

DEEP DIVE MODULE 6: IMMEDIATE SAFETY PLANNING

NO NETWORK, NO PLAN; STRONG NETWORK, STRONG PLAN

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WELCOME AND INTRODUCTIONS

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REVIEW AND REFLECT

- What have you tried from the last module?
- What worked well? What were the challenges?
- How did you handle those challenges?

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SHARED AGREEMENTS

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IMMEDIATE SAFETY PLANS

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WHAT IS AN IMMEDIATE SAFETY PLAN?



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AN IMMEDIATE SAFETY PLAN . . .



Is an action plan for controlling the threat



Responds to clearly identified safety threats



Is short term



Must include family, network, and older children



Has clear backup and monitoring plans



Designates a clear time for review

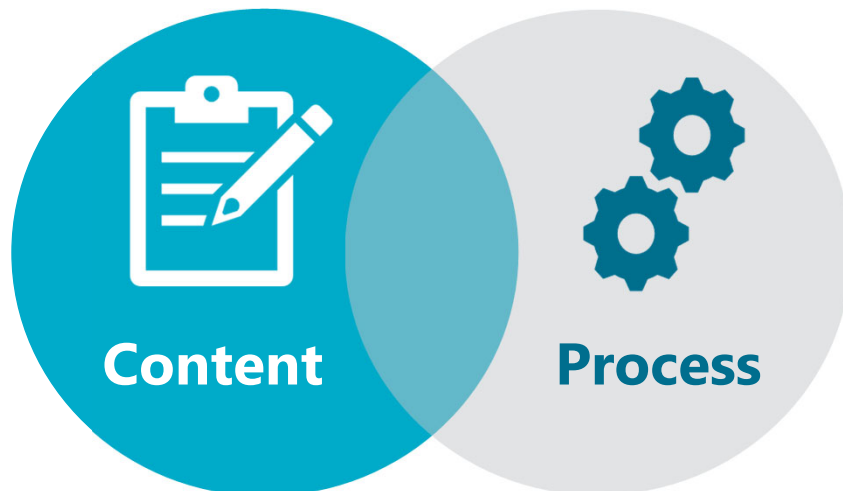
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CFS-200: IMMEDIATE SAFETY PLAN

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WHAT IS AN IMMEDIATE SAFETY PLAN?



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WORDS MATTER

How can we help the caregiver and network understand what we mean by “safety threat” and “actions of protection”?



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SAFETY AND BELONGING

Safety: Actions of protection, taken by the caregiver and network, that address the safety threats and are demonstrated over time.

For older youth: Strengths demonstrated as protection and connection.



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How can we help families think, plan, and work with us to build a bridge to child safety, especially when everyone is frightened about what might happen next?

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IMMEDIATE SAFETY PLAN BUILDING BLOCKS

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WHAT ARE WE WORRIED ABOUT?

Ask questions that reveal . . .



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ASSESS SAFETY AND SAFETY THREAT

- Worries
- Working well
- Next steps

From "assessment *on*" to
"assessment *with*"

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THREE-COLUMN MAPPING

What are we worried about?	What is working well?	What needs to happen next?
Harm, safety threat(s), risk, and complicating factors	Safety, protective capacities, and strengths	Creating and sharing a worry statement, enhancing a network, and planning
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SOLUTION-FOCUSED QUESTIONS

- Exception
- Scaling
- Relationship
- Coping
- Preferred future



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GEMS OF CLARITY

- Harm statements
- Worry statements

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CORNERSTONE OF SOP: BUILDING NETWORKS

You cannot create safety solely with the people you are worried about.

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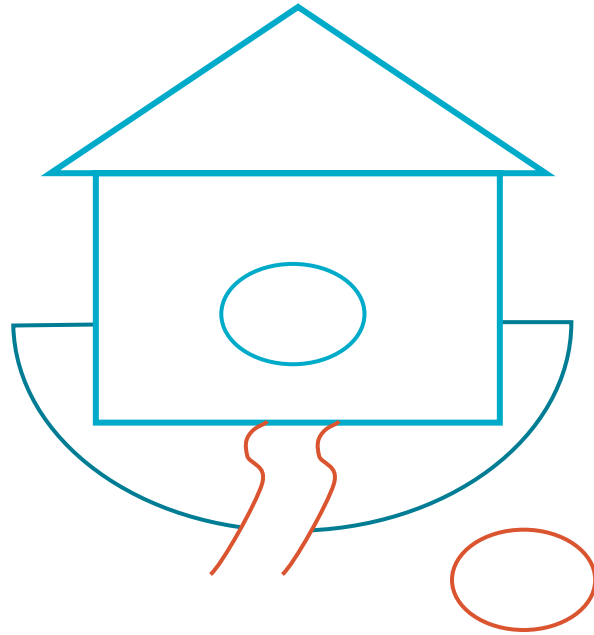


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THE SAFETY HOUSE

DEVELOPED BY
SONJA PARKER

A tool to help children and young people understand and participate in the safety planning process.



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NETWORK MEMBER REQUIREMENTS



A person the child/family cares about



Cares about child/family and their physical/psychological safety



Knows and understands the safety worries that DCFS and others have about the child/family



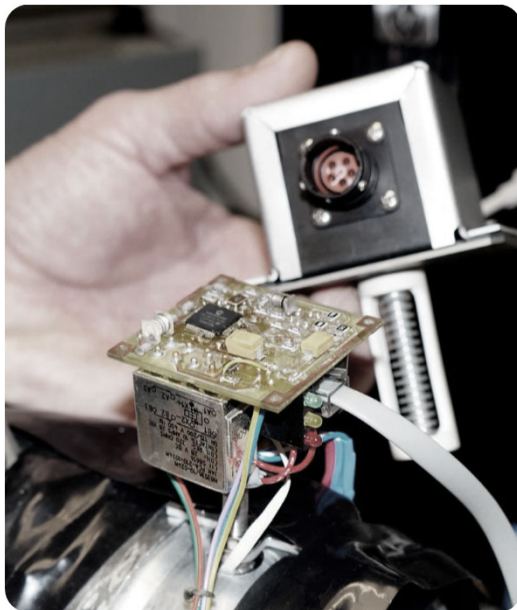
Willing and able to support child/family in attaining the safety outcome; willing to work closely with DCFS

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STEPS FOR IMMEDIATE SAFETY PLANNING

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EXERCISE: REVERSE ENGINEERING

- Look at the immediate safety plan example in the participant guide
- Create the steps you would take with the family and network to arrive at this plan
- Assign a spokesperson to report out

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STEPS FOR IMMEDIATE SAFETY PLANNING



1. Assess for safety threats and presence of protection



2. Construct clear worry statements



3. Orient the family to the task



4. Identify and involve the network



5. Build rigorous action steps with contingencies



6. Reach agreement



7. Bring it back to the child



8. Monitor, adapt, and strengthen

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NO PROMISSORY PLANS!

If caregivers could keep their children safe on their own, they would have. For now, they need at least one other person to help or we cannot agree to an immediate safety plan.

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GETTING STARTED IN A CRISIS



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RESISTANCE AND SAFETY PLANNING

Resistance is a normal reaction to an abnormal circumstance.



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- Know the difference between a fearful family and a family who truly does not care.
- When the family's initial reaction is fear or reluctance to cooperate, remain curious to help them work through fear and build trust.

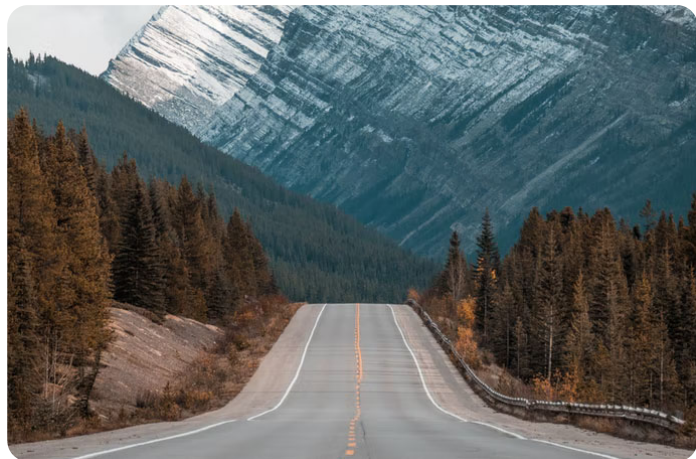
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ORIENTING THE FAMILY: STARTING SAFETY TALKS

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**The dividing
line between
the safety
threat and
actions of
protection**



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IDENTIFYING AND INVOLVING THE FAMILY'S NETWORK

- Circles of Safety and Support
- Genogram
- Ecomap
- Safety and support network grid

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ELICITING FAMILY KNOWLEDGE AND KNOW-HOW

- Collaborate with the family
- Ask good questions
- Create monitoring and feedback loops
- Involve the child

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BRAINSTORMING FOR INTERVENTIONS

- All ideas on the table
- Test ideas
- Develop contingencies

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PRACTICE: DESIGNING INTERVENTIONS

- Look at the “Immediate Safety Plan Versus Family Case Plan” exercise in your participant guide.
- Write down at least one safety intervention idea (i.e., contributes immediately to safety) for each scenario.
- Write down one intervention that could later become part of a family case plan (i.e., resolve the worry in the long-term) for each scenario.

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REACH AGREEMENT ON THE PLAN

- Willingness
- Confidence
- Capacity
- Agreement

People support what they have had a hand in creating.

—Margaret Wheatley



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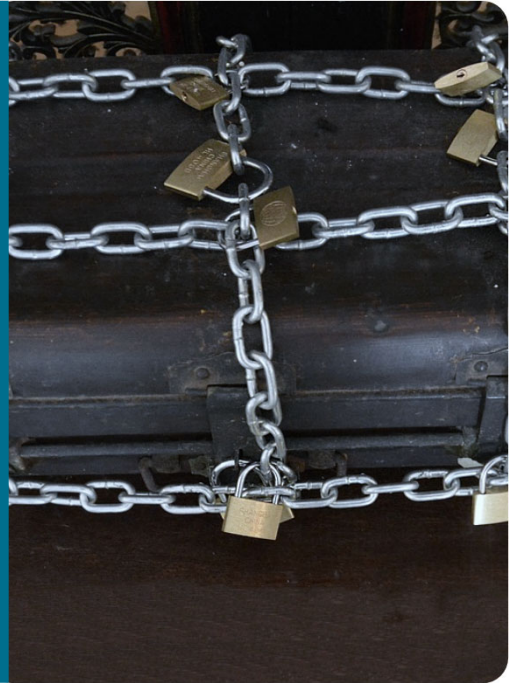
BRINGING IT BACK TO THE CHILDREN

- Simple language
- Developmentally appropriate strategies
- Safety and support network



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WEATHER-, SITUATION-, AND TIME- PROOF THE PLAN



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MONITOR, BUILD, AND CONTINUE TO ASSESS

- Timelines
- Next review
- Follow up with the network
- “Stepping down” to a family case plan
- Celebrate successes!

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WRITING STRONG IMMEDIATE SAFETY PLANS

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IMMEDIATE SAFETY PLAN: BEFORE AND AFTER

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IMMEDIATE SAFETY PLAN TIPS

- No network, no plan. Strong network, strong plan.
- Plans cannot interfere with custody of a child or restrict a person's rights to a home they own or lease.
- Plans must be filed with the court (30-day petition) if they need to be in place more than 30 days to ensure child safety.

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SKILLS PRACTICE: WRITING A STRONG PLAN

Design a rigorous immediate safety plan.

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IMMEDIATE SAFETY PLANS CAN EVOLVE

Any significant change in circumstances for the child, family, DCFS, or network can warrant a review of the immediate safety plan. These plans are living documents, and new information may affect the plan.

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IPV AND IMMEDIATE SAFETY PLANNING TIPS

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IMMEDIATE SAFETY PLANNING CONSULTATION

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CONSULTATION: PART 1

1. Break into consultation groups, appointing a facilitator and scribe.
2. Have a volunteer share a current investigation or in-home case with a safety threat to a child in the household.
3. The facilitator and scribe should use the collaborative assessment and planning (CAP) framework to identify households, use one or more network tools to identify available supports, and draft worry statements.
4. Use the questions in the participant guide to help guide the conversation.

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CONSULTATION: PART 2

1. Pair up with another team to ensure shared understanding of the safety threat (worry statement).
2. Elicit feedback on how the statement's language might feel for a family member.
3. Make edits as needed.



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CONSULTATION: PART 3

IN THE SAME GROUPS

1. Brainstorm potential safety interventions (i.e., action steps) and how network members can be involved in the immediate safety plan.
2. Be prepared to report out to large group.



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DOCUMENTATION

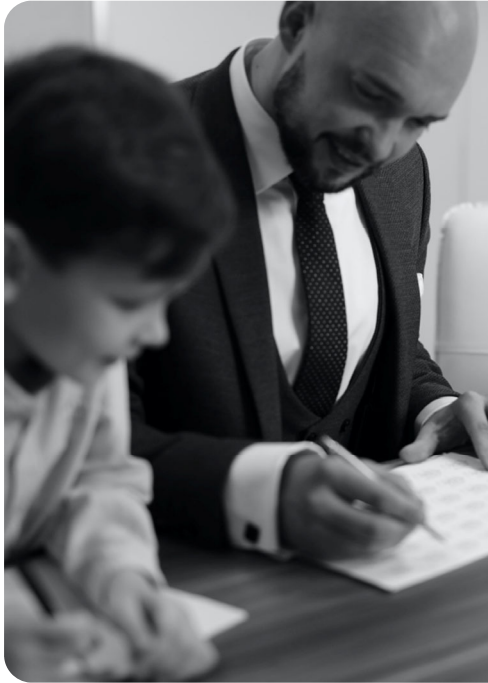
- Division Information Management System
- Court reports
- Immediate safety plans
- Affidavits
- Family case plans
- Preparing to testify
- Submitting referrals
- Communicating with providers

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**TRY IT
ON!**



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THINGS TO TRY

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WHAT'S NEXT

- Upcoming training
- Other resources

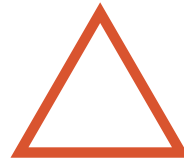


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What was most helpful?



What could be upgraded for next time?

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THANK YOU & QUESTIONS

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