



FOR YOUR INFORMATION

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Issue 23-11

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[CONSULTATION WORKSHEET](#)

The purpose of the [Consultation Worksheet \(new DCFS 6075\)](#) tool is to support CSWs, SCSWs and managers in ways to organize balanced safety assessments and engagement efforts throughout the life of a referral/case. Utilization of the optional Consultation Worksheet provides an organized approach to help staff critically think through safety decisions and assess the protective capacities of families through the use of the Protective Factors framework. The Consultation Worksheet replaces the Child and Family Team Coaching Guide (previous DCFS 6075) and the ER Referral/Disposition Coaching Guide (DCFS 6078).

When should a CSW or SCSW use the Consultation Worksheet?

- Staff Engagement- per [Child and Family Teams Policy 0070-548.01](#), the Staff Engagement is a key process that assists CSWs and SCSWs prepare to engage with families. Inclusive of the preparation for a Child and Family Team meeting is discussing the safety worries impacting the child/children, exploring the family’s strengths and history of protection as well as identifying the underlying needs that drive the unsafe behaviors.
- Referral/Case Consultation- Through the consultation process, the Consultation Worksheet supports a focused conversation that helps that CSW to clearly articulate safety worries and identify safeguards to ensure child safety.

How should a CSW or SCSW use the Consultation Worksheet?

- Review the reason for DCFS involvement; clearly differentiating between safety worries and risk factors. Review the family’s past involvement with child welfare to identify patterns and themes.



CONSULTATION WORKSHEET



REASON FOR DCFS INVOLVEMENT (LIST EACH SAFETY WORRY/DESCRIBE BEHAVIORS)



POLICY INSTITUTE

Child Safety – Permanency – Effective & Caring Service

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Policy@dcfs.lacounty.gov

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- Explore the strengths and protective capacity of the parents using the protective factors framework to guide the assessment. The Consultation Worksheet provides definitions and questions for each protective factor to further staff's understanding.

ASSESSMENT & UNDERSTANDING – INCORPORATE WHAT WAS LEARNED FROM THE FAMILY'S STORY	
<p>SIX PROTECTIVE FACTORS TO GUIDE/ORGANIZE ASSESSMENT</p> <p>NURTURING/ATTACHMENT: <i>Children need healthy, loving connections to adults and others.</i> How does the caregiver show love and support to their child? How does the child respond? Ability of parent to empathize with child's experience. How does parent describe their child? Take a closer look at interactions between children and all adults in the home.</p> <p>RESILIENCY: <i>Children need caregivers who can cope with challenges.</i> Explore strengths and stressors (mental health, substance use, IPV, etc.) and effect on parenting. Take a closer look at ability to deal with frustrations, crying, potty training, tantrums, defiance, etc.</p> <p>SOCIAL CONNECTIONS: <i>Families need help in raising and keeping children safe.</i> Who is there to help/support the caregiver and child? What do others say about the child's experience with caregiver? Who knows about the safety worries and how can they help? Take a closer look at caregivers who are not willing to receive help and team with others.</p> <p>KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT: <i>Caregivers understand what a child needs as they grow. Ask others for their observations.</i> Infants/Toddlers: Eating, sleeping, pooping, playing and talking. School Age: Learning, confidence, getting along with peers and adults. Teens: Interests, connections, intimate relationships, identity exploration, and self-acceptance. Take a closer look at caregiver's ability to understand the impact of their behavior on their child.</p> <p>CONCRETE SUPPORTS: <i>Children require adequate housing, food and medical care.</i> How stressors impact caregiver's ability to provide and meet the child's basic needs. Take a closer look at the effects of a caregiver/provider leaving the household.</p> <p>SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN: <i>Children have strengths and vulnerabilities (behavioral, social, emotional challenges, etc.)</i> Infants/Toddlers: Premature birth, pre-natal exposure to drugs, temperament, illness. School Age: Speech delays, learning difficulties, struggles in school. Teens: Substance Use, CSEC, negative influences, oversexualized behavior, self-harm, SOGIE, etc. Take a closer look when caregivers are negative, impatient or non-responsive about child's struggles.</p>	<p>Acts of Protection (What's working well)</p>
	<p>Acts of Protection (What are we worried about?)</p>
<p>What else do we still need to know to further assess Protective Capacities</p>	

- Discuss the safety worries and the impact to the child/children. Explore hunches around the underlying needs that are driving the parent's behavior. Begin to develop safety interventions by identifying the behaviors that must change to mitigate the safety worries and who can be a part of the safety intervention.

<p>SAFETY WORRY STATEMENT = CAREGIVER'S HARMFUL/DANGEROUS ACTIONS OR INACTIONS + IMPACT ON CHILD</p>	
<p>TEAMING AS A SAFETY INTERVENTION (PLANNING MUST BE DONE WITH A NETWORK) Relatives, Friends, Teacher/Day Care Provider/Church members, HUB / PHN / MAT/SLS / DMH / PIP / FPAAS / Therapist, etc.</p>	
<p>LIST ALL SAFETY WORRIES & WHAT MUST CHANGE</p>	<p>WHO CAN HELP WITH SAFETY & HOW?</p>
<p>APPRECIATE STAFF'S STRENGTHS AND REFLECT ON PROCESS Updated May 12, 2022</p>	

More questions?? CPM Countywide Coaches and Regional Coach Developers are available to provide additional coaching support in the use of the worksheet.