WELCOME

• Matthew T. Wallen, Director
• Division of Children and Family Services
AGENDA

Welcome
Introductions
Desired Outcomes
Agreements
Introduction to Safety Organized Practice
Implementation Science
Leveraging the Wisdom in the Room
Question and Answer
INTRODUCING YOUR FACILITATORS

• Jenni AhSing, MSW
  • Academy for Professional Excellence
  • Practice Consultant Manager

• Laura Krzywicki
  • County of San Diego Child Welfare Services
  • Policy and Program Support Manager
INTRODUCTIONS
ACKNOWLEDGEMENTS

Thank you to:

• San Diego Child Welfare
• Academy for Professional Excellence
• Children’s Research Center

… for their original work on this curriculum
DESired outcomes

• Give you a brief overview of Safety Organized Practice
• Give you a brief overview of San Diego Child Welfare’s implementation and their lesson’s learned
• Gather some information from the audience (you!) to guide future planning
• To be transparent about our plans to integrate Safety Organized Practice into the work you already do.
AGREEMENTS

• What agreements/rules regarding how we interact with each other, do we need in place to create a safe and productive learning environment?

• What do you need from:
  • Yourself?
  • The facilitators?
  • Your peers?
BUILDING CONSENSUS

GRADIENTS OF AGREEMENT

1. No way, no how!
2. Not comfortable, but won’t stand in the way of this plan.
3. Could go either way/neutral.
4. I like it.
5. I love it!

www.communityatwork.com
“IT TAKES A VILLAGE TO RAISE A CHILD”
A CULTURE OF SHARED LEARNING

- Increased transparency by inviting staff, families, youth, and partners to suggest improvements
- Shared responsibility for using data to drive decisions and outcomes
- Understand what we’re doing well and grow those practices
- Develop interventions to reduce or eliminate problems
Nebraska Practice Model
Division of Children and Family Services

Intervention & Supports
- Quality Case Manager Visits with the Child, Mother and Father
- Informal Supports, Relatives & Kin
- Evidence Based/Supported/ Promising Practice & Services
- Highly Trained and Supported Workforce

Family First

Family Engagement
- Empathy & Accountability
- A Focus on Strengths, Hope, Honesty and Motivation
- Parental Involvement and Family Voice is the Gold Standard

Planning
- Safety Plans
- Educational Plans
- Independent Living Plans
- Case Plans
  - Cultural Plans
  - With Family, With Others

Assessment
- Fidelity with Structured Decision Making (SDM)®
- Drives Case Planning, Decision-Making and is Continual
- Considers History & Patterns of Behavior
- Individualized & Strengths Based

Teaming
- Family Team Meetings
- Considering Multiple Perspectives
- Coming Together To Prevent Removals
- With Each Other for Assistance and Support
- Valuing Partnerships with Others to Enhance Communication and Create Efficiencies

Jan. 2017
You have a practice model that guides your work with children and families. (THE WHY)

The key concepts and the vision of your practice model and those of Safety Organized Practice align.

Safety Organized Practice does not replace your practice model but will be integrated into your practice model.

Safety Organized Practice’s tools and practices are HOW you get the work done.
WHAT IS YOUR CURRENT KNOWLEDGE OF SAFETY ORGANIZED PRACTICE?
SAFETY ORGANIZED PRACTICE

GOOD WORKING RELATIONSHIPS
- Solution-focused interviewing
- Strategies for interviewing children

CRITICAL THINKING
- Mapping
- Structured Decision Making® (SDM) assessments

ENHANCING SAFETY
- Harm and danger statements
- Well-formed goals
- Building safety networks
- Collaborative planning
SIGNS OF SAFETY

- Developed in Australia in late 1990's by Steve Edwards and Andrew Turnell
- A response to both the need for critical thinking and enhanced partnerships
- Objectives of Signs of Safety are:
  - ENGAGEMENT: Create a shared focus to guide casework among all stakeholders (child, family, worker, supervisor, etc.)
  - CRITICAL THINKING: Help these stakeholders consider complicated and ambiguous case information together and sort it into meaningful CW categories
  - ENHANCING SAFETY: Clear the way for stakeholders to engage in "rigorous, sustainable, on the ground child safety" efforts
SNAPSHOT: SOP CONCEPTS AND PRACTICES

- Balanced Assessments
- Behaviorally descriptive/simple language
- Transparency
- Trauma Informed
- Cultural Humility
- Solution Focused
- Common language
- Services do not equal safety
- Space of Inquiry

- Partnering/Collaboration
- Safety Definition
- Appreciative Inquiry
- Voice of the Child
- Voice of the Family
- Voice of SDM
- Strength Based
- Listening for the Empty Spaces
- Placement does not equal permanency
Definition of Safety

Actions of protection taken by the caregiver, that mitigates the danger and is demonstrated over time.
THE THREE QUESTIONS

What are we worried about?
What is working well?
What needs to happen next?
What is the impact of the caregiver's actions on the child?
SAFETY AND CASE PLANS

• Created using detailed action steps that directly mitigate identified dangers
• A process, not an event
• Family, network, and child friendly
• A method for keeping children safe
• Success is a process
• Contain plans for monitoring success
• Good plans focus on creating guidelines that make contact between, the children and the identified danger, safe at all times
• No network, no plan!
SNAPSHOT: SOP TOOLS

- Safety Definition
- Three Houses
- Three Questions
- Safety House
- Mapping
- The Framework
- Harm Statements
- Danger Statements

- Safety Goals
- Safety Networks
- Genogram
- Solution Focused Questions
- Circles of Safety and Support
• Makes children’s voices and perspectives a meaningful part of the process.

• Children are likely witnesses to all that goes on in a house.

• Children’s perspectives are vital to gathering information about what is happening. Therefore, children need to be our partners in assessment.
THREE HOUSES

House of Good Things  House of Worries  House of Hopes/Dreams

Nicki Weld and Maggie Greening
DURING THE DRAWING

**Clarification, details**
“And then what happened?”

**Awareness of child’s process**
“Do you want to take a break?”

**Developmental awareness**
“Tell me what the word ‘hurt’ means.”

**Non-leading**
“What else do you think I should know about?”

**Above all: It is a conversation!**
THREE HOUSES EXAMPLE

Example from San Diego, California

DAD

Mom

7
6
House of Worries

- Dad scares us and we are afraid of him
- He yells
- He's mean
- He hits my mom and scares us
- Sad that he's been mean to mom
- Hitting her and punching her
- If we go back, my dad told my mom that he will kill her
House of Good Things

- Dad doesn't hit us
- I like the shelter
- I have friends at the shelter
- I like my new school
I dream that I have a good life, that I'm safe.
No one knows me address here.
He won't take her away and he won't find her and do the same thing over and over.
INTRODUCING AN INTEGRATED SAFETY ORGANIZED PRACTICE: HANDOUT BOOKLET
SDM IMPLEMENTATION LESSONS LEARNED

In 2006 San Diego Child Welfare implemented SDM.

- Staff had difficulty adapting to the new tools
- Did not have enough regional experts to assist with ongoing coaching
- Supervisors were not comfortable with the tools and struggled to assist staff
- No ongoing training was provided, e.g. refreshers, coaching
- Did not have a practice model to support the work
- SDM was seen as forms, not tools
- Advanced SDM series was trained to help provide refresher training and began
  to shape safety planning and case planning practice
## SAN DIEGO’S SOP TRAINING IMPLEMENTATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOP Early Adopters</td>
<td>• 3 Day Overview Helped Develop Curriculum for 12 Modules</td>
</tr>
<tr>
<td>Training for Supervisors</td>
<td>• Selected few received 3 Day Overview</td>
</tr>
<tr>
<td>Training for Court</td>
<td>• Juvenile Justices and Legal Partners received training</td>
</tr>
<tr>
<td>Regional Trainings</td>
<td>• Early Adopters facilitated 12 Modules County-Wide</td>
</tr>
<tr>
<td>SWIT</td>
<td>• Embedded 3 Day Overview in Social Work Initial Training</td>
</tr>
</tbody>
</table>
SOP IMPLEMENTATION LESSONS LEARNED

- Support for internal trainers is necessary for them to have the time and comfort level to train their peers
- Utilizing early adopters was effective
- Module series allows workers to learn new tools, practice skills and then return to add to their knowledge base
- Storytelling helped spread successes and build desire to “try on” the practice
- Coaching to support implementation was invaluable
- Supervisor learning needed to be strategic in order to support ongoing implementation
- Supervisor learning should have been more heavily emphasized earlier on
- Not mandating use of tools was positive and negative
- Court has provided positive feedback about language being used in court reports (Danger Statements, behavior-based case plans)
- Connecting SOP to other key initiatives
Judge Carolyn Caietti
Presiding Judge of the Juvenile Division,
San Diego Superior Court
“SUCCESS IS A PROCESS”

- There will be bumps in the road.
- It is going to take time.
- There needs to be a high level of leadership support in place.
- People have to be open to change.
- It will make practice better.
- There will be resistance.
ESSENTIAL ELEMENTS FOR IMPLEMENTING SOP CHANGE

Adapted from Community Capacity Development Series Planning for Change Workbook Orientation 1998 Ed

Confusion
Treadmill
Anxiety
Frustration
Resistance

What happens when an element is missing?
ACTIVITIES TO LEVERAGE THE WISDOM IN THE ROOM

We are going to do two activities to gather information from you all to help us start the conversation around implementation of SOP.
Use the yellow notecard!

What is your biggest worry about child welfare implementing safety organized practice?

Individual Time:

- Individually and silently answer this question.
- Please remember to only put down one answer or idea on your notecard.
- When you are done please look up to let us know you are done.
COMMON WORRIES REGARDING SOP

1. SOP is the flavor of the month.
2. SOP is just going to be more work.
3. SOP is going to be so “solution focused” we are going to be soft on safety.
ACTIVITIES TO LEVERAGE THE WISDOM IN THE ROOM

• We are now going to ask you another question and have you place the answer to each question on a notecard in front of you.

• Please only write one answer for this question.

• Please write legibly so others can read it.

• It will be anonymous so no one will know you wrote what you wrote.
Use the blue notecard!

What is the one thing you think the leaders of Nebraska child welfare need to do to ensure a successful implementation of safety organized practice?

- Individually and silently answer this question.
- Please remember to only put down one answer or idea on your notecard.
- When you are done please look up to let us know you are done.
SAN DIEGO OUTCOMES

Families Engaged in Case Planning

- FY11/12: 39%
- FY12/13: 43%
- FY13-14: 44%
- FY14/15: 56%
- FY15/16: 77%
- FY16/17: 79%
SAN DIEGO OUTCOMES

Rate of Substantiated Maltreatment

- Jul 2009-Jun 2010: 16%
- Jul 2010-Jun 2011: 14%
- Jul 2011-Jun 2012: 12%
- Jul 2012-Jun 2013: 10%
- Jul 2013-Jun 2014: 8%
- Jul 2014-Jun 2015: 6%
- Jul 2015-Jun 2016: 4%
- Jul 2016-Jun 2017: 2%
SAN DIEGO OUTCOMES
SOP FIDELITY

- The most recent data from San Diego case reviews show that SOP is being used and documented in:
  - 56% of referrals
  - 86% of cases
  - In both referral and case reviews we show a total of 70% model to fidelity.
PLUS DELTA

What worked well for this presentation?

What would you upgrade for next time?
THANK YOU!

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REFERENCES


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The term "safety-organized practice" was first used by Andrew Turnell (2004) to organize and frame day-to-day child welfare casework. It is designed to help all the key stakeholders involved with a child—parents, extended family, the child welfare worker, supervisors, managers, lawyers, judges, other court officials, and most especially the child him/herself—to focus on assessing and enhancing child safety at all points in the case process.

Safety-organized practice is grounded in the working relationships between all of these stakeholders, and those relationships need to focus through a risk assessment and planning framework completely understandable to family and professionals. In many U.S. states, counties, and jurisdictions, safety-organized practice is a broader "umbrella term" that integrates elements of Turnell's Signs of Safety approach to child welfare casework with other child welfare innovations.

To learn more about Turnell's work and the Signs of Safety approach, visit www.signsofsafety.net. To read his most recent briefing paper (2012 and always updated), visit http://www.signsofsafety.net/briefing-paper.