goal for the case
- Determine the criteria to measure progress
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Families can have both an active Safety Plan and a Case Plan at the same time.

**SAFETY PLAN**
Addresses Active Safety Threat

**CASE PLAN**
Addresses reduction of risk for of future maltreatment

**PLANNING: IDEAL PRACTICE**

- Once safety and risk concerns have diminished to a level 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.
- Develops concurrent plans when indicated; conducts full disclosure interviews in a timely manner to inform the family about the agency’s commitment to permanency and to gather the family’s preferences for alternative permanent placement for the children.

**Others to include in the Planning Process:**

- Non-residential parents
- Fathers
- Extended family members
- Other support people identified by the family
- Service providers
Planning: Caseworker Self-Assessment and Field Tools

- Assess 2-3 “ideal” practices of the 13 indicators of planning you feel most confident in implementing.
- Assess 2-3 practices of planning you are most challenged by and may need to improve.
- Over the next month, use one new practice while working with families.
- Discuss with your supervisor how they may support and assist your skill development in this area.

Planning: Applying Coaching and Supervision Tools

Questions to Ask in Supervision:

- How did you prepare for the visit?
- How did you engage the family in the service and case planning process?
- At the end of the visit, did you and the family make a plan to have certain activities completed by your next visit?
- What did the family members identify as their worries or concerns?
- What were their suggested solutions for them?

Planning: Applying Coaching and Supervision Tools

- 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?
- Did you schedule their next face to face with family?
What a Supervisor Can Do To Support Workers Before Visits

- Communicate agency policies for the frequency, location and quality of visits and the reason for them.
- Ensure staff have adequate planning time, explore barriers to planning and identify strategies to address barriers.
- Provide caseworkers with guidance on linking information and observations gained during home visits to clear case objectives and closure criteria.
- Encourage staff to express concerns and talk through plans for upcoming visits.
- Work with staff to reframe concerns and view situations from a more positive perspective.
- Role play difficult conversations.
- Model expected behaviors during meetings with caseworkers by setting a clear purpose and agenda for the meeting, using active listening and identifying caseworker strengths.

Source: Capacity Building Center for States
Quality Worker-Parent Visits: A Tip Sheet for Supervisor and Managers

QUESTIONS?

THANK YOU FOR YOUR PARTICIPATION

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