

The Partnering for Safety Approach

Working in partnership with parents, children and their networks to build stronger, safer families

Meeting our team



Catherine Santoro



Eleonora De Michele



Sonja Parker

Who is in the room?



Acknowledging others



Insoo Kim Berg
Steve De Shazer



Andrew Turnell



Steve Edwards



CRC



Arianne Struik



Susie Essex



David Mandel



Allan Wade



Nicki Weld



Adriana Uken

And countless children, families and practitioners from around the world!

Overview of the Partnering for Safety Approach

What is the Partnering for Safety Approach?

- The Partnering for Safety Approach is a family-centred, strength-based and solution-focused and approach for working with vulnerable and at-risk families.
- The core tenet of the PFS approach is the importance of working in partnership with parents, children and their networks (including other professionals) to build stronger, safer families.

What is the Partnering for Safety Approach?

- The Partnering for Safety approach has a number of key principles and a range of practical tools and processes that support workers in building this partnership with families.
- The PFS approach integrates the use of evidence-based decision support tools (the Structured Decision-Making system) to maximise validity, consistency and equity at key decision points in working with families.

Purpose of the PFS Approach?

The Partnering for Safety Approach aims to work with families so that children and young people can:

- Remain safely in the care of their family and not need to be placed in out of home care (preservation)
- Be returned home to their family in the shortest possible time frame (reunification)
- Have the best possible connection with their family if safe reunification is not possible at this time (safe and meaningful access).

Key Principles of the PFS Approach



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Key Principles of the PFS Approach

- Partnering with families, their networks and other professionals is essential, including the perpetrator of the harm. *Child protection is everyone's business!*
- All our work focuses on building enduring safety, belonging and wellbeing for children.
- Enhancing safety and wellbeing requires involving an informed network. *It takes a village to raise a child!*
- Assessment needs to be balanced to be meaningful – focusing both on the history of harm and family difficulties as well as history of protection and family strengths.

Key Principles of the PFS Approach

- Families and their networks need to be at the centre of creating a vision for change, and then detailed plans to achieve this change. *Workers as change agents!*
- Assessment and planning involves equally high parenting standards, expectations and partnership with fathers.
- Working in partnership requires practising with a spirit of inquiry and humility.
- All of this needs to be upheld by an organisational culture of critical thinking, reflection, appreciation and ongoing learning.

Exercise: Reflecting on the Principles of the PFS Approach

Please talk with a colleague beside you.

Consider the principles in your handouts (pp 2-3).

- Which of these principles most touches your heart/reflects your values?
- Which of these principles do you think you already integrate into your work?
- How might you need to modify any of these principles for Taiwan?

You've got about 10 mins together.

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Key practice concepts that underpin PFS



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It's all about.....

Working in Partnership

Partnership is not just a noun: It's a series of PRACTICES

Assessment
on families



Assessment
with families

Planning
for families



Planning
with families

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Partnership is not just a noun: It's a series of PRACTICES

Developing understanding so that everyone is clear about why we are involved with the family (worry statements) and the changes we are trying to support (goal statements).



Enabling participation which allows everyone's voice to be heard and allows people to feel a sense of ownership and to be meaningfully involved in the process.



Creating shared commitments for action and future safety (case plans and safety plans).

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Questions
are an
intervention!



A Rigorous and Balanced
Assessment



Four areas of inquiry

What are we worried about?

What is working well?

Safety and wellbeing scale

What needs to happen?



Difference Between Danger and Risk

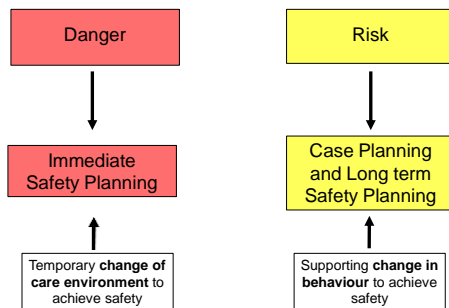


Can the child safety remain in the home? Are they safe right now?



Is ongoing intervention required? Is there a risk of significant harm in the future?

Responding to Danger and Risk



Minimising unintended harm.....

Child protection intervention is trying to prevent harm from maltreatment (abuse and/or neglect) within the family.

But we also need to be mindful of and work to prevent or minimise:

- Unintended (iatrogenic) harm caused by removal.
- Unintended harm from placement itself.
- Unintended harm from child protection system

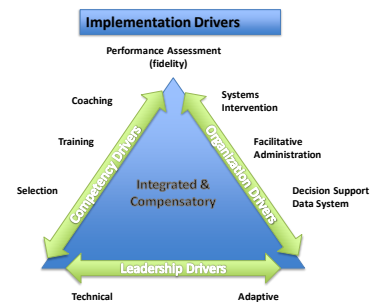
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CRITICAL COMPONENTS OF IMPLEMENTATION



Source: Fien and Blase et al 2013-2015

Three types of Implementation Drivers

1. **Competency Drivers** – are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit children, families and communities.
2. **Organization Drivers** – are mechanisms to create and sustain hospitable organizational and system environments for effective services.
3. **Leadership Drivers** – focus on providing the right leadership strategies for the types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning.



Reflection



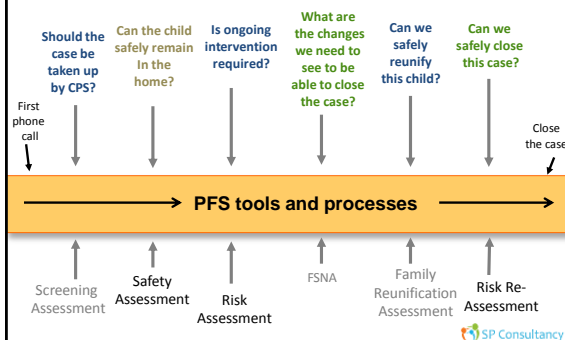
Application of PFS in CPS work

Reminder ...

The PFS approach integrates SDM to maximise validity, consistency and equity at key decision points in working with families.



Integration of PFS and SDM



Reminder ...



The Partnering for Safety approach uses a range of practical tools and processes that support our work with families.

CAP Framework

Collaborative Assessment and Planning (CAP) Framework

COLLABORATIVE ASSESSMENT AND PLANNING FRAMEWORK		
IDENTIFY THE PROBLEM/ISSUE	ASSESS THE PROBLEM/ISSUE	IDENTIFY THE GOALS
1. What is the problem/issue?	1. What are the causes of the problem/issue?	1. What are the goals?
2. How is the problem/issue affecting the child?	2. What are the strengths and resources?	2. How will the goals be achieved?
3. What are the barriers to achieving the goals?	3. What are the supports and services?	3. What are the roles and responsibilities?
4. What are the next steps?	4. What are the outcomes?	4. What are the evaluation criteria?
5. What are the next steps?		
6. What are the outcomes?		
7. What are the evaluation criteria?		

Example of a CAP Framework

CASE STUDY: COLLABORATIVE ASSESSMENT AND PLANNING FRAMEWORK		
IDENTIFY THE PROBLEM/ISSUE	ASSESS THE PROBLEM/ISSUE	IDENTIFY THE GOALS
1. What is the problem/issue?	1. What are the causes of the problem/issue?	1. What are the goals?
2. How is the problem/issue affecting the child?	2. What are the strengths and resources?	2. How will the goals be achieved?
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4. What are the next steps?	4. What are the outcomes?	4. What are the evaluation criteria?
5. What are the next steps?		
6. What are the outcomes?		
7. What are the evaluation criteria?		

Example of a CAP Framework

Tiffany's Work (tiffany@spconsultancy.com.sg)

Worry Statements: 我们担心的事

Goal Statements: 我们的目标

Next Steps: 下一步

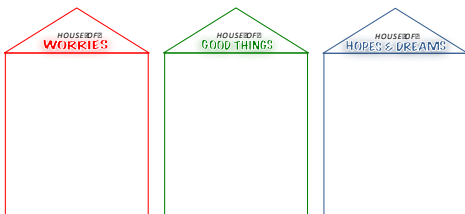
Solution Focused Inquiry

What we pay the
most attention to has
the best chance of
growing.



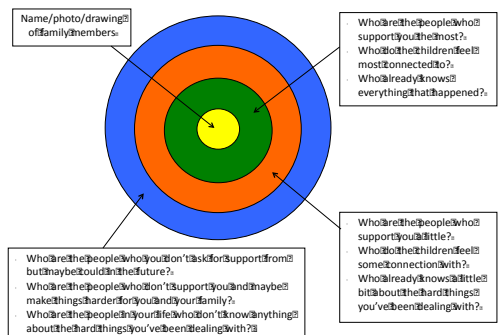
The Three Houses tool

Created by Nicki Weld and
Maggie Greening, NZ



A powerful tool that helps us to include the voice of
children and young people in our assessment.

Circles of Safety and Support tool



Immediate Story for Linlin (5 yr old)

Immediate Story for Linlin



My name is Linlin and I work for CPS. Our job is to help parents and families look after their children and keep them safe. Mom has got some big problems at the moment and my boss and I are worried that you might get hurt again if you go back home to live with Mom at the moment. So we have decided that you will need to stay with someone else until Mom gets some help to fix up those problems.



I will come back and see you tomorrow and then we can talk about what is going to happen next. We will make some plans about when you are going to see your Mom and how we can make sure that everything goes well during your visits with Mom.



We have special people who look after children when they can't stay with their Mom or someone else in their family, and they are called foster carers. I am taking you to stay with two of our foster carers, who are called Mr and Miss Lee. We know that this might be scary for you, so we can give you some information about Mr and Miss Lee and their home where you will be staying?



My job is to try to help Mom fix up the problems so that you can go back home to live with her. I will ask Mom to invite other people (like your Grandmother and Grandfather and friends) to come and work with us and help us to make a special plan, called a safety plan, so that the problems can be fixed up and you are able to go back home.



Carer Profile

Example: Foster Carer Profile

Tracy and David's House



This is Tracy and David and their daughter Sam (who is 14) and Lewis, who is 8 years old and who is also being looked after by Tracy and David. Tracy and David also have a dog, called Jasper. Tracy and David are foster carers. Foster carers are special people who look after children when they aren't able to stay with their Mom and Dad.



This is a picture of Tracy and David's house.



This is Jasper.



This is your bedroom at Tracy and David's house.



Family Profile

Example: Parent Profile

About our family



A little bit about Alex (Mum)
Mum, my name is Alex and I'm 35. I've been married for 10 years and I have two children, a boy and a girl. I'm a teacher and I work at a school. I love my family and I'm happy to be a mum. I like to spend time with my children and I like to go to the park with them. I like to read books and I like to watch TV. I like to go to the gym and I like to go to the cinema. I like to go to the beach and I like to go to the mountains. I like to go to the city and I like to go to the countryside. I like to go to the zoo and I like to go to the museum. I like to go to the library and I like to go to the park. I like to go to the beach and I like to go to the mountains. I like to go to the city and I like to go to the countryside. I like to go to the zoo and I like to go to the museum. I like to go to the library and I like to go to the park.

A little bit about Joseph (Dad)
Dad, my name is Joseph and I'm 38. I've been married for 10 years and I have two children, a boy and a girl. I'm a teacher and I work at a school. I love my family and I'm happy to be a dad. I like to spend time with my children and I like to go to the park with them. I like to read books and I like to watch TV. I like to go to the gym and I like to go to the cinema. I like to go to the beach and I like to go to the mountains. I like to go to the city and I like to go to the countryside. I like to go to the zoo and I like to go to the museum. I like to go to the library and I like to go to the park.

A little bit about Sam
Sam is the youngest child in the family. She is 10 years old and she is a girl. She is a student and she is studying at a school. She loves her family and she is happy to be a sister. She likes to spend time with her brothers and she likes to go to the park with them. She likes to read books and she likes to watch TV. She likes to go to the gym and she likes to go to the cinema. She likes to go to the beach and she likes to go to the mountains. She likes to go to the city and she likes to go to the countryside. She likes to go to the zoo and she likes to go to the museum. She likes to go to the library and she likes to go to the park.



Family Roadmap



Family Roadmap



Safety House



Case Plan

Sample Family Case Plan

Who is this plan for??	Our Family story (what do I want people to know about our family?)		
What are people's worries about our family?	What could get in the way/barriers to the goals??	Where do we want to go to/Goals??	
What supports/resources do we have??			
What will be so/How will be/get there??		What supports/resources do we need??	
How and when will we know help is working??		What will people do if they're worried??	

Case Plan

Fridge Case Plan

1. I want to be able to go to school every day and learn new things.

2. I want to be able to play with my friends and have fun.

3. I want to be able to help my family and be a good person.

4. I want to be able to go to the park and see the animals.

5. I want to be able to go to the beach and see the ocean.

6. I want to be able to go to the zoo and see the animals.

7. I want to be able to go to the museum and see the things.

8. I want to be able to go to the library and read books.

9. I want to be able to go to the hospital and see the doctors.

10. I want to be able to go to the court and see the judge.

11. I want to be able to go to the police station and see the police.

12. I want to be able to go to the fire station and see the firemen.

13. I want to be able to go to the airport and see the planes.

14. I want to be able to go to the space station and see the astronauts.

15. I want to be able to go to the moon and see the craters.

16. I want to be able to go to the sun and see the rays.

17. I want to be able to go to the stars and see the galaxies.

18. I want to be able to go to the planets and see the rings.

19. I want to be able to go to the comets and see the tails.

20. I want to be able to go to the galaxies and see the clusters.

21. I want to be able to go to the universe and see everything.

22. I want to be able to go to the end of the world and see the beginning.

23. I want to be able to go to the beginning of the world and see the end.

24. I want to be able to go to the middle of the world and see the center.

25. I want to be able to go to the heart of the world and see the soul.

26. I want to be able to go to the mind of the world and see the thoughts.

27. I want to be able to go to the feelings of the world and see the emotions.

28. I want to be able to go to the actions of the world and see the deeds.

29. I want to be able to go to the words of the world and see the sentences.

30. I want to be able to go to the letters of the world and see the alphabet.

31. I want to be able to go to the numbers of the world and see the counting.

32. I want to be able to go to the shapes of the world and see the geometry.

33. I want to be able to go to the colors of the world and see the rainbow.

34. I want to be able to go to the sounds of the world and see the music.

35. I want to be able to go to the tastes of the world and see the food.

36. I want to be able to go to the smells of the world and see the flowers.

37. I want to be able to go to the feelings of the world and see the love.

38. I want to be able to go to the actions of the world and see the kindness.

39. I want to be able to go to the words of the world and see the honesty.

40. I want to be able to go to the letters of the world and see the truth.

41. I want to be able to go to the numbers of the world and see the justice.

42. I want to be able to go to the shapes of the world and see the peace.

43. I want to be able to go to the colors of the world and see the hope.

44. I want to be able to go to the sounds of the world and see the faith.

45. I want to be able to go to the tastes of the world and see the charity.

46. I want to be able to go to the smells of the world and see the generosity.

47. I want to be able to go to the feelings of the world and see the compassion.

48. I want to be able to go to the actions of the world and see the empathy.

49. I want to be able to go to the words of the world and see the understanding.

50. I want to be able to go to the letters of the world and see the wisdom.

51. I want to be able to go to the numbers of the world and see the knowledge.

52. I want to be able to go to the shapes of the world and see the power.

53. I want to be able to go to the colors of the world and see the strength.

54. I want to be able to go to the sounds of the world and see the courage.

55. I want to be able to go to the tastes of the world and see the bravery.

56. I want to be able to go to the smells of the world and see the confidence.

57. I want to be able to go to the feelings of the world and see the self-esteem.

58. I want to be able to go to the actions of the world and see the self-respect.

59. I want to be able to go to the words of the world and see the self-love.

60. I want to be able to go to the letters of the world and see the self-worth.

61. I want to be able to go to the numbers of the world and see the self-value.

62. I want to be able to go to the shapes of the world and see the self-importance.

63. I want to be able to go to the colors of the world and see the self-significance.

64. I want to be able to go to the sounds of the world and see the self-identity.

65. I want to be able to go to the tastes of the world and see the self-awareness.

66. I want to be able to go to the smells of the world and see the self-reflection.

67. I want to be able to go to the feelings of the world and see the self-examination.

68. I want to be able to go to the actions of the world and see the self-criticism.

69. I want to be able to go to the words of the world and see the self-analysis.

70. I want to be able to go to the letters of the world and see the self-evaluation.

71. I want to be able to go to the numbers of the world and see the self-assessment.

72. I want to be able to go to the shapes of the world and see the self-review.

73. I want to be able to go to the colors of the world and see the self-inspection.

74. I want to be able to go to the sounds of the world and see the self-observation.

75. I want to be able to go to the tastes of the world and see the self-exploration.

76. I want to be able to go to the smells of the world and see the self-discovery.

77. I want to be able to go to the feelings of the world and see the self-realization.

78. I want to be able to go to the actions of the world and see the self-acceptance.

79. I want to be able to go to the words of the world and see the self-approval.

80. I want to be able to go to the letters of the world and see the self-acceptance.

81. I want to be able to go to the numbers of the world and see the self-approval.

82. I want to be able to go to the shapes of the world and see the self-acceptance.

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98. I want to be able to go to the actions of the world and see the self-acceptance.

99. I want to be able to go to the words of the world and see the self-approval.

100. I want to be able to go to the letters of the world and see the self-acceptance.

Week	1	2	3	4	5	6	7	8	9	10
Goal 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Goal 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Long term safety plan for Afiqah

Mum and Afiqah and their safety and support network have worked really hard with CPS to make this plan so that everyone will know that Afiqah will always be safe with her Mum.





