Case Plan Outcomes
Crafting Outcomes for Achieving Change in Caregiver Protective Capacities
Workshop Introduction

- Context for the Training
- Training Related to Implementation of Safety Decision Making Methodology
- Fidelity of the Ongoing Family Functioning Assessment
  - Philosophy of practice
  - Intervention purpose and framework
  - Conceptual and criteria basis for practice and decision making
  - Process, practice and outcomes
Workshop Training Objectives

As a result of this training, participants will be able to:

- Explain the information to be collected and analyzed for a Family Functioning Assessment-Ongoing;
- Explain and demonstrate the use of assessment information to establish case plan outcomes.
- Define and Identify SMART Outcomes;
- Practice, through case application, developing SMART Outcomes.
Case Plan Outcomes: Crafting Outcomes for Achieving Change in Caregiver Protective Capacities

Office of Child Welfare In-Service Training

Agenda

Day 1: 9:00-4:30

Introduction
  Objectives
  Agenda
  Pre-Test

Session 1
  Review of Methodology Case Flow
  Review Case Flow and Objectives of Flow

Session 2
  Intervention Stages
  Preparation
  Introduction
  Exploration
  Case Planning

Lunch 11:30-12:30

Session 3
  Creating Outcomes for Change Through Exploration
  Identifying CPC’s in relation to Threats
  Creating Discrepancy and Raising Self-Awareness
  Mutuality and Self-Determination

Session 4
  SMART Outcomes: What is and is not SMART?
  Significance of Exploration
  What are SMART outcomes?
  Creating SMART Outcomes?

Day 2: 9:00-4:00

Session 5
  Applying Knowledge to Practice: Part 1

Lunch 11:30-12:30

Session 5 Continued
  Applying Knowledge to Practice: Part 2

Wrap Up and Review
  Post Test
  Training Evaluation
Session 1

Foundational Knowledge: Review of Methodology
From Great Wall of China to the Panama Canal

Child Protection Investigator
- Safety
  - Danger Threats
  - Caregiver Protective Capacities
  - Present and Impending Danger Safety Plans

Case Management
- Safety
  - Danger Threats
  - Caregiver Protective Capacities
  - Present and Impending Danger Safety Plans
  - Safety Management
  - Case Plan/Treatment--Change

Notes
Ongoing Family Functioning Assessment Process

- **Preparation**
- **Introduction**
- **Exploration**
- **Case Planning**

**Developing Strategy for Engagement**

- **Caregiver Protective Capacity Assessment**
- **Child Needs**
- **Danger Statement**
- **Family Goal**
- **Motivation for Change**
- **Complete Ongoing FFA**
- **Case Plan**

**Engagement**

**Determine What Must Change Through Information Collection**

**Develop Strategies for Change Case Plan Outcomes**

**Complete Ongoing FFA**

**Case Plan**
Family Functioning Assessment-Ongoing Decisions

- Are danger threats being managed with a sufficient safety plan?
- How can existing protective capacities – STRENGTHS – be built upon to make changes?
- What is the relationship between danger threats and the diminished caregiver protective capacities—What must change?
- What is the parent’s perspective or awareness of his/her caregiver protective capacities?
- What are the child’s needs and how are the parents meeting or not meeting those needs?
Family Functioning Assessment-Ongoing Decisions

- What are the parents ready and willing to work on in the case plan to change their behavior?
- What are the areas of disagreement with the parent(s) as to what needs to change?
- What change strategy will be used to address the diminished protective capacities?
Philosophy:
Family Functioning Assessment-Ongoing

- Safety is paramount and the basis for intervention!
- Case planning process and interventions can be more clearly defined around the use of safety concepts and behavior change
- Case planning process can be structured in a way to encourage and direct parents’ involvement and establish consistent intervention decisions and objectives
Essential Skills for Case Management

- Engagement
- Teaming
- Assessment/Understanding
- Planning
  ◦ Safety Plan
  ◦ Case Plan
- Tracking and Adapting
  ◦ Safety Plan Sufficiency Evaluation & Update
  ◦ Case Plan Progress Evaluation & Update
Session 2

Intervention Stages: Getting to Case Plan Outcomes
Intervention Standards

Preparation
Introduction
Exploration
Case Planning
Preparation

- Preparation is the act of getting ready, being prepared. In ongoing case management and services this entails key actions and tasks:
  - Review of the Family Functioning Assessment-Investigation
  - Review and analysis of the Impending Danger Safety Plan
  - Review of case information and content
  - Contact with collaterals
  - Response to any immediate safety management needs
  - Consultation with the Supervisor to reconcile information and prepare for family contact

Preparation is the act of getting ready, being prepared. When reviewing information, the ongoing case manager and supervisor are working towards reconciling information and identifying strategies for involvement with the family.
Introduction

Introduction is the act of introducing you as the change agent and agency representative, the agency’s role, what case management is and is not, and providing clarification as to the role of the ongoing case manager.

Objectives of Introduction for Case Manager

◦ Begin to establish rapport with family; get to know them
◦ Establish a working relationship with the family
◦ Provide clarification and process with family for ongoing case management
Exploration

Exploration is the act of exploring with the family how they are functioning in relationship to the protective capacities, understanding how danger threats or negative family conditions have manifested, exploring motivation for change, resistance, or ambivalence, identifying family strengths, creating danger statements, and finding mutuality for continued work.

Achieve agreement with parent(s) as to:

- What must change for children to be safe
- How to achieve change
- Parent’s role in achieving change
- Role of others in helping parent(s) achieve change
- How progress will be measured
Exploration Activities

- Craft danger statement;
- Identify caregiver strengths and what must change;
- Identify child strengths and needs;
- Develop change strategy.
Case Planning

Case planning with the family is the act of establishing outcomes and motivation for change.

Notes
SMART Criteria for Outcomes

› **Specific**
› **Measurable**
› **Attainable**
› **Reasonable**
› **Timely**
› **Clearly Worded**
Session 3

Creating Outcomes for Change through Exploration and Case Planning
Crafting Outcomes: Exploration Objectives

- Consider relationship between specific diminished caregiver protective capacities and impending danger.
- Create discrepancies and raise caregiver self-awareness.
- Seek mutuality and Reinforce self-determination.
Exploration Stage: Explore with Parents What Must Change and Craft Danger Statement
To identify and discuss with caregivers what must change with respect to diminished caregiver protective capacities associated with danger threats and to determine what caregivers are willing to work on in treatment.

1. **Overview of Exploration**
   - Case Status.
   - Review and clarify purpose.
   - Caregiver perception.
   - Engagement.
   - Address safety management issues.

2. **Existing Caregiver Protective Capacities**
   - Discuss areas of effective parenting.
   - Discuss areas of child needs and how parent is meeting needs.
   - Consider difference or fluctuation in caregiver performance.
   - Consider how existing caregiver protective capacities can be used to promote change.

3. **Diminished Caregiver Protective Capacities**
   - Broad discussion of any areas of concern related to adult/parent functioning.
   - Consider relationship between specific diminished caregiver protective capacities and impending danger.
   - Create discrepancies and raise caregiver self-awareness.
   - Seek mutuality.
   - Reinforce self-determination.
   - Craft Danger Statement with Family.
   - Identify Family Strategy with Family.

4. **Determining What Must Change**
   - Summarize diminished caregiver protective capacities associated with impending danger.
   - Identify areas of agreement and disagreement.
   - Seek willingness to continue participation.
Relationship: CPC’s and Danger

- Impending Danger Threats:
  - Identified and justified;
  - What are the associated CPC’s to the Danger Threats?
Practice: Identifying CPC’s and Danger Threats

- In small groups, review the Croft Ongoing FFA;
- Each group will identify the associated CPC’s to the identified danger threat(s);
- Groups will report out the identified CPC’s during large group report out.

Notes
Croft Loose Handout
Instructions for Identifying CPC’s and Danger Threats

The Croft Family

Purpose:

The purpose of this exercise is to provide a practice opportunity that allows participants to practice identifying caregiver protective capacities in relation to danger threats in crafting outcomes for change.

Materials Needed:

• Caregiver Protective Capacity Reference Guide
• Danger Threat Reference Guide
• Croft Family Ongoing Family Functioning Assessment: Loose Handout

Instructions:

1. Working within your small groups, each participant is to review the Croft Ongoing Family Functioning Assessment.

2. When reviewing the Ongoing Family Functioning Assessment, each participant should be considering:
   a. Identify the impending danger threats based upon the ongoing family functioning assessment information;
   b. Information that supports the identified impending danger threats;
   c. Information that supports the identified caregiver protective capacities;
   d. Relationship between the CPC’s and the danger threats and relationship between CPC’s.

3. Following each participant review of the Croft OFFA, the group will complete the worksheet for the large group report out.
   a. The group will need to identify a reporter for the large group report out.
1. Danger Threat Identified:
   
a. Information that Supports the Threat:

b. Related CPC’s to Danger Threat:

2. Danger Threat Identified:
   
a. Information that Supports the Threat:

b. Related CPC’s to Danger Threat:
3. Danger Threat Identified:
   a. Information that Supports the Threat:
   
   b. Related CPC’s to Danger Threat:

4. Danger Threat Identified:
   a. Information that Supports the Threat:
   
   b. Related CPC’s to Danger Threat:
Create Discrepancies and Raise Self-Awareness

- Perception and understanding of the need to change their behavior;
- Exploration of consequences and potential costs if change does not occur;
- Creation of discrepancy with current status and outcomes desired.
Decisional Balance

Particularly useful in the pre-contemplation stage, exploring decisional balance is a good way to understand—from the caregiver’s perspective—the pros and cons of the status quo, and the pros and cons of change.

This strategy can help identify with the family what is a priority caregiver protective capacity—which will inform outcomes—on which to focus interventions.
Exploring Potential Areas of Change with a Family

Sample Decisional Balance Sheet – “Insert what Parent/Other Family Member “may” want to change”

<table>
<thead>
<tr>
<th>Continuing on as Before</th>
<th>Making a Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some of the good things…</td>
<td>What are some of the not so good things…</td>
</tr>
<tr>
<td>Benefits</td>
<td>Costs</td>
</tr>
<tr>
<td></td>
<td>Benefits</td>
</tr>
</tbody>
</table>

Notes
<table>
<thead>
<tr>
<th><strong>Continuing On as Before</strong></th>
<th><strong>Making a Change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some of the good things: Benefits</td>
<td>What are some of the good things: Benefits</td>
</tr>
<tr>
<td>What are some of the not so good things: Costs</td>
<td>What are some of the not so good things: Costs</td>
</tr>
<tr>
<td>What are some of the not so good things: Costs</td>
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</tr>
</tbody>
</table>
The Jones family was referred to DCF due to neglect by Mrs. Jones. During the Ongoing Family Functioning Assessment information regarding Mrs. Jones’s son, James: was not attending school, his drug dealing, Mrs. Jones’ apparent lack of concern for her son’s safety and well-being, and Jaleesa’s (Mrs. Jones’s daughter) fear, expressed to the school counselor that something bad may happen to her brother. As the Case Manager began working with the Jones’, neither James nor Mrs. Jones seemed concerned about James; in fact, Mrs. Jones said she was glad he was supporting the household. The CM did this exercise with the family to see if there were elements of the current situation that they might be motivated to change.

### Decisional Balance Sheet: An Example with the Jones Family

<table>
<thead>
<tr>
<th>MAKING A CHANGE</th>
<th>CONTINUING AS BEFORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefits</strong></td>
<td><strong>Costs</strong></td>
</tr>
<tr>
<td><em>(the good things)</em></td>
<td><em>(the not so good things)</em></td>
</tr>
<tr>
<td>James would be safer</td>
<td>James is behind by at least 1 grade level; he would have a lot of work to make up and would be much older than his classmates</td>
</tr>
<tr>
<td>James would likely avoid jail/prison</td>
<td>Mrs. Jones would have to return to work</td>
</tr>
<tr>
<td>If James returned to school, he could earn his H.S. diploma and get a decent job</td>
<td>The family would not have as many material resources</td>
</tr>
<tr>
<td>Jaleesa would feel safer, less anxious, and have fewer nightmares</td>
<td>Loss of “status” in the neighborhood</td>
</tr>
<tr>
<td>The school would stop calling Mrs. Jones about James and Jaleesa</td>
<td></td>
</tr>
<tr>
<td>Mrs. Jones would be proud of James and feel he was a good role model for Jaleesa</td>
<td></td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td><strong>Benefits</strong></td>
</tr>
<tr>
<td><em>(the not so good things)</em></td>
<td><em>(the good things)</em></td>
</tr>
<tr>
<td>James is very anxious about James’s activities and his friends. She has nightmares that she or James will be hurt</td>
<td>James supports the household</td>
</tr>
<tr>
<td>There is a threat that James could be arrested. Family has no back-up income</td>
<td>James purchased a flat screen TV; he pays the cable and phone bills</td>
</tr>
<tr>
<td>There is a threat that James could be injured or killed (two of his friends were shot in the past year; one died, one was paralyzed)</td>
<td>Allows Mrs. Jones to be stay-at-home mom</td>
</tr>
<tr>
<td>James has stopped going to school and has no career back-up plan</td>
<td>James is proud he can support his family, now that their father is not in the home (imprisoned last year)</td>
</tr>
</tbody>
</table>

After doing the decisional balance exercise, Mrs. Jones felt the benefit of James of not selling drugs and returning to school did not outweigh the costs of the change. However, she realized that wanting her children to be safe was motivating for her. She also began to recognize there were risks to James continuing down this path, despite the material benefits.

The greatest benefit of this exercise, however, was that Mrs. Jones said she did not feel judged by the CM on what she considered to be costs and benefits for her family. As a result, she connected with the CM and they were able to collaborate on important outcomes for her family.
Observation: Developing Discrepancy

- Observe interview of Paul with CM;
- Identify areas where CM created a discrepancy with Paul;
- What ways was the CM using the decisional balance to guide the conversation?
Mutuality and Self-Determination

- **Mutuality:**
  - "Empathic bridge’ (Jordan, 1992) on which people from different perspectives can meet and engage in the dialogue necessary to create change without employing power-over tactics or inducing feelings of shame or humiliation. It requires practice of ‘radical respect’ (Walker 2004) which presumes that all human beings deserve freedom from contempt and deserve to be treated with dignity.” (Harling & Miller, 2004)

- **Self-Determination:**
  - Right to select choices, make decision, chart their own course;
  - Affected by realities of circumstance;
  - Influenced by individual and social relationships;
  - Regulated by anticipated and real consequences;
Mutuality: Outcomes

- Greatest Impact
- Areas of Least Resistance
- Most Urgent
- Mutuality

Notes
Observation: Self-Determination

- Observe interview of Paul with CM;
- What ways was the CM seeking/validating self-determination?
- What skills did you observe the CM using during the interview?
Session 4

SMART Outcomes: What is and is not SMART
“Given all that has been learned from earlier stages, what are we going to do to effect what must change?”
Outcome: Definition

- The changes in the lives of individuals/families as a result of an intervention.
- Positively written quality of life changes in client conditions, status, behavior, functioning, attitudes, feelings, perceptions. (Martin & Kettner, 2012)

Success is not final, failure is not fatal: it is the courage to continue that counts. - Winston Churchill

Notes
SMART Criteria for Outcomes

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**easonable
- **T**imely
- Clearly Worded

Behavior Change Ahead?
Specific

- What is the desired result?
  - Who?
  - What?
  - When?
  - Why?
  - How?
Measureable

- How will you know the degree to which the outcome is achieved?
- Can you quantify completion (numerically or descriptively)?
- How will you measure progress toward outcome achievement?
- Can the outcome be measured through use of the CPC’s scaling?
Attainable

- Is it realistic that this outcome can be achieved within a reasonable timeframe days?
- What resources are needed to support outcome achievement?
- Does the outcome require the right amount of effort given the family member’s readiness to make this change?
- Bottom line, is it realistic that the family member can achieve the outcome through the services and supports you will provide or arrange to be provided?
Reasonable

- Does the outcome align with the selected Family Goal?
- If this outcome is achieved, will child safety be achieved?
- Does the family member express that achieving this outcome is important to the family?
Time Limited

- Congruency with families’ needs & strengths;
- Realistic target date for completion.
What is and is not SMART

- **Danger Threat:** Child has exceptional needs that parent/caregiver is not or cannot meet.
- **Diminished CPC:** Adequate skill to fulfill caregiving responsibilities, resulting in child safety.
- **OUTCOME:** Mrs. Michaels will establish a routine at bedtime (on school nights) so that Mario will get a full night sleep and have an easier time getting up in the morning. She will keep a log of this nightly routine, making note of the changes in Mario’s attitude about getting up each morning. She will implement this goal immediately and maintain this routine for 90 days.
<table>
<thead>
<tr>
<th>Outcomes that Do Not Meet Criteria</th>
<th>SMART Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gain increased control over emotions to be more patient with my children</td>
<td>Mrs. Jones will reduce her emotional outbursts and keep a daily log for the next 90 days, beginning today. When she recognizes a triggering event, she will utilize one of the following de-escalation techniques: count to 10, take a walk, go to a separate room, or take a time out. Mrs. Jones and case manager will review progress during weekly meetings.</td>
</tr>
<tr>
<td>2 To be able to stop fighting with each other</td>
<td>Family members will identify and agree upon a set of expectations for mealtimes within the next week. Case manager will assist Mrs. Jones and her 2 children to develop a list of mealtime rules and appropriate positive reinforcements for decreased disruptions.</td>
</tr>
<tr>
<td>3 Enhance social environment</td>
<td>Within 48 hours, Mrs. Jones will develop an emergency plan with her children in the event of an emergency. Children will be instructed to call 911 or to contact Ms. Sally. Case manager will review emergency plan with family during weekly visits. Mrs. Smith will identify options for safe, substitute care for her children once a week in order to provide a social outlet for herself and her children. Case manager and Mrs. Jones will meet in the next week to develop a list of appropriate caregivers to include the children’s maternal grandmother, so that children are not left unsupervised.</td>
</tr>
<tr>
<td>4 Mom will join a parent support group</td>
<td>Over the next 90 days, Mrs. Jones will reconnect with her sister so that she has someone to turn to for emotional and concrete support. Each week, she will contact her sister to check in and will report on her progress to “feel reconnected” during weekly visits with the case manager.</td>
</tr>
<tr>
<td>Global/ Negative Outcome</td>
<td>SMART Outcome</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>5 Manage household funds better</td>
<td>Mrs. Jones will demonstrate the ability to manage household funds by developing and adhering to a weekly budget. Case manager and Mrs. Jones will review and adjust plan during weekly visits over the next 90 days.</td>
</tr>
<tr>
<td></td>
<td>Mrs. Smith and Mr. Brown will increase capacity of household funds by clipping weekly supermarket coupons every Sunday for next 30 days.</td>
</tr>
<tr>
<td>6 Stop going to McDonalds so much</td>
<td>Mrs. Jones and Mr. Green will increase positive social opportunities for Jamie and Jessie by planning and implementing a weekly recreational activity over the next 30 days.</td>
</tr>
<tr>
<td></td>
<td>The Smith family will increase quality time together by preparing meals in the home at least once a week.</td>
</tr>
<tr>
<td></td>
<td>Case manager will meet with the family weekly in the home to support outcome achievement.</td>
</tr>
<tr>
<td>7 I won’t move for the next 6 months</td>
<td>Mrs. Jones will increase her housing stability by developing a weekly budget that prioritizes saving to pay her rent. Mrs. Jones will identify her weekly income and expenses and put aside an appropriate amount each week for rent. Case manager and Mrs. Jones will review budget on weekly visits to ensure that targets are met.</td>
</tr>
<tr>
<td></td>
<td>Mrs. Smith will leave where ever she is by 8:00 pm each night for the next thirty days in order to meet shelter curfew so that she maintains placement in shelter and becomes eligible for permanent housing options.</td>
</tr>
<tr>
<td>Global/ Negative Outcome</td>
<td>SMART Outcome</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8  I will listen to my parents</td>
<td>Johnny and Mrs. Jones will improve communication by practicing listening and speaking respectfully and positively to one another for the next 30 days. Johnny and Mrs. Jones will make a chart to note progress and will discuss their success with the case manager weekly.</td>
</tr>
<tr>
<td></td>
<td>Mrs. Smith and Joey will develop an agreeable curfew that Joey will abide to. Joey will check in with Mrs. Jones face-to-face and Mrs. Jones will maintain a log of Joey’s arrival time for the next 30 days.</td>
</tr>
<tr>
<td>9  Stop watching TV every night</td>
<td>Family will increase their positive interactions by developing a weekly game night that includes board or card games. Family will begin next week and provide feedback to one another and the case manager during weekly home visits.</td>
</tr>
<tr>
<td></td>
<td>Beginning this Monday, the family will spend quality time together a minimum of three times a week by participating in any of the following activities: having dinner together, shopping, reading, or playing games. Mrs. Smith will keep a log of the activities and brainstorm with case manager for additional ideas during weekly meetings.</td>
</tr>
<tr>
<td>10 Stop yelling at the children</td>
<td>Mrs. Jones will model positive communication with her children by speaking softly and utilizing praising statements within the next 30 days.</td>
</tr>
<tr>
<td>11 I will stop leaving the house to go to the bar when I get frustrated with the kids</td>
<td>Mrs. Smith will reduce her stress by keeping a daily log identifying situations that are most stressful to her and the triggers for those events. Mrs. Smith and case manager will develop coping mechanisms during their weekly meetings that can be utilized during stressful events. Mrs. Smith will begin the log immediately, and she and case manager will monitor her progress for the next 30 days.</td>
</tr>
</tbody>
</table>
Practice: SMART Outcomes

- In small groups, use the Creating SMART Outcomes Activity Worksheet to transform the original outcomes to SMART outcomes;
- Each group will be assigned a SMART Outcome to put on flip chart for entire group to see;
Worksheet for SMART Outcomes

Identified Danger Threat(s):
- Parent/Caregiver is not meeting child’s basic needs for food, clothing, and/or supervision and the child is(has already been seriously harmed or will likely be seriously harmed.

Identified CPC’s:
1. Sets aside own needs for child: D
2. Adaptive as a parent: D
3. Takes Action: D
4. Controls Impulses: C
5. Emotionally Stable: C

OUTCOME #1
Amanda Green plans ahead for how she will meet the children’s needs for food, clothing, and shelter. She anticipates problems and thinks of ways to solve them before they turn into major crises.

OUTCOME #2
Amanda Green has a diminished threshold for frustration and needs to gain control over her emotions and affect. She will stop having outbursts in front of the children and transferring her irritation onto them. She will attend anger management classes and comply with coping strategies so that she does not allow negative emotions to impact her interaction with the children.

OUTCOME #3
Amanda Green sees parenting as her most important responsibility as shown by making choices that put her children’s needs above her own and expressing enjoyment in being with her children. During weekly visits over the next month, Ms. Green and her case manager will discuss information about the stages of child development with specific focus on how each stage relates to the current needs of each of her children. Her case manager will counsel Ms. Green on how to use the information to grow as an effective, attentive, and positive parent.

OUTCOME #4
Amanda Green will stop giving the children fast food so much. They are addicted to it.

Instructions and questions on following page

Some of the information in this worksheet adapted from ACTION for Child Protection’s “Protective Capacity Family Assessment and Case Plan Process” Curriculum.
Developing SMART Outcomes Worksheet

**INSTRUCTIONS**

For your assigned outcome, please complete the following worksheet to determine if your outcome is SMART. Be prepared to share the outcome statement and your answers with the larger group.

*Draft Outcome:*

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<table>
<thead>
<tr>
<th>Evaluate with the five criteria</th>
<th>What needs to change to meet the criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td></td>
</tr>
<tr>
<td>• What is the desired result? (who, what, when, why, how)</td>
<td></td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td></td>
</tr>
<tr>
<td>• How will you know the degree to which the outcome is achieved?</td>
<td></td>
</tr>
<tr>
<td>• Can you quantify (numerically or descriptively) completion?</td>
<td></td>
</tr>
<tr>
<td>• How will you measure progress?</td>
<td></td>
</tr>
<tr>
<td><strong>Attainable</strong></td>
<td></td>
</tr>
<tr>
<td>• What skills are needed?</td>
<td></td>
</tr>
<tr>
<td>• What resources are necessary to support outcome achievement?</td>
<td></td>
</tr>
<tr>
<td>• How does the environment impact outcome achievement?</td>
<td></td>
</tr>
<tr>
<td>• Does the outcome require the right amount of effort given the caregiver’s/child’s readiness to make this change in behavior or condition?</td>
<td></td>
</tr>
</tbody>
</table>
• Bottom line, is it likely the participant will achieve the outcome in the time allotted?

### Reasonable
- Is the outcome in alignment with the selected outcome?
- If this outcome is achieved, will the overall purpose of your work be at least partially achieved?
- Given the resources available, is it likely this outcome can be achieved in the short term?
- Would the outcome be more realistic if other outcomes were achieved first?

### Timely
- What is the deadline?
- Is the deadline realistic?
- Is it likely the outcome can be achieved by or before 90 days?

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**Revised/Final Outcome:**

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Practice: Developing SMART Outcomes

- Individually develop a SMART Outcome around an area that you are contemplating change;
- Get in groups of 2;
- Share your SMART outcome, providing feedback regarding if the outcome is SMART;
- Revise outcome based upon feedback.
## Developing SMART Outcomes Worksheet

**Draft Outcome:**

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### Evaluate with the 5 Criteria

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the desired result? (who, what, when, why, how)</td>
<td>• How will you know the degree to which the outcome is achieved?</td>
<td>• What skills are needed?</td>
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<td></td>
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<td>• What resources are necessary to support outcome achievement?</td>
</tr>
<tr>
<td></td>
<td>• How will you measure progress?</td>
<td>• How does the environment impact outcome achievement?</td>
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<td>• Does the outcome require the right amount of effort given the caregiver’s/child’s readiness to make this change in behavior or condition?</td>
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<td>• Bottom line, is it likely the participant will achieve the outcome in the time allotted?</td>
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### What needs to change to meet the criteria?

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### Reasonable
- Is the outcome in alignment with the selected outcome?
- If this outcome is achieved, will the overall purpose of your work be at least partially achieved?
- Given the resources available, is it likely this outcome can be achieved in the short term?
- Would the outcome be more realistic if other outcomes were achieved first?

### Timely
- What is the deadline?
- Is the deadline realistic?
- Is it likely the outcome can be achieved by or before 90 days?

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**Revised/Final Outcome:**

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Day 1: Take Away from the Day

- Take Away from today:
  - What did you find helpful?
  - Questions still needing to be answered?
  - More time on....
Day 2: Case Plan Outcomes

Crafting Outcomes for Achieving Change in Caregiver Protective Capacities
Day 2: Welcome Back

- Overnight Thoughts?
  - Questions from yesterday?
  - Feedback from yesterday?
  - Reflections from yesterday?
Review: Exploration Objectives

- Consider relationship between specific diminished caregiver protective capacities and impending danger.
- Create discrepancies and raise caregiver self-awareness.
- Seek mutuality and reinforce self-determination.
Practice: Exploration Activities

- In Pairs: Review Croft Ongoing FFA and worksheet from previous exercise;
- Consider information known about the Crofts:
  - Identify which CPC’s the Croft’s would be more likely to agree to address.
  - Identify strategies for engaging the Crofts in discussion regarding need for change.
Instructions for Selecting CPC’s and Engaging Family in Change

The Croft Family

Purpose:

The purpose of this exercise is to provide a practice opportunity that allows participants to practice identifying caregiver protective capacities for developing case plan outcomes for change. In addition, this exercise provides opportunity to identify strategies for engaging families in change talk.

Materials Needed:

- Caregiver Protective Capacity Reference Guide
- Danger Threat Reference Guide
- Croft Family Ongoing Family Functioning Assessment: Loose Handout
- Croft Family Worksheet: CPC’s and Danger Threats from Day 1

Instructions:

1. Working in pairs, identify which CPC’s the Croft family would most likely be willing to address.
2. Second, identify the strategy that you would employ to engage the Croft family in developing case plan outcomes based upon your identified CPC’s.
3. The pair will complete the worksheet for the large group report out.
   a. You will need to identify a reporter for the large group report out.
1. Identified CPC’s to develop case plan outcomes, and justification of selected CPC:

2. Strategy to engage Croft Family in crafting case plan outcomes:
Practice: Developing SMART Outcomes

- In Pairs: Develop two (outcomes) for each parent in the Croft Family;
- Include the tasks/actions that will be needed to achieve the outcome;
- Utilize the existing resources available in your area to support your actions/tasks;
- Be prepared to present your SMART outcomes during the large group debrief.
<table>
<thead>
<tr>
<th>Who</th>
<th>Actions/Tasks</th>
<th>Estimated Completion Date</th>
<th>Service Type</th>
<th>Provider</th>
<th>Frequency of Service</th>
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Part 1: Application

- Using the OFFA and Case Plan brought to training:
  - Identify danger threats and related CPC’s;
  - Consider information known about the Family
    - Identify which CPC’s the family would be more likely to agree to address.
    - Identify strategies for engaging the family in discussion regarding need for change.
Instructions for Identifying CPC’s and Danger Threats

Purpose:

The purpose of this exercise is to provide a practice opportunity that allows participants to practice identifying caregiver protective capacities in relation to danger threats in crafting outcomes for change.

Materials Needed:

- Caregiver Protective Capacity Reference Guide
- Danger Threat Reference Guide
- Ongoing Family Functioning Assessment: Assigned Family

Instructions:

1. Working within your pairs, you will review both of the Ongoing Family Functioning Assessments brought to training.
2. Begin with reviewing one and when the pair has concluded Part 1 and Part 2 of the exercise, proceed to complete the second case.
3. Following each case review and case plan outcome creation/revision, the pairs will complete the worksheets for the large group report out.
   a. The group will need to identify a reporter for the large group report out.
Ongoing Family Functioning Assessment Group Worksheet

When reviewing the Ongoing Family Functioning Assessment, each participant should be considering:

- Information that supports the identified impending danger threats;
- Information that supports the identified caregiver protective capacities;
- Relationship between the CPC’s and the danger threats and relationship between CPC’s.

1. Danger Threat Identified:

   a. Information that Supports the Threat:

   b. Related CPC’s to Danger Threat:

2. Danger Threat Identified:

   a. Information that Supports the Threat:

   b. Related CPC’s to Danger Threat:
3. Danger Threat Identified:
   a. Information that Supports the Threat:

   b. Related CPC’s to Danger Threat:

4. Danger Threat Identified:
   a. Information that Supports the Threat:

   b. Related CPC’s to Danger Threat:
Part 2: Application

- Develop and/or revise two (outcomes) for each parent in the family;
- Include the tasks/actions that will be needed to achieve the outcome;
- Utilize the existing resources and information known regarding the family to support your actions/tasks;
- Be prepared to present your SMART outcomes during the large group debrief.

Notes
**OUTCOME:** Outcome applies to the following participants:

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Day 2: Take Away from the Day

Take Away:
- One thing that you gained from the past two days.

Notes
I gained?
Post Training Knowledge Assessment

- Inform training and development;
- Provide feedback to trainer;
- Measure change.