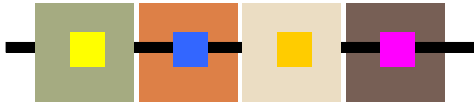


The DFCS Safety and Risk Practice Framework



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OPM Director

Office of Provider Management
September 2011



Webinar Agenda

- Why A Framework?
- Framework Basic Principles
- Applying the Framework
- Post-Test Information

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What is the *DFCS Safety and Risk Framework*?

- A basic conceptual structure that ties together a set of mutually congruent and supportive beliefs, values, principles and strategies seeking to address the common purpose of assessing safety and risk of children in-home and out-of-home care.

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Dangers of **NOT** having a Safety Framework

1. Idiosyncratic beliefs, practice, decision-making
2. Conscious and unconscious bias
3. Errors in decision-making
4. Inconsistencies
5. Documentation is haphazard
6. Consultation and supervision suffers
7. Lack of standards for quality assurance and quality improvement

Home Building Framework

Basic Components

- Foundation
- Walls
- Plumbing
- Cement
- Brick



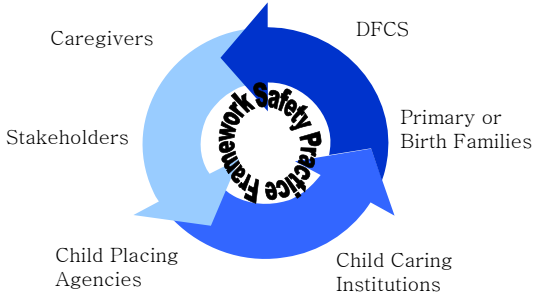
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“Hey! I am not a CPS worker?!”

*Keeping children safe-
- whether in home
(CPS) or out-of-
home (DFCS ,
RBWO Providers)--
is everyone’s
responsibility.*



Why Do RBWO Providers Need to Understand the *Framework*?



What Does this Mean For My Work?

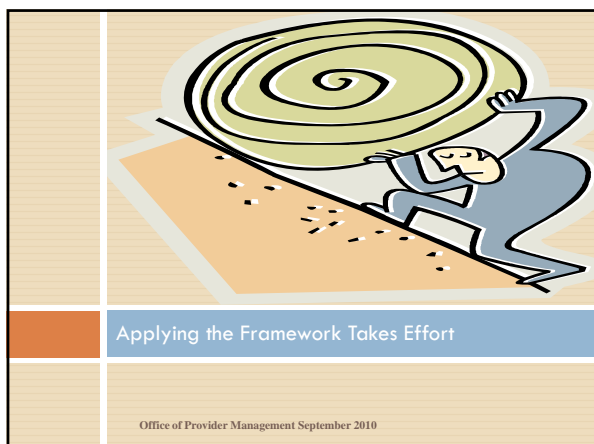
- Infusing Concepts, Language
- Assessing Caregivers Initially and At Re-evaluations
- Assessing Staff
- Placement Matching
- Home Visits
- Permanency Decisions
- CPS Investigations
- Policy Violation Assessments



Safety Framework

The Key Concepts

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Framework Concepts

- All safety threats involve risk; not all risks involve safety threats.
- Protective capacities are strengths; not all strengths function as protective capacities.
- Safety plans and service plans – complementary but different functions.
- CA/N cases are open for active safety threats; risk cases are sometimes open; child well-being cases alone are often not open .
- CA/N cases are closed when safety threats have been resolved or protective capacities are sufficient to protect; high risk has been reduced.

Vocabulary Words

- Safe
- Unsafe
- Serious Harm
- Safety Factors
- Safety Threat
- Risk
- Emerging Danger
- Protective Capacity
- Child Vulnerability

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Safe

- *Safe is a condition in which the threat of serious harm is not present or imminent or the protective capacities of the family/caregiver/institution are sufficient to protect*



Unsafe

- *Unsafe is a condition in which the threat of serious harm is present or imminent and the protective capacities of the family/caregiver/institutions are not sufficient to protect*



Safety Threat

Family/group situation, behavior, emotion, motive, perception, or capacity that is out of control, immediate or imminent, and is likely to have serious effects on a vulnerable child



A Safety Threat May Be a.....

- Situation (e.g. unsafe home, criminal activity)
- Behavior (e.g. impulsive actions, assaults)
- Emotion (e.g. immobilizing depression)
- Motive (e.g. intention to hurt the child)
- Perception (e.g. viewing child as a devil)
- Capacity (e.g. physical disability)

Serious Harm

- **Actual consequence** of an active *safety threat* or missing or insufficient protective capacities that is significantly affected by a child's degree of vulnerability and:
 - is life-threatening or risk thereof;
 - substantively retards the child's mental health or development or risk thereof;
 - produces substantial physical suffering, disfigurement or disability, whether permanent or temporary, or risk thereof; involves sexual victimization.

Emerging Danger

- likelihood of serious harm that is not immediate;
- threats are starting to surface or escalating in intensity, pervasiveness, duration and/or frequency
- protective capacities are weakening



Emerging Danger Examples

- stress over difficult child behavior elevating
- perception of the child increasingly negative
- frustrations with the demands of the child increasing
- caregiver not home at the time of last two scheduled caseworker visits
- missed last two appointments w/ drug and alcohol counselor
- inconsistent responses to "accidental injuries" to child
- child's willingness to talk with you has significantly changed

Risk

- likelihood of any harm to a child in the future due to abuse or neglect



Differentiating Safety & Risk

SAFETY

1. is **dichotomous** (safe/unsafe)
2. identifies **serious harm occurring immediately**, or when conditions are present where the serious harm can occur at any time
3. must be **assessed quickly**

RISK

1. is **a continuum**
2. identifies the **likelihood of any degree of harm that may occur at some point in the future**
3. is **assessed over time**

Protective Capacities

- behavioral, cognitive, and emotional characteristics of caregiver, staff or any caretaker
- specifically and directly can be associated with reducing, controlling and/or preventing serious harm to a child



Child Vulnerability

- degree to which a child can avoid, negate or modify the impact of safety threats
- missing or insufficient protective capacities



Child Vulnerabilities

- Age
- Physical disability and illness
- Developmental level and mental disabilities
- Provocative, irritating or non-assertive behaviors
- Powerless and defenseless
- Visibility
- Ability to communicate
- Ability to meet basic needs
- Scapegoat
- Accessibility by perpetrator
- Perpetrator's relationship to the child



Obvious Vulnerabilities

- Age 0-6
- Physical, developmental disabilities or delays
- Poor health, physical capacity
- Inability to articulate danger

Less Obvious Vulnerabilities

- Isolated from community
- Cannot anticipate or judge presence of danger
- Consciously or unknowingly provokes danger
- Emotionally vulnerable
- Impact of prior maltreatment
- Attachment (enmeshment), fear, insecurity re parent
- Unable to articulate problems or danger

Safety Factors

- set of specific signs of **Safety Threats**
- combined with a **Child's Vulnerability**
- may directly impact a child's safety status unless offset or mitigated by sufficient **Protective Capacities**



Framework Concepts

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- Protective capacities are strengths; not all strengths function as protective capacities.

Vocabulary Words

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MAKING THE SAFETY AND RISK DECISION

DFCS Safety and Risk Framework

Emerging Danger



Protective Capacity



Safety Threat



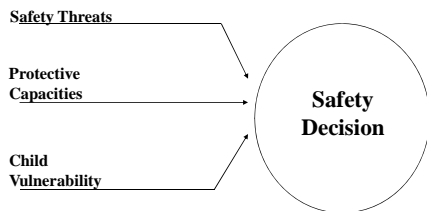
Harm



Safe Child

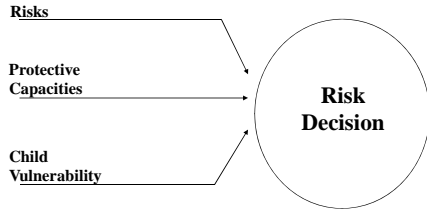
- No threats
- Threat but not vulnerable or can self-protect
- Threat and vulnerable child but sufficient caregiver protective capacity

A Framework for Safety Decision-Making



Source: Morton, T. & Salovitz, B. (2006) "Evolving a Theoretical Model of Child Safety in Maltreating Families" *Child Abuse & Neglect*, Vol. 30, Issue 12, December 2006, pp. 1317-1327.

A Framework for Risk Decision-Making



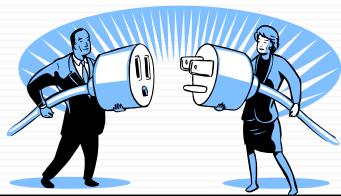
Source: Morton, T. & Salovitz, B. (2006) "Evolving a Theoretical Model of Child Safety in Maltreating Families" *Child Abuse & Neglect*, Vol. 30, Issue 12, December 2006, pp. 1317-1327.

Unsafe Child?



Applying The Concepts

Connecting the Framework to Out of Home Placements in CCLs and CPAs



Risk and Safety in Placements



Safety Threshold in Foster Care is Lower than the removal home.

Foster homes and Child Caring Institutions have a higher responsibility that requires a higher safety standard.

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Safety & Risk Assessment

Birth Family

- Safety Threat
- Serious Harm
- Risk
- Parental Capacity

Foster Homes & CCI's

- Serious Harm
- Safety Threats
- Risk
- Staff / Caregiver Capacity
- Staffing Ratios
- Failing to Follow ORCC/DFCS Policy
- Poor Placement Matching Decisions
- Inappropriate Discipline
- Use of Corporal Punishment

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Framework Application in CPAs and CCI's

Staff

- Hiring
- Performance Evaluations
- Shift Planning
- Placement Matching
- Program Designations Accepted

Children/Youth

- Placement Matching
- ECEM
- Other Contacts
- Roommate Assignments
- Service Planning (ISP)

Framework Application with Caregivers

Caregivers

- Training
- Home Evaluations and Re-Evaluations
- Home Visits
- Placement Matching
- Program Designations Accepted

Children/Youth

- Placement Matching
- ECEM
- Other Contacts
- Roommate Assignments
- Service Planning (ISP)

DFCS/OPM Applications

Safety Reviews

Comprehensive Reviews

Corrective Action Plans

Program Improvement Plans

Performance Based Contracting

Minimum Standards

Contract

CPS Investigations

Quality of Care Assessments

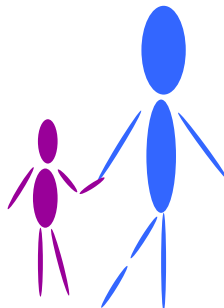
ECEM

Staff Interviews

Caregiver Interviews

Walking the Walk, Talking the Talk

- Use the Language
- Apply the Concepts Daily
- Know It
- Teach It
- Seek Out Resources



Completion Certificates

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- The post-test information is apart of the handouts for this presentation. Please access the website indicated for the test location.
- You must earn at least 70% on the post-test to receive a completion certificate.



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For More Information on the Safety Practice Framework visit www.napcwa.org

Questions?

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