

Child Protective Services: A Guide for Caseworkers

2018



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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau
Office on Child Abuse and Neglect



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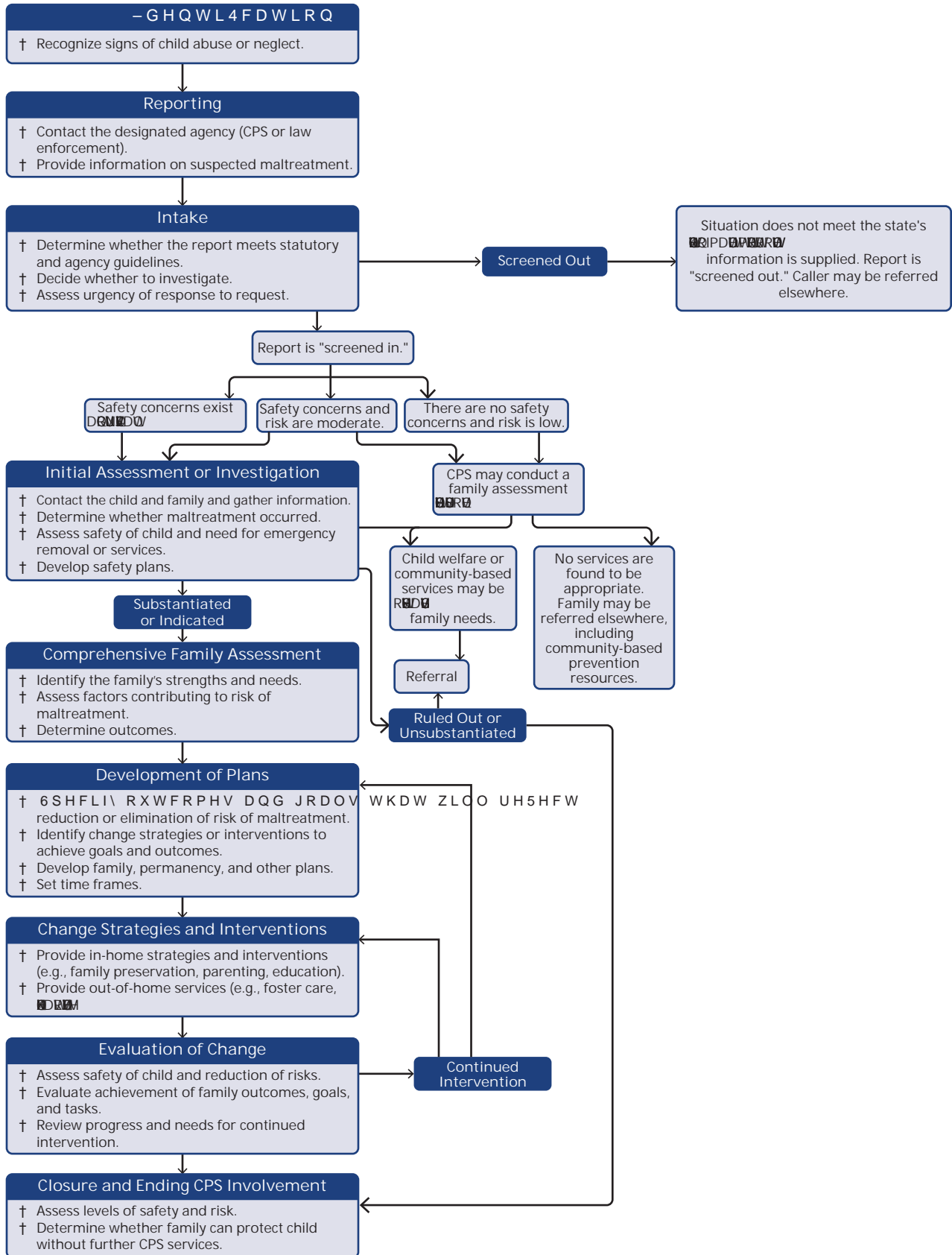




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Exhibit .1 Overview of Child Protection Process





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Child Abuse Prevention, Adoption, and Family Services Act of 1988, P.L. 100-294.

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The Interethnic Provisions of 1996, P.L. 104-188.

Child Abuse Prevention and Treatment Amendments of 1996, P.L. 104-235.

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Adoption and Safe Families Act of 1997, P.L. 105-89.

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• What do you know about the reason why I'm here today?

• What would you like me to tell you about working with CPS?

• What is a typical day like in your family?

• What worries you the most about this situation?

• What are some ways that you take time out for yourself?

• What do you love most about being a parent?

• What are some of the challenges you have with being a parent?

What are some challenges you have with being a parent?

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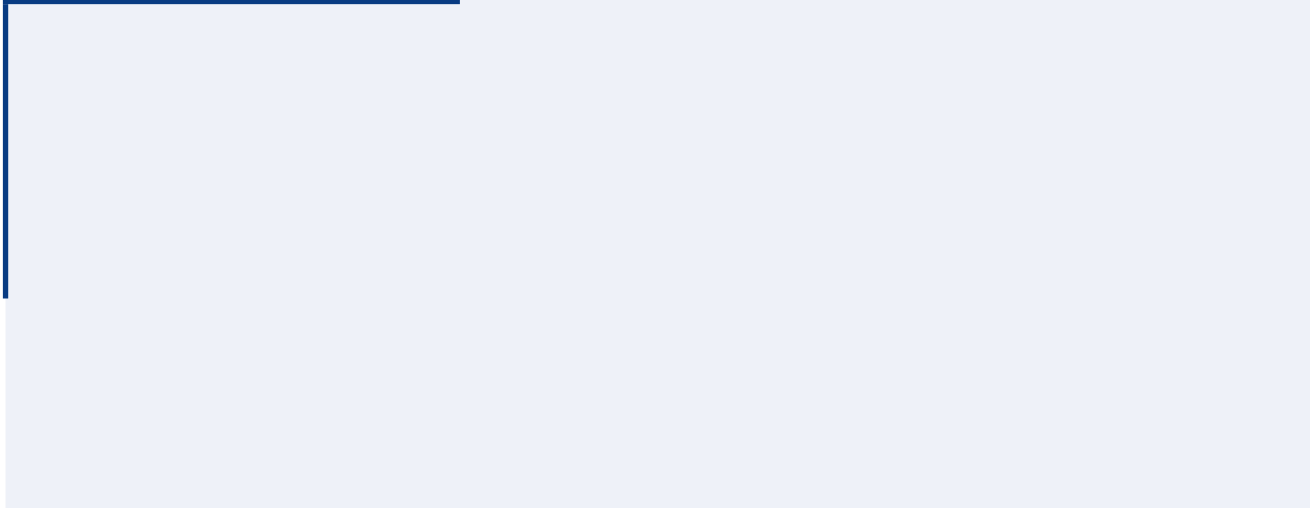
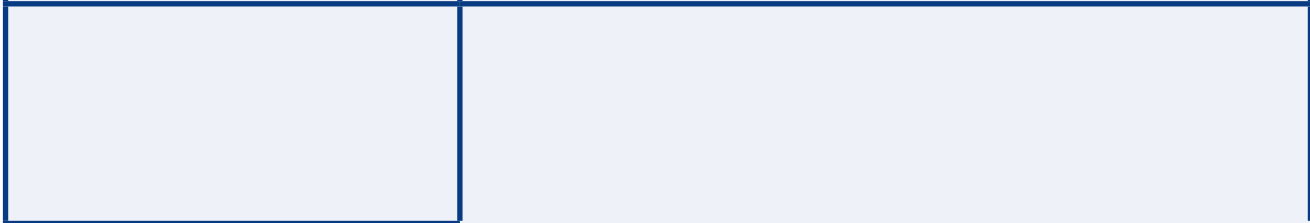
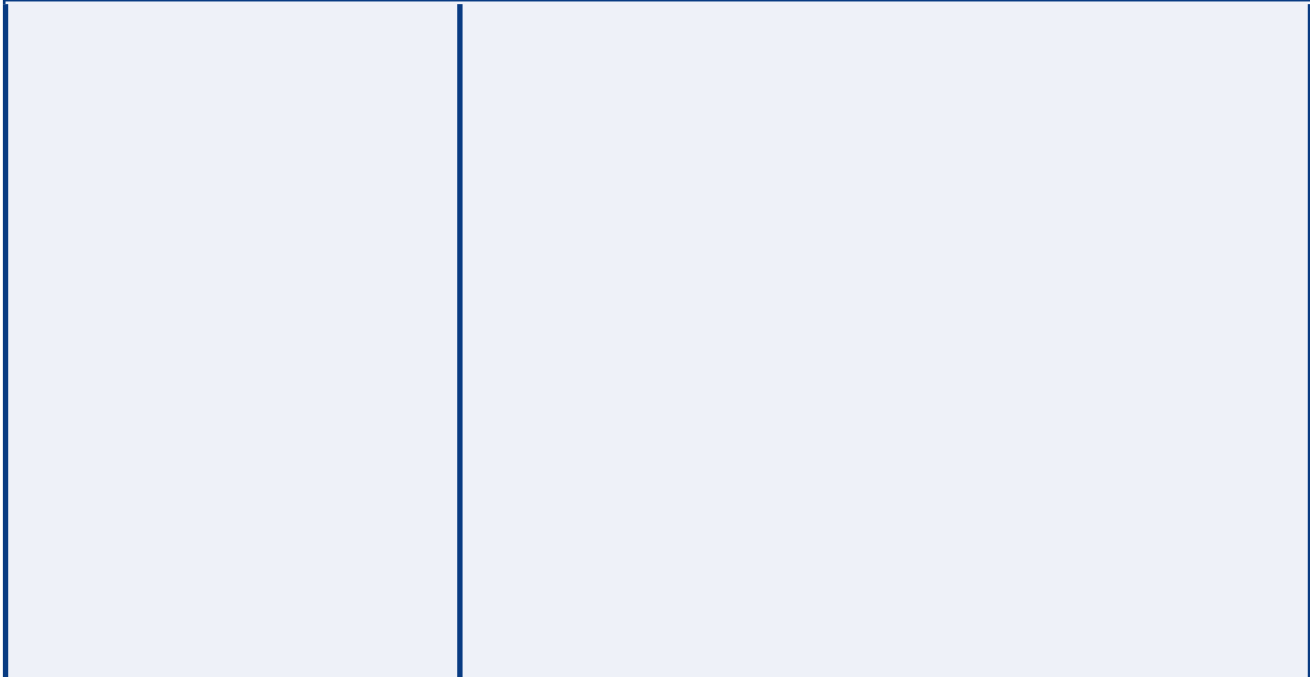














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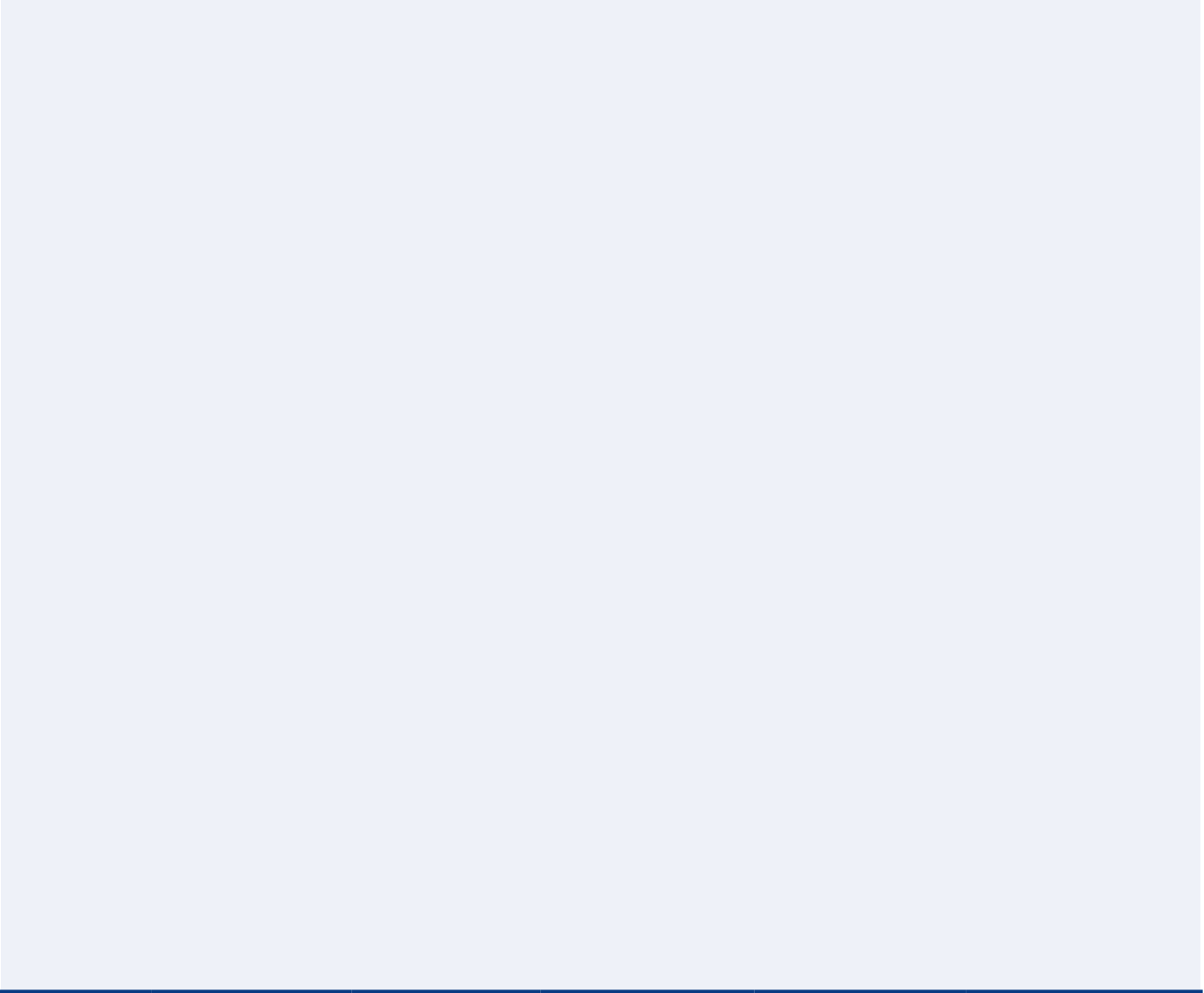
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14 Adapted from the Child and Family Services Review information portal at https://training.cfsrportal.org/section-2-understanding-child-welfare-system/3014 and California Legislative Information at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN§ionNum=11165.12, para. C.

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- 1 Do the conditions or circumstances indicate that a child's basic needs for healthy development are unmet (e.g., failure to thrive)?
2 What harm has already resulted or serious threat of harm exists if the situation continues (e.g., not taking needed medications)?

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15 Refer to Chapter 3 for definitions and descriptions of state child abuse and neglect reporting laws.

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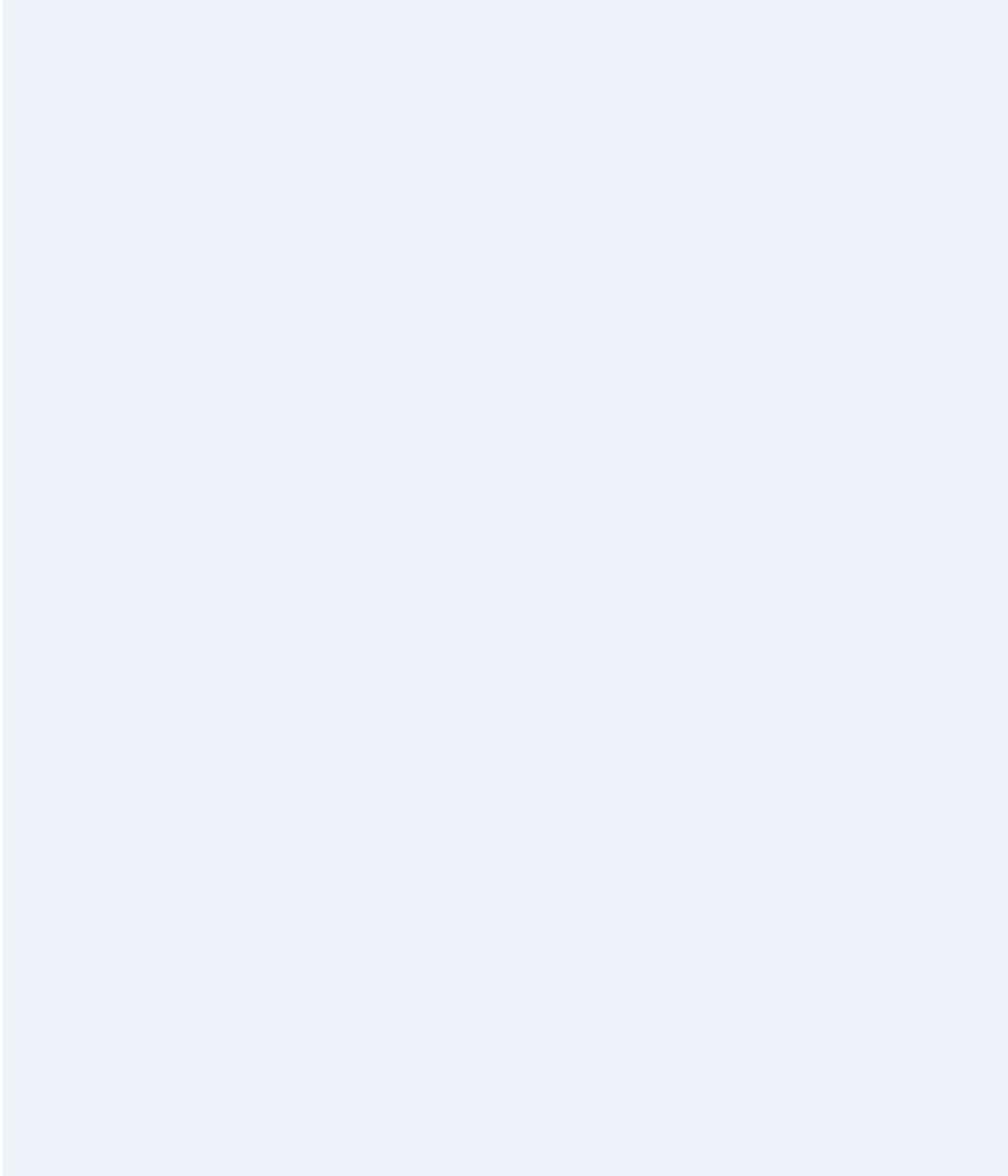
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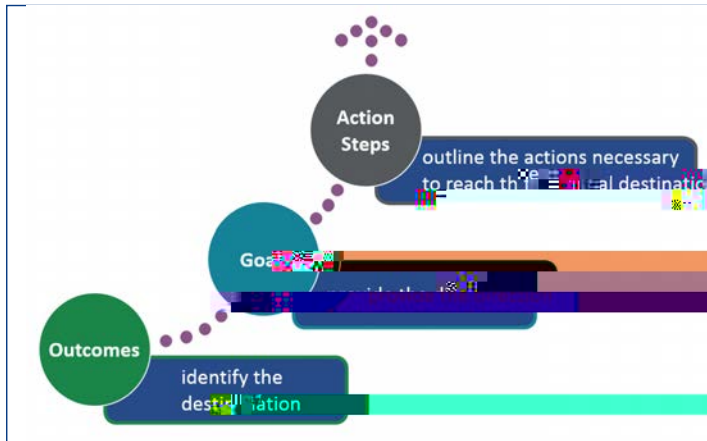
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The family plan developed is the road map for successful intervention:



While that final destination will be different for each family, it will always encompass the programmatic goals of safety, permanency, and well-being. For a family plan to be effective, key decisions should be created in partnership with the family and guided by the following questions:

- What are the family outcomes that will indicate risk is sufficiently reduced and the effects of maltreatment mitigated?
- What goals must be accomplished to achieve the outcomes?
- What are the priorities among the outcomes and goals?
- What interventions have the best evidence that they will facilitate successful outcome and goal achievement based on the family's unique needs?
- What strengths and natural supports does the family have that can be used or enhanced to help achieve goals & outcomes?
- How and when will progress toward outcome and goal achievement be evaluated?

Family members who are treated as full partners are more likely to engage in the planning process. The strategies employed during the engagement and family assessment processes continue in the planning stage, allowing the agency and family to co-construct a plan that is co-owned and, therefore, has the greatest likelihood to succeed. Workers should help the family maintain a realistic perspective on what can be accomplished and how long it will take to do so. Involving the family in planning accomplishes the following:

- Enhances the essential helping relationship because it increases the likelihood that the family feels its concerns have been heard, respected, and considered
- Honors the family's cultural beliefs and practices to the greatest extent possible
- Facilitates the family's investment and commitment in the outcomes, goals, and action steps
- Empowers parents to take the necessary action to change behaviors and conditions that contribute to the risk of maltreatment
- Ensures that the agency and the family are working toward the same end

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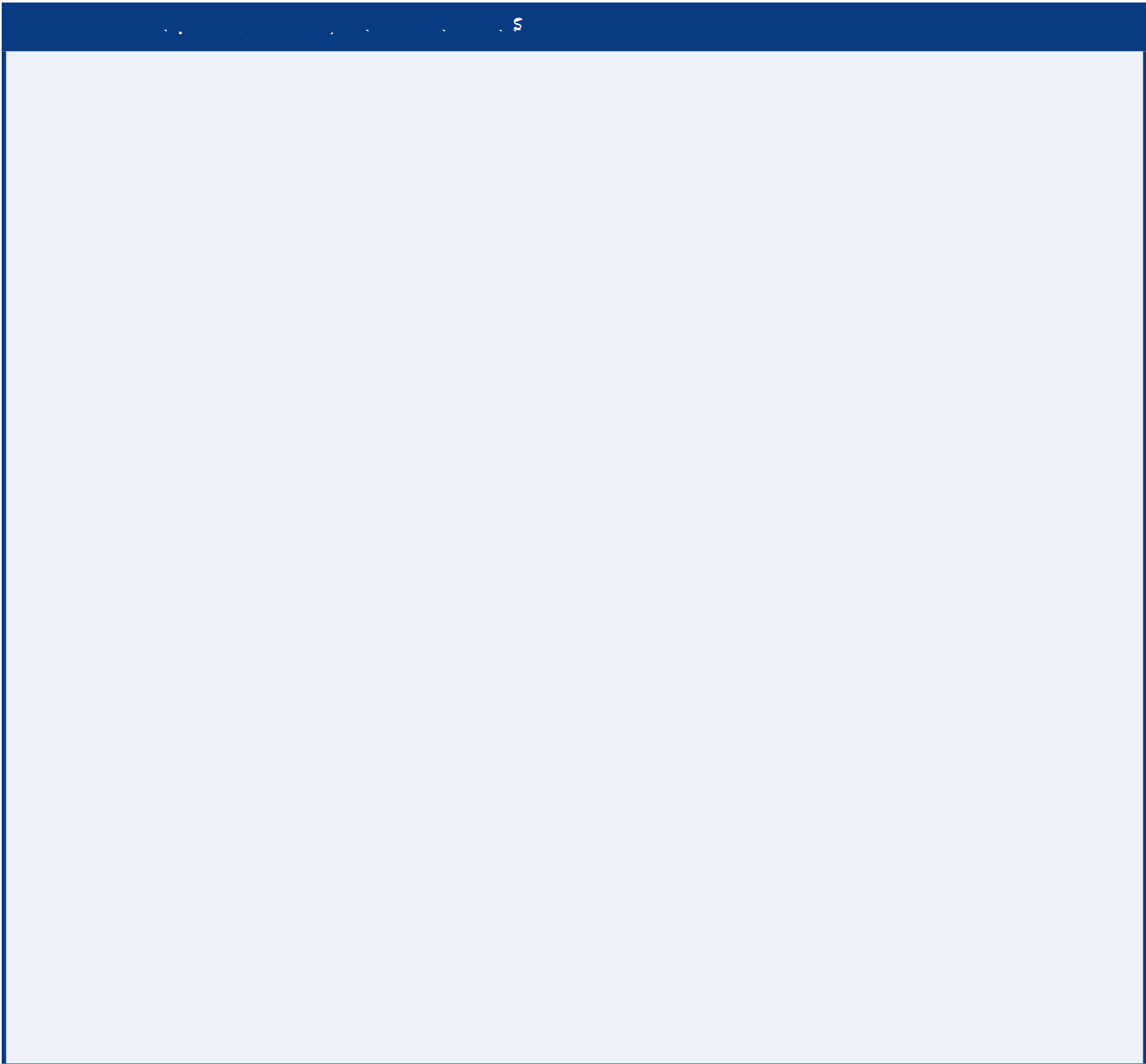
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3. **Methodology**
4. **Results**
5. **Discussion**
6. **Conclusion**
7. **References**
8. **Appendix**
9. **Notes**
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1. **Introduction**
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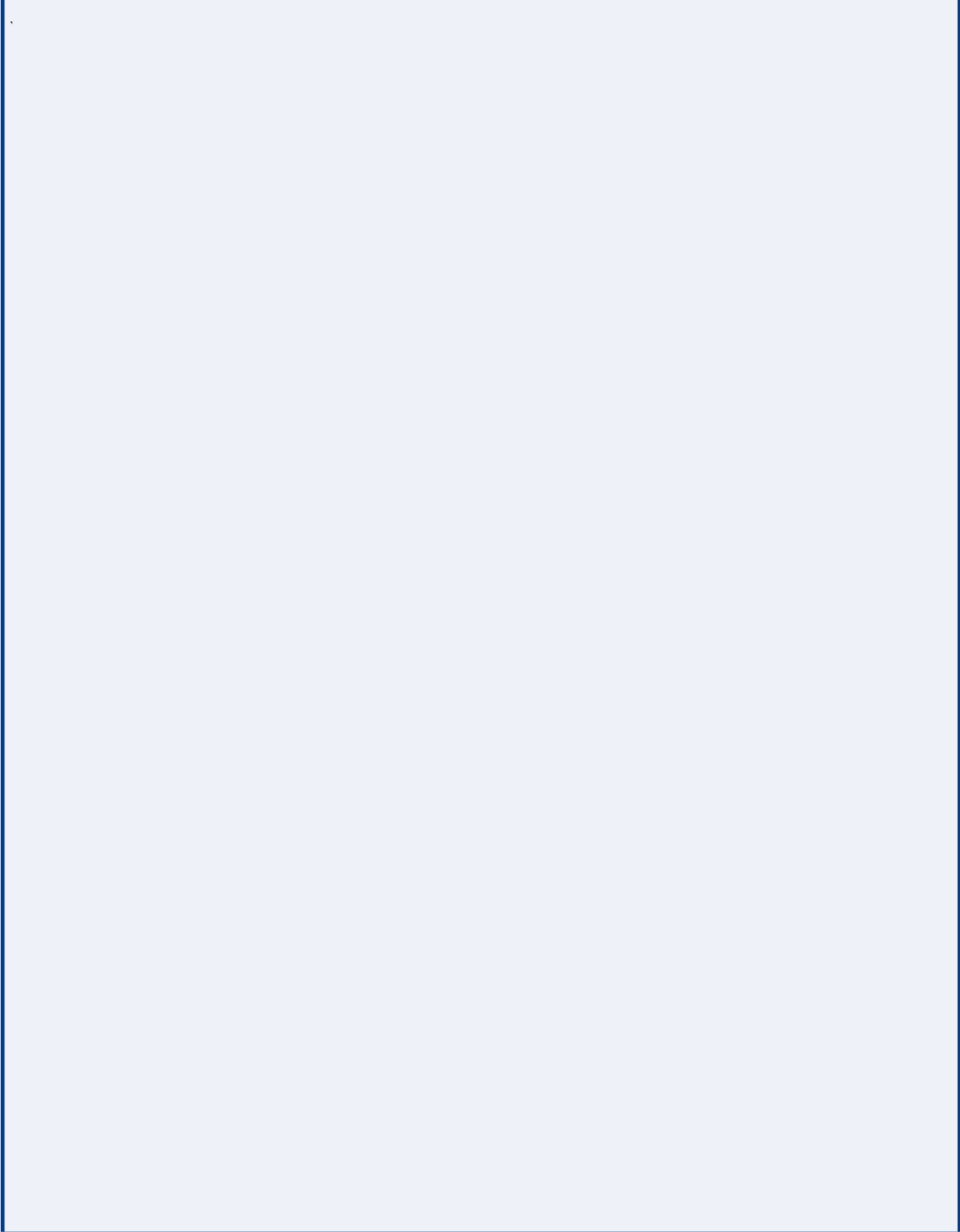
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§§ The supervisor uses the coaching approach and coaching skills any time that listening and asking questions will empower caseworkers to reflect on their practice. During weekly supervisory sessions, the full coaching process may be used as reflected in . This involves:

- Beginning the session to center together, making sure both are 100% present
- Clarifying the focus for the supervisory coaching session; if the caseworker had developed goals and an action plan during the previous session, this session might









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The supervisor has a critical role to support effective decision-making during each of the stages of the CPS process, as illustrates.

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- The quality of child welfare supervision has been linked to perceived worker empowerment, worker self-efficacy, transfer of learning, job satisfaction and reduced burnout, retention of staff, support for implementation of child welfare practice models, and the fidelity of the implementation of evidence-based interventions in child welfare.
 - Most models of supervision emphasize three overarching functions that supervisors play: (1) administrative, (2) educational, and (3) supportive.
 - Consultative supervisory practices focus on supporting caseworkers to fulfill their responsibilities to interview, conduct assessments, develop plans, implement change strategies and interventions, and evaluate changes in the risk and protective factors that brought families to need CPS interventions.

- To be most effective, best practice suggests that consultative individual and group supervision should be provided on a regular basis.
- Coaching supervisory practices support caseworkers to build competency and empower them to come up with their own solutions.
- Key supervisory coaching skills include presence, listening, reflecting/clarifying, questioning, feedback, and accountability.
- The process of a coaching session includes the following steps: centering, clarifying the focus, identifying the goal, developing an action plan, gaining commitment, and assessing progress.
- Supervisors use consultative and coaching practices to support critical thinking and core CPS decisions at each stage of the CPS process.





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Adjudicatory Hearings – held by the juvenile and family courts to determine whether a child has been maltreated or whether another legal basis exists for the state to intervene to protect the child.

Adoption and Safe Families Act (ASFA) – passed in 1997, this act (P.L. 105–89) emphasized the safety of children as the paramount concern in child welfare and promoted timely adoption and other permanent placements for children in foster care.

Burnout – overwhelming emotional exhaustion, depersonalization, and feelings of professional inefficacy; results from cumulative stress in a work environment.

Court Appointed Special Advocates (CASA) – people appointed by the court (usually volunteers) who serve to ensure that the needs and best interests of a child are fully presented to the court in child protection judicial proceeding. See also Guardian ad Litem.

Case Closure – the process of ending the involvement between the CPS worker and the family, which often involves a mutual assessment of progress and outcome achievement. Optimally, cases are closed when families have achieved their goals, and the risk of maltreatment has been sufficiently reduced or mitigated.

Case Plan – See Family Plan.

Case Planning – (also known as developing the family plan) the process where the CPS caseworker works with the family and other professionals comprising the family team to develop the family plan.

Caseworker Competency – professional behaviors based on the knowledge, skills, personal qualities, and values a person demonstrates and/or are required.

Central Registry – a centralized database containing information on all substantiated/founded reports of child maltreatment in a selected area (typically a state or tribe).





Cultural Competence (also known as Cultural Responsiveness) – “the awareness, knowledge, understanding, sensitivity, and skill needed to conduct and complete professional activities effectively with people of diverse cultural backgrounds and ethnic affiliations.”¹

Cultural Humility – “the humble and respectful attitude toward those of other cultures, which pushes one to challenge his or her own cultural biases, realize he or she cannot possibly know everything about other cultures, and approach learning about other cultures as a goal and process.”² This enables a system, agency, or providers to work effectively in cross-cultural situations with awareness

Dual Track (also known as alternative response) – a term reflecting CPS response systems that

Guardian ad Litem (GAL) – a lawyer or lay person who represents a child in court proceedings in CPS cases. Usually this person considers the “best interests” of the child and may perform a variety of roles, including those of independent investigator, advocate, advisor, and guardian for the child. See also CASA.

Historical Trauma—a form of trauma often associated with racial and ethnic population groups who have suffered major intergenerational losses and assaults on their culture and well-being; refers to the cumulative emotional and psychological wounding, as a result of group traumatic experiences, that is transmitted across generations within a community

Home Visitation Programs – prevention programs (often voluntary) that offer a variety of family-focused services to pregnant mothers and families with new babies. Activities frequently encompass structured visits to the family’s home and may address positive parenting practices, nonviolent discipline techniques, child development, maternal and child health, available services, and advocacy.



Protective Order – order a criminal court issues that prohibits persons arrested for domestic violence from abusing their alleged victim(s); may include requirements that the perpetrator leave the home and/or refrain from contacting the victim(s); typically expires when the case is adjudicated.

Psychological Maltreatment – a pattern of caregiver behavior or extreme incidents that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value to meeting another's needs; can include parents or caregivers using extreme or bizarre forms of punishment or threatening or terrorizing a child; also known as emotional abuse or neglect, verbal abuse, or mental abuse.

Response Time – a determination made by CPS and/or law enforcement regarding the immediacy of the response needed to a report of child abuse or neglect.

Restraining Order – a legal intervention where a survivor petitions a civil or family court for temporary protection. If granted by a judge, it typically orders that a perpetrator not commit acts of violence or threaten the adult or child survivors; some orders will not allow the perpetrator to enter the home of the survivor or may order no contact by the perpetrator with the survivor or children for a period of time guided by state law.

Review Hearings – held by the court to review dispositions (usually every 6 months) and the progress being made in meeting family plan goals and outcomes and to determine the need to maintain placement in out-of-home care or court jurisdiction over a child.

Risk – the likelihood that a child will be maltreated in the future.

Risk Assessment – assesses and measures the likelihood that a child will be maltreated in the future,

Secondary Traumatic Stress (STS) – work-related stress arising from secondary exposure to extremely or traumatically stressful events.

Service Provision – the ongoing process when CPS and other providers deliver specific services geared toward the reduction of risk of maltreatment and/or meeting outcomes.

Sexual Abuse – inappropriate adolescent or adult sexual behavior with a child. It includes fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism, sexual exploitation, or exposure to pornography. To be considered child sexual abuse, the perpetrator must be at least 18 years of age and the child must be at least 12 years of age.



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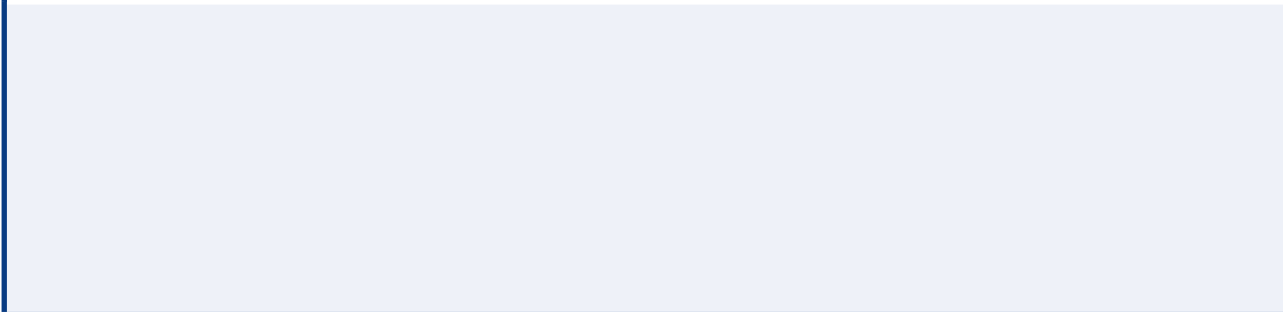
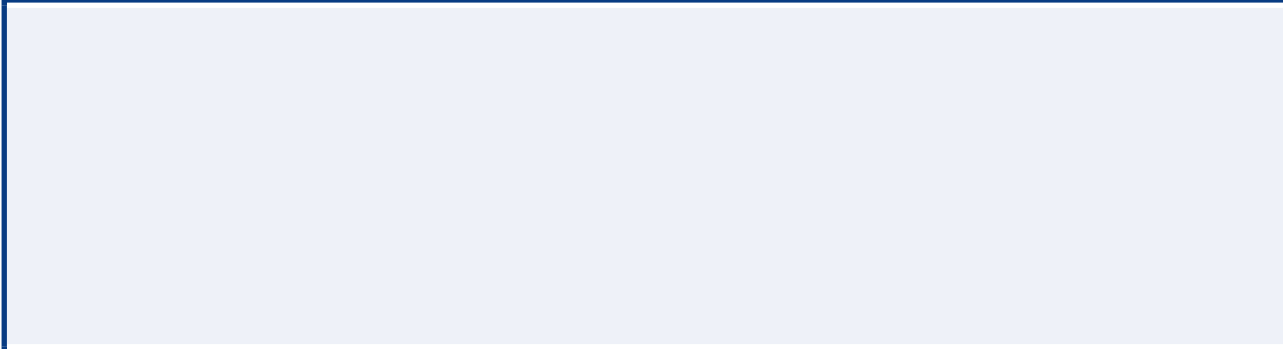
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CPS Values, Philosophy, and Professionalism

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- **Verfahrenrecht**
- **Grundrecht**
- **Verwaltungsrecht**
- **Vertragsrecht**

- **Deutsches Recht**
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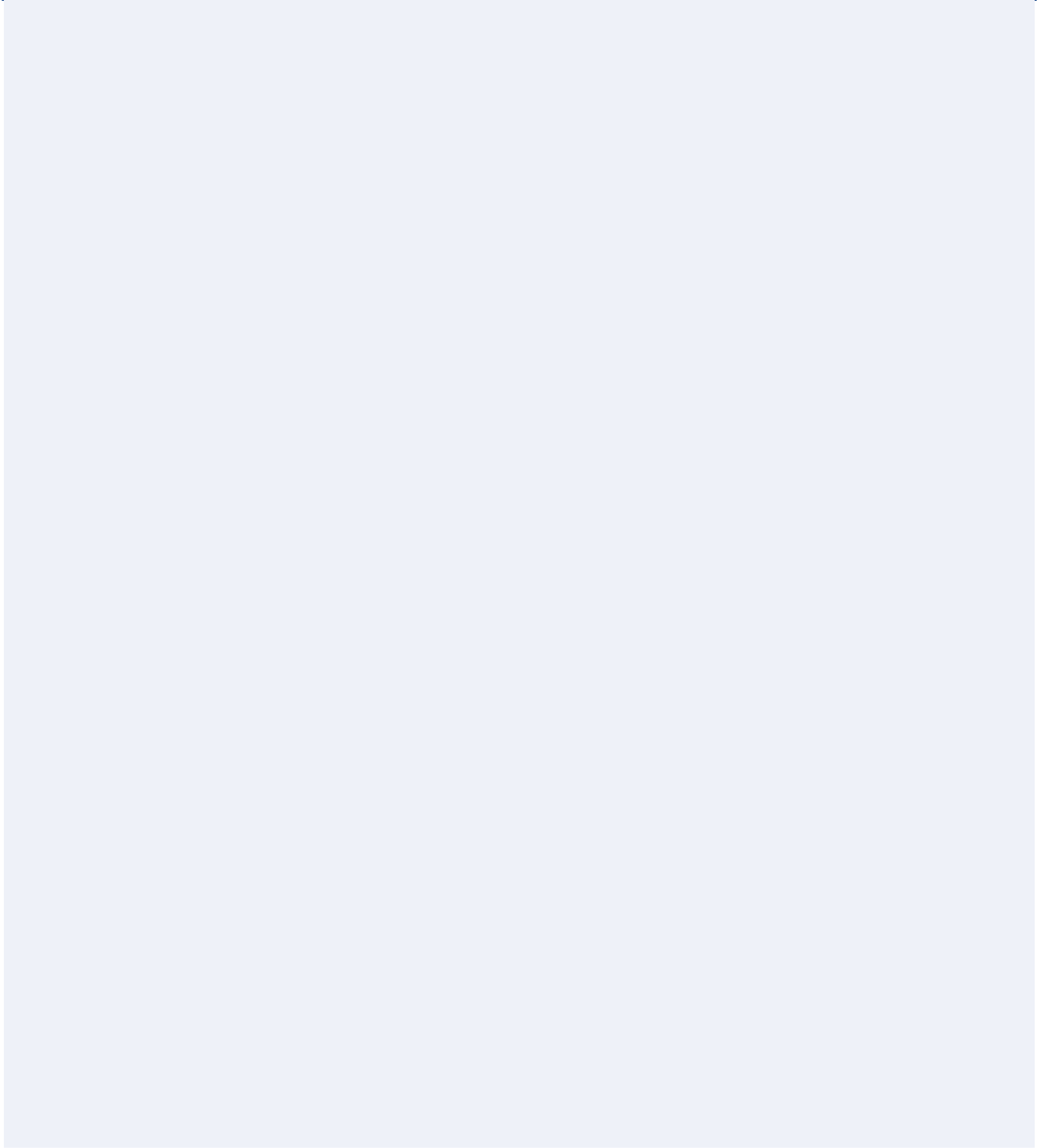
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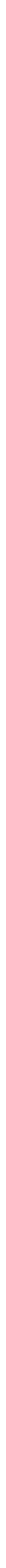


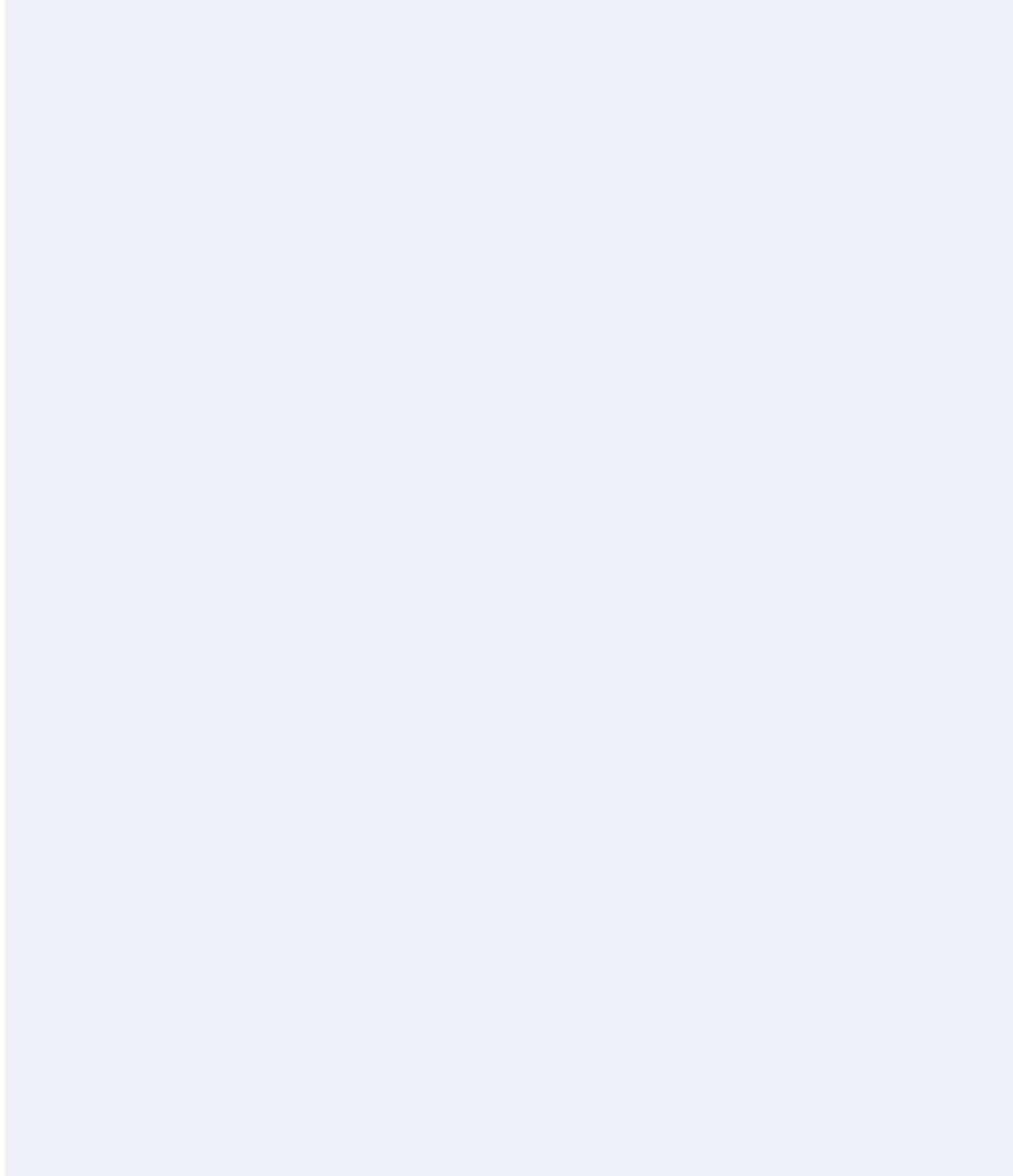
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