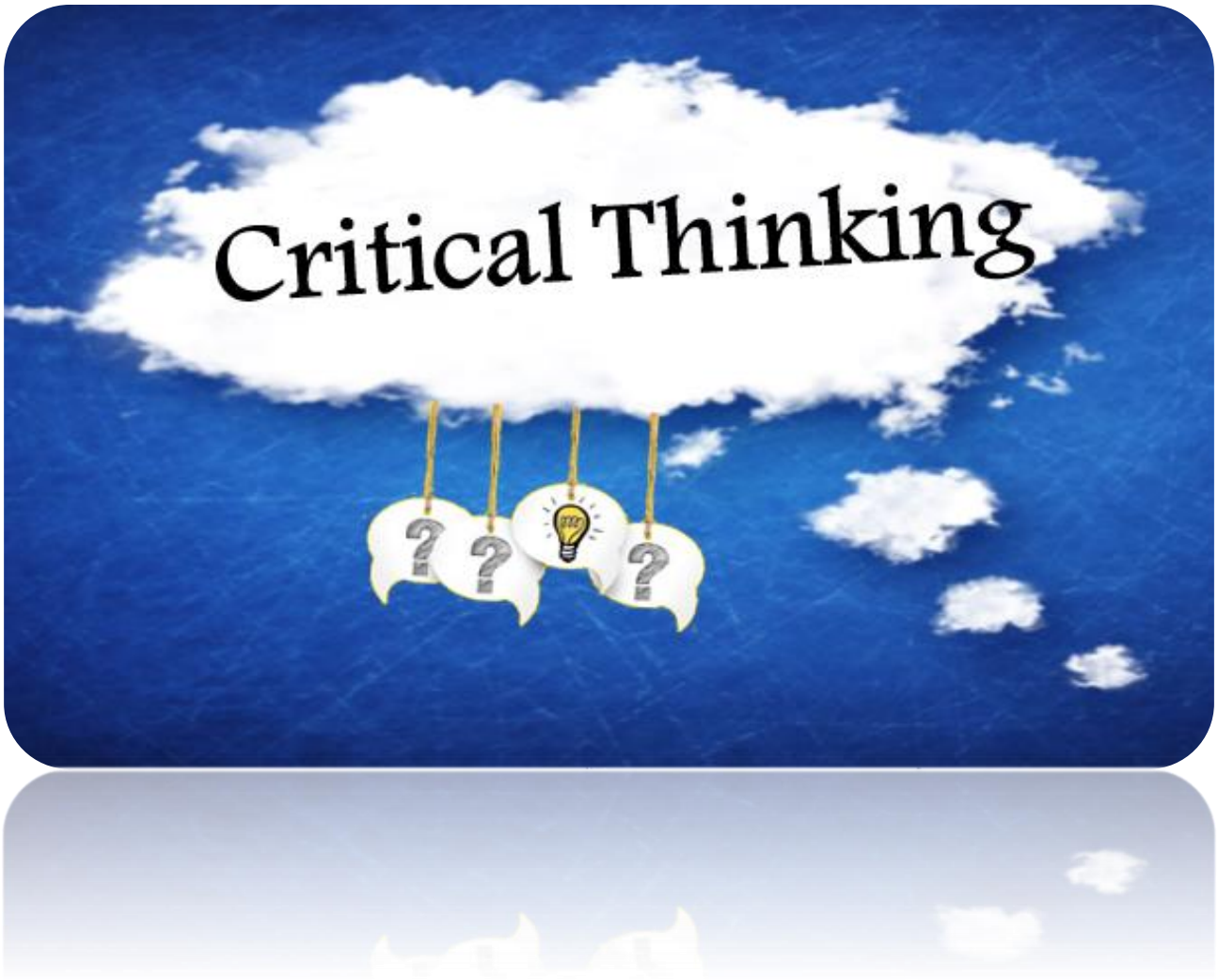

Participant Guide

Developed by TACT:
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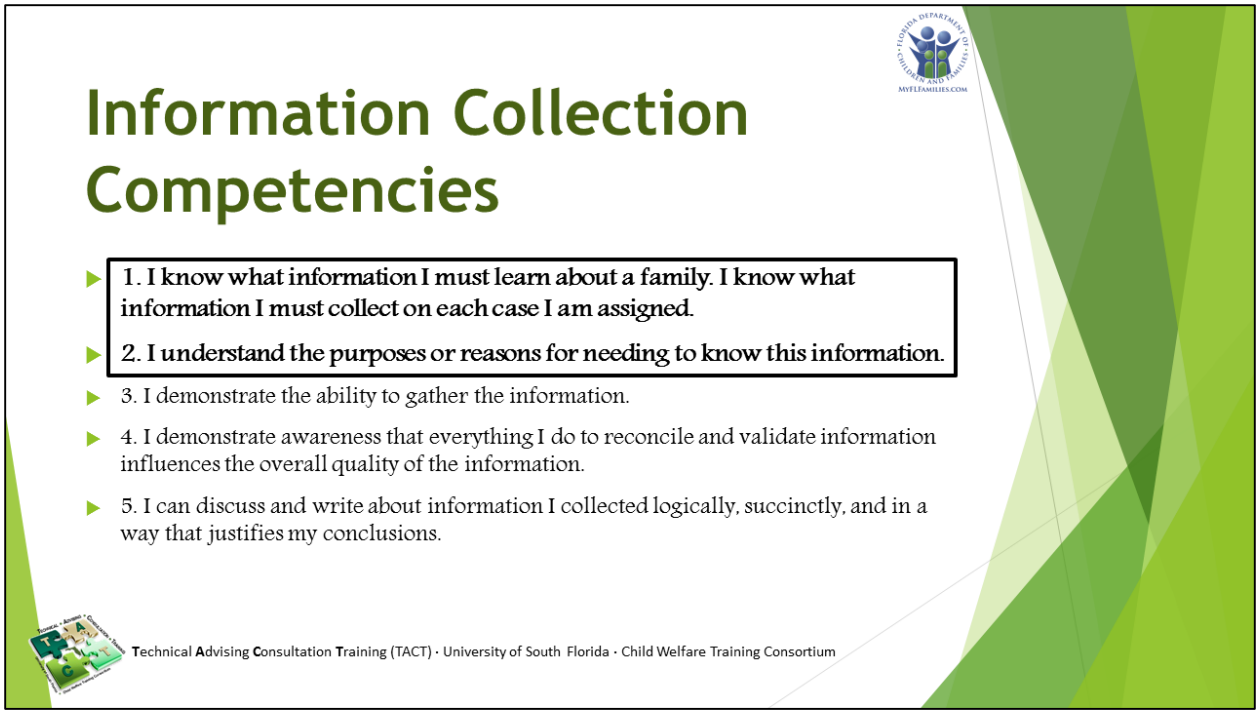
Chief Visual Designer: Kayvrie Vega

Child Welfare Training Consortium
University of South Florida

Workshop Agenda:

9am-4pm

9:00am	Introductions/Reflection
9:30am	Pre-Test
9:45am	What is Critical Thinking?
10:30am	Break
10:45am	Critical Thinking Discussion exercise
11:00am	Activity 1 (What Do I Ask and Why?) and Debrief
12-1:00pm	Lunch
1:00pm	Activity 2 (Tasking or Talking?) and Debrief
2:00pm	Activity 3 (Planning with Purpose) and Debrief
2:45pm	Break
3:00pm	Compare/Contrast Discussion of Prior History in FFA's
3:30pm	Post-Test
3:45-4pm	"In Hindsight" and Wrap up


Information Collection Competencies
1. I know what information I must learn about a family. I know what information I must collect on each case I am assigned.
2. I understand the purposes or reasons for needing to know this information.
3. I demonstrate the ability to gather the information.
4. I demonstrate awareness that everything I do to reconcile and validate information influences the overall quality of the information.
5. I can discuss and write about information I collected logically, succinctly, and in a way that justifies my conclusions.
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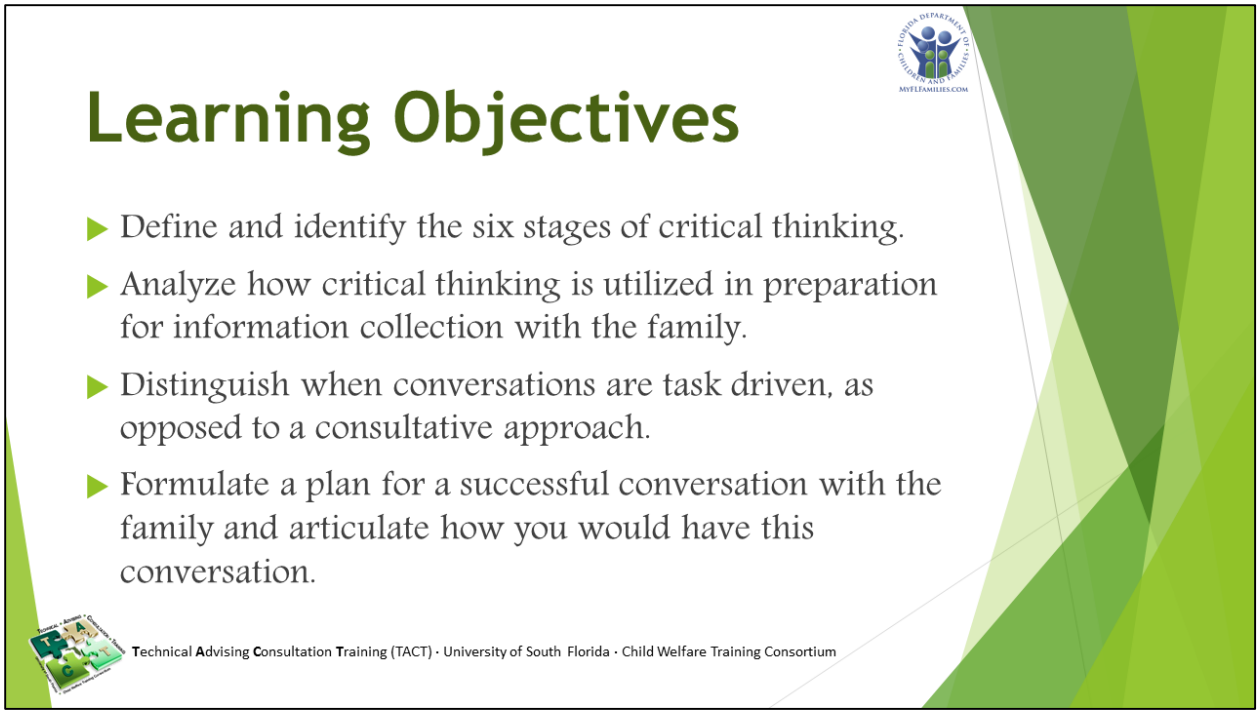
Notes:


Learning Objectives
Define and identify the six stages of critical thinking.
Analyze how critical thinking is utilized in preparation for information collection with the family.
Distinguish when conversations are task driven, as opposed to a consultative approach.
Formulate a plan for a successful conversation with the family and articulate how you would have this conversation.
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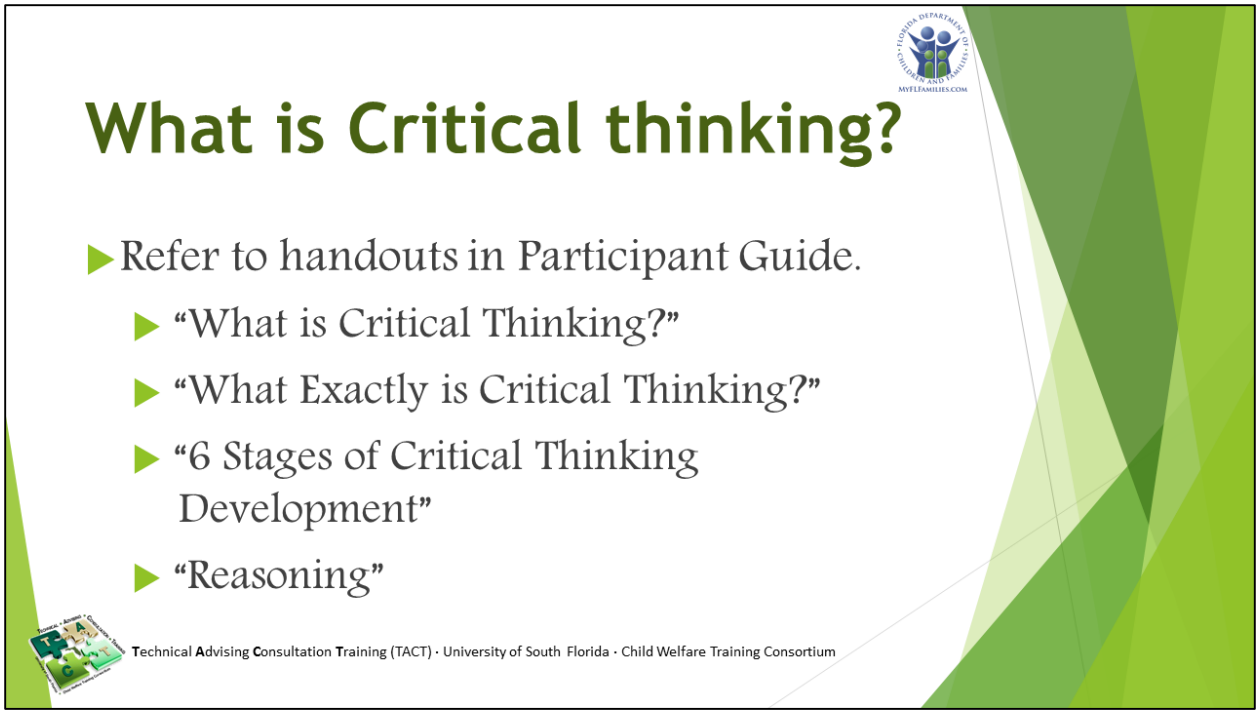
What is Critical thinking?
Refer to handouts in Participant Guide.
"What is Critical Thinking?"
"What Exactly is Critical Thinking?"
"6 Stages of Critical Thinking Development"
"Reasoning"
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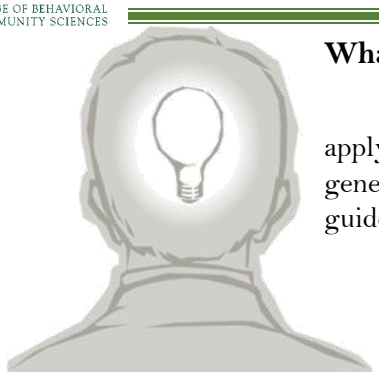
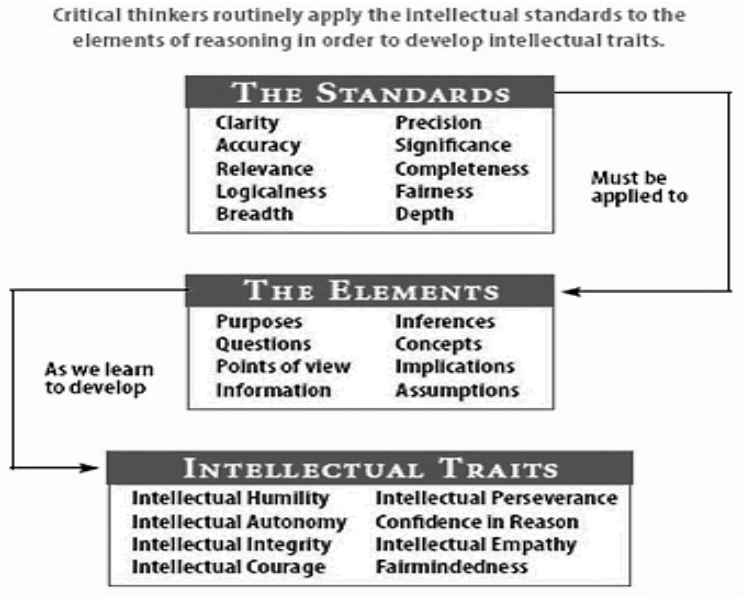


What is Critical Thinking?

"The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." (Scriven and Paul)

The Ideal Critical Thinker in Child Welfare…

- Seeks and offers clear statements of question
- Seeks and offers clear reasons, assumptions and conclusions to support justification of safety decision-making
- Strives to be well informed
- Uses credible sources and observations
- Takes into account the "family conditions" within the context of each case
- Is open-minded about information gathered
  - Suspends decision-making until information is reconciled, validated, and is sufficient.
- Assess information within context.
- Uses critical thinking abilities and skills during case assessment.



"Defining Critical Thinking." *Defining Critical Thinking*. N.p., n.d. Web. 31 Mar. 2014. <http://www.criticalthinking.org/pages/defining-critical-thinking/410>.
"Critical Thinking Home Page." *Critical Thinking Home Page*. N.p., n.d. Web. 31 Mar. 2014. <http://www.criticalthinking.net/index.html>.

What Exactly is Critical Thinking?

Basic Process of Critical Thinking

1) Identify the assumptions that frame our thinking and determine our actions.
2) Checking out the degree to which these assumptions are accurate and valid.
3) Looking at one's ideas and decisions (intellectual, organizational, and personal) from several different perspectives.
4) On the basis of all this, taking informed actions.

- **Taking Informed Action**
  - The whole point of critical thinking:
    - Informed Action
      - An action that is based on thought and analysis, which means there is some evidence we take seriously, as supporting such an action for purposes of child safety.

Brookfield, Stephen D. "What Is Critical Thinking?" *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions.* 1st ed. San Francisco: Jossey-Bass, 2012. 1-25. Print.

6 Stages of Critical Thinking Development

Stage 1: **The Unreflective Thinker**		Lacks the ability to explicity assess their thinking and improve it.	Has a variety of thinking skills but inconsistently applies them.
Stage 2: **The Challenged Thinker**		Aware that high quality thinking requires deliberate reflective thinking about thinking in order to improve.	May believe that their thinking is better than it actually is.
Stage 3: **The Beginning Thinker**		Has intellectual confidence in reason which allows them to take up the challenge & begins the process of active development as a critical thinkers.	Recognizes more the problems in their thinking but has yet discovered how to systematize their efforts to solve them.
Stage 4: **The Practicing Thinker**		Understands what it would take to systematically monitor the role in their thinking of concepts, assumptions, points of view, etc...	Can effectively articulate the strengths & weaknesses in their thinking and tries to eliminate egocentric thinking.
Stage 5: **The Advanced Thinker**		Develops new fundamental habits of thought based on deep values to which one has committed oneself & can recognize areas of inconsistency and contradiction.	Has significant insight into problems at deeper levels of thought & can address viewpoints toward which one has strong negative emotion and is fair-minded.
Stage 6: **The Accomplished Thinker**		Is deeply fair-minded & controls their egocentric nature, for them critical thinking is both conscious & highly intuitive.	Analyzes their thinking in all the significant domains of their lives & continually developing new insights into problems at deeper levels of thought.

Brookfield, Stephen D. "What Is Critical Thinking?" *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions.* 1st ed. San Francisco: Jossey-Bass, 2012. 1-25. Print.

Reasoning

Has a purpose.

- Distinguish & state the purpose clearly.
- Choose one that is realistic & significant.

Is an attempt to figure something out, settle a question, or solve a problem.

- Clearly & precisely express the question to clarify its meaning.
- Determine if the question is a matter of opinion, has a clear answer, or depends on various point of views.

Is based on assumptions.

- Clearly identify & determine if the assumption is justifiable.
- Consider how these assumptions shape your point of view.

Is done from some point of view.

- Identify your point of view & seek other point of views to evaluate strengths and weaknesses.
- Be fair-minded.

Is based on data, information & evidence.

- Gather sufficient information that supports & opposes your claim.
- Make sure all information is accurate, clear, & relevant to issue.

Is expressed through & shaped by concepts and ideas.

- Clearly identify & explain key concepts.
- Consider alternative concepts & definitions.

Contains inferences/ interpretations from which we draw conclusions.

- Infer only what the evidence implies & check for consistency.
- Identify the assumptions which lead to inferences.

Leads somewhere, either implications or consequences.

- Consider & trace all possible implications and consequences that follow your reasoning.
- Look out for negative & positive implications.

Brookfield, Stephen D. "What Is Critical Thinking?" *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. 1st ed. San Francisco: Jossey-Bass, 2012. 1-25. Print.

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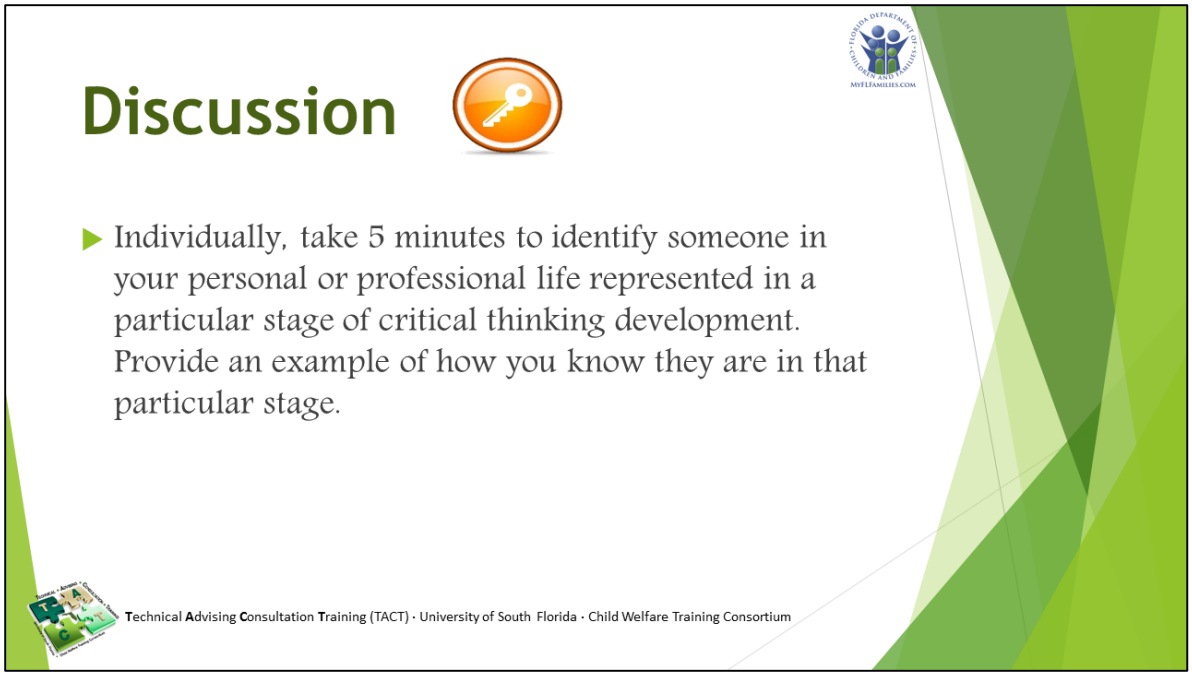
Discussion
Individually, take 5 minutes to identify someone in your personal or professional life represented in a particular stage of critical thinking development. Provide an example of how you know they are in that particular stage.
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Notes:

Critical Thinking in Pre-Commencement Activities/ Consultations
Benefits and challenges during pre-commencement activities and consultations.
Reference pre-commencement handouts.

Notes:

CPI Pre-Commencement Activities

Intended to adequately prepare the investigator for the work that will follow the Family Functioning Assessment (FFA).

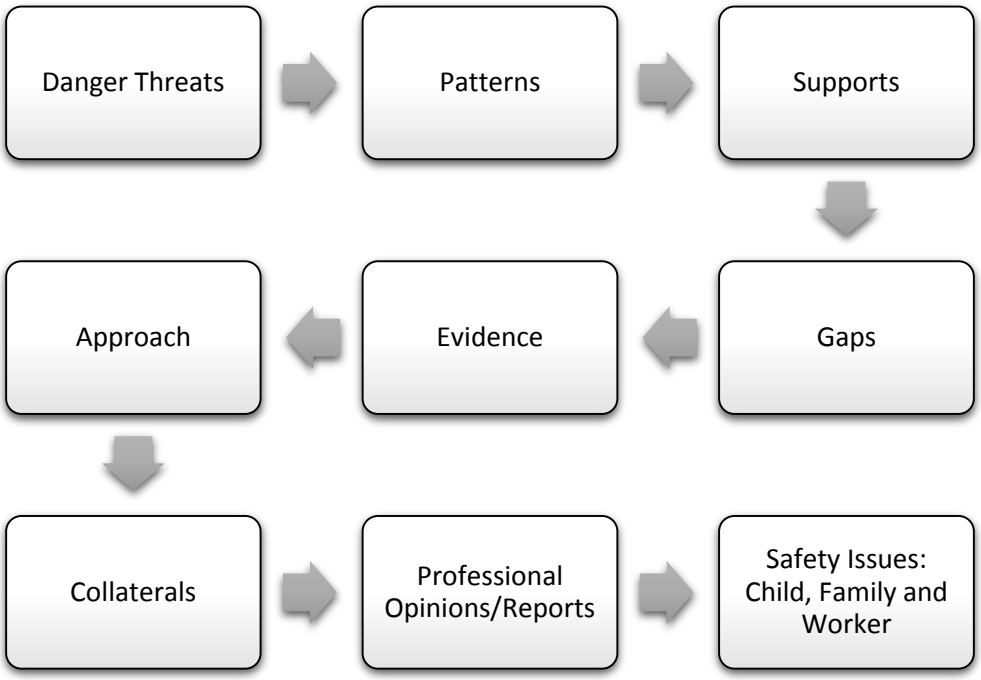
Consultation with Supervisor or designee:

- Consultation on every case is Best Practice
- Required pre-commencement consultations:
  - Life threatening injuries or child fatality
  - Medical neglect/complex medical needs
  - Potential danger to the CPI
  - Potential notable participants (DCF, Sheriff's Office staff, public official, celebrity, etc.)

Prior to Initial Contact:

- Review current allegation narrative
- Read and assess all prior abuse reports, investigative decisions and outcomes with focus on patterns of maltreatments, alleged victims, alleged maltreating caregivers
- Examine NCIC, FCIC, local law enforcement calls for service
- Search for available Clerk of Court records
- Out of state child welfare reports if applicable

Assessment of Information:



Reference: Safety Methodology Practice Guideline (2014)

Supervisor Pre-Commencement Activities

While pre-commencement consultations are generally provided at the discretion of the supervisor, a face-to-face or telephonic consultation between the supervisor or designee and the investigator is **required** under the following circumstances:

- When an intake alleges life threatening injuries or a child fatality
- When an intake alleges medical neglect or involves a medically complex child and the investigator assigned has not received specialized training to handle these cases
- When an intake indicates potential danger to the investigator
- When an intake contains potentially notable participants (Department/CBC/Sheriff staff, public officials or celebrities, etc.)

Concentration: Consultations are meant to assist CPI in preparing to complete the FFA and anticipate potential safety intervention needs at the point of initial contact with family members.

Analysis of Hotline Report and Plan:

- Gaps in information, relevant information for engagement, engagement of partner agencies, consideration of present danger.
- Know the case; evaluate the circumstances of the report prior to case assignment to ensure the investigator has the requisite skills and experience needed.
- Know your CPI; anticipate strengths, challenges, and biases, over or under confidence, communication style and ability, engagement strategies.

- **Confirmation:**
  - Investigator has sufficiently reviewed historical records and reports (criminal and child welfare) and information contained in the current intake to explore a wide array of investigative considerations.

Reference: Safety Methodology Practice Guideline (2014)

Interagency Consultation and Teamwork

Review of information and pre-commencement actions assists in identifying when the investigation requires an interagency consultation and potential joint response.

- Law Enforcement
- Child Protection Team
- Domestic Violence Advocate
- Substance Abuse and/or Mental Health Professional
- Case Manager
- Child Care and Foster Care Licensing Staff
- Adoption Case Manger or Post Adoption Services Staff

Reference: Safety Methodology Practice Guideline (2014)

Domains Inform the Danger Threats

MALTREATMENT AND NATURE OF MALTREATMENT What is the extent of the maltreatment? What surrounding circumstances accompany the alleged maltreatment? *Asphyxiation *Internal Injuries *Bone Fractures *Physical Injury *Burns *Sexual Abuse *Death *Failure to Thrive *Environmental Hazards *Inadequate Supervision *Medical Neglect *Threatened Harm		Parent's/Legal Guardian's or Caregiver's intentional and willful act caused serious physical injury to the child, or the parent/legal guardian or caregiver intended to seriously injure the child. Child has a serious illness or injury (indicative of child abuse) that is unexplained, or the Parent's/Legal Guardian's or Caregiver's explanations are inconsistent with the illness or injury. The child's physical living conditions are hazardous and a child has already been seriously injured or will likely be seriously injured. The living conditions seriously endanger the child's physical health. There are reports of serious harm and the child's whereabouts cannot be determined and/or there is a reason to believe that the family is about to flee to avoid agency intervention and/or the family refuses access to the child to assess for serious harm. **Parent/Legal Guardian or Caregiver is not meeting the child's essential medical needs** AND the child is has already been seriously harmed or will likely be serious harmed.
CHILD FUNCTIONING How does the child function on a daily basis? Include physical health, development; emotion and temperament; intellectual functioning; behavior; ability to communicate; self-control; educational performance; peer relations; behaviors that seem to provoke parent/caregiver reaction/behavior, activities with family and others. Include a description of each child's vulnerability based on threats identified. *Mental Injury		Child shows serious emotional symptoms requiring intervention and/or lacks behavioral control and/or exhibits self-destructive behavior that the Parent/Legal Guardian or Caregiver are unwilling or unable to manage to keep the child safe.
ADULT FUNCTIONING How does the adult function on a daily basis? Overall life management. Include assessment and analysis of prior child abuse/neglect history, criminal behavior, impulse control, substance use/abuse, violence and domestic violence, mental health; include an assessment of the adult's physical health, emotion and temperament, cognitive ability; intellectual functioning; behavior; ability to communicate; self-control; education; peer and family relations, employment, etc. *Family Violence Threatens Child *Human Trafficking *Sexual Abuse *Mental Injury *Substance Misuse		Parent/Legal Guardian or Caregiver is violent, impulsive, cannot or will not control behavior or is acting dangerously in ways that have seriously harmed the child or will likely seriously harm to the child.
PARENTING General – What are the overall, typical, parenting practices used by the parents/legal guardians? Discipline/Behavior Management – What are the disciplinary approaches used by the parents/legal guardians, and under what circumstances? *Abandonment *Failure to Thrive *Inadequate Supervision *Malnutrition/Dehydration *Threatened Harm		Parent/Legal Guardian or Caregiver is not meeting child's basic and essential needs for food, clothing, and/or supervision AND the child is/has already been seriously harmed or will likely be seriously harmed. Parent/Legal Guardian or Caregiver is threatening to seriously harm the child and/or parent/legal guardian or caregiver is fearful he/she will seriously harm the child. **Parent/Legal Guardian or Caregiver views child and/or acts toward the child in extremely** negative ways AND such behavior has or will result in serious harm to the child.

Reference: Action for Child Protection

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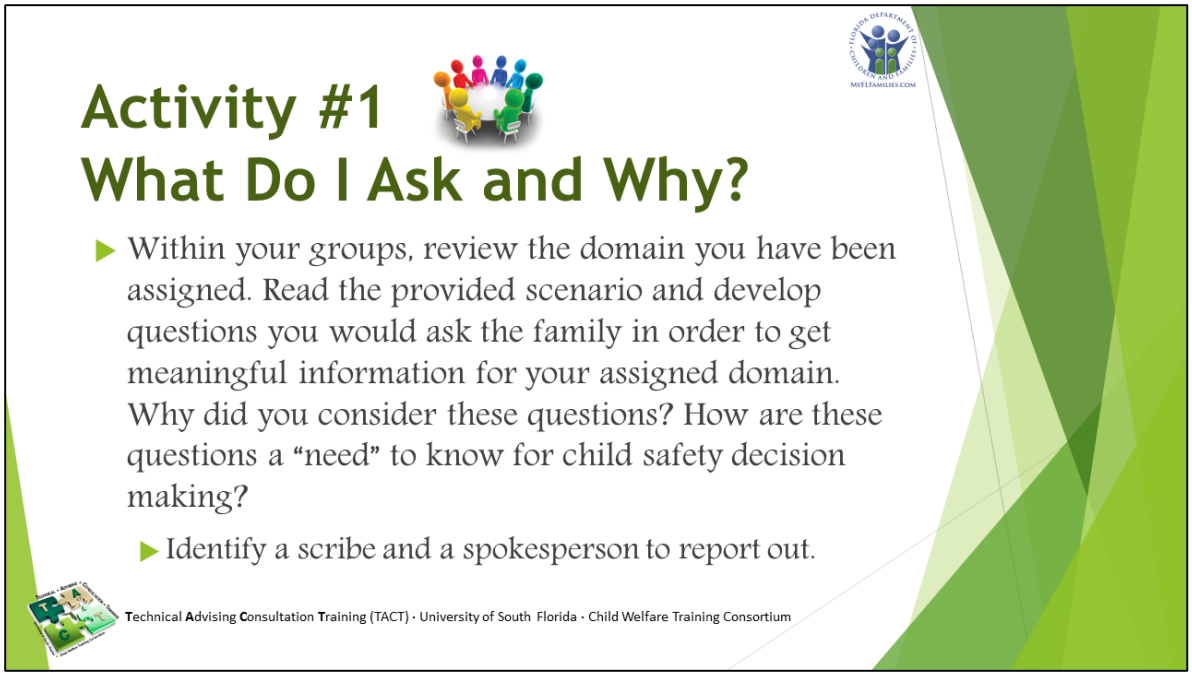
Activity #1
What Do I Ask and Why?
Within your groups, review the domain you have been assigned. Read the provided scenario and develop questions you would ask the family in order to get meaningful information for your assigned domain. Why did you consider these questions? How are these questions a "need" to know for child safety decision making?
Identify a scribe and a spokesperson to report out.
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Notes:

Safety Decision Making Methodology:
Information Collection Domains

1. MALTREATMENT

This question is concerned with the maltreating behavior and immediate effects on a child. It considers what is occurring or has occurred and what the results are (e.g., hitting, injuries, lack of supervision, etc.). The answer to this question also results in a finding/identification of maltreatment (as in an allegation or substantiation of the alleged maltreatment). This question is typically the focus of most hotline reports and investigations. So, it is very important. However relying only on information from this question is inadequate for assessing safety.

Information that answers this question includes:

- Type of maltreatment**;**
- Severity of maltreatment;
- Description of specific events;
- Description of emotional and physical symptoms;
- Identification of the child and maltreating caregiver;
- Condition of the child.

2. NATURE OF THE MALTREATMENT: SURROUNDING CIRCUMSTANCES

This question is concerned with the nature of what accompanies or surrounds the maltreatment. It addresses what is going on at the time that the maltreatment occurs or occurred. It serves to qualify the maltreatment by placing it in a context or situation that l) precedes or leads up to the maltreatment, or 2) exists while the maltreatment is occurring. By selectively "assessing" this element separate from the actual maltreatment, we achieve greater understanding of how serious the maltreatment is. In other words, circumstances that accompany the maltreatment are important and are significant in-and-of themselves and qualify how serious the maltreatment is.

Information that answers this question includes:

- The duration of the maltreatment;
- History of maltreatment;
- Patterns of functioning leading to or explaining the maltreatment;
- Parent/legal guardian or caregiver intent concerning the maltreatment; (assessment of intent re: parenting/discipline vs. intent to harm)
- Parent/legal guardian or caregiver explanation for the maltreatment and family conditions;
- Unique aspects of the maltreatment, such as whether weapons were involved;
- Caregiver acknowledgement and attitude about the maltreatment and;
- Other problems occurring in association with the maltreatment.

Reference: Action for Child Protection

3. CHILD FUNCTIONING

This question is concerned with the child's general behavior, emotions, temperament, and physical capacity. It addresses how a child is from day to day, rather than focusing on a point in time (i.e CPI contact, time of maltreatment event). A developmentally appropriate standard is applied in the area of inquiry. This information element is qualified by the age of the child. Functioning is considered with respect to age appropriateness. Age appropriateness is applied against the "normalcy" standard. So, it is critical that you have a working understanding of child development given that you will be considering how a child is functioning in respect to what is expected given the child's age. Among the areas you will consider in information collecting and "assessing" are trust, sociability, self-awareness and acceptance, verbal skills/communication, independence, assertiveness, motor skills, intellect and mental performance, self-control, emotion, play and work, behavior patterns, mood changes, eating and sleeping habits and sexual behavior. Additionally, you consider the child's physical capabilities including vulnerability and ability to make needs known.

Information that answers this question includes:

- General mood and temperament;
- Intellectual functioning;
- Communication and social skills;
- Expressions of emotions/feelings;
- Behavior;
- Peer relations;
- School performance;
- Independence;
- Motor skills;
- Physical and mental health;
- Functioning within cultural norms.

Reference: Action for Child Protection

4. ADULT FUNCTIONING

This information element has strictly to do with how adults (the caregivers) in a family household are functioning. This question is concerned with how the adults (parents/legal guardians or caregivers) in the family household typically feel, think, and act on a daily basis. The question here focuses on adult functioning separate of parenting. We are concerned with how the adults behave regardless of the fact that they are parents or caregivers. The question is concerned with life management, social relationships, meeting needs, problem solving, perception, rationality, self-control, reality testing, stability, self-awareness, self-esteem, self-acceptance and coherence. Remember it is important that recent (adult related) history is captured here such as employment experiences, criminal history and what that tells us about the adult's behavior, impulse control, etc.; previous relationships and associated dynamics; and so on.

Information that answers this question includes:

- Communication and social skills;
- Coping and stress management;
- Self-control;
- Problem solving;
- Judgment and decision making;
- Independence;
- Home and financial management;
- Income/Employment;
- Citizenship and community involvement;
- Rationality;
- Self-care and self-preservation;
- Substance use;
- Mental health;
- Family and/or domestic violence;
- Physical health and capacity; and
- Functioning within cultural norms.

Reference: Action for Child Protection

Safety Decision Making Methodology:
Information Collection Domains

5. GENERAL PARENTING

This question explores the general nature and approach to parenting which forms the basis for understanding caregiver-child interaction in more substantive ways. When considering this information element, it is important to keep distinctively centered on the overall parenting that is occurring and not allow any maltreatment incident or discipline to shade your study. Among the issues for consideration within this element are: parenting styles and the origin of the style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting, reasons for having children, viewpoint toward children, examples of parenting behavior and parenting experiences.

Information that answers this question includes;

- Reasons for being a caregiver;
- Satisfaction in being a caregiver;
- Parent/legal guardian or caregiver knowledge and skill in parenting and child development;
- Parent/legal guardian or caregiver expectations and empathy for a child;
- Decision making in parenting practices;
- Parenting style;
- History of parenting behavior;
- Cultural practices; and
- Protectiveness.

6. **DISCIPLINE OR BEHAVIOR MANAGEMENT**

Discipline is considered in a broader context than socialization; teaching and guiding the child. Usually, staff focuses on discipline only within a punishment context, so emphasis on the importance of viewing discipline as providing direction, managing behavior, teaching, and directing a child are considered in answering this question. Study here would include the parent's methods, the source of those methods, purpose or reasons for, attitudes about, context of, expectations of discipline, understanding, relationship to child and child behavior, meaning of discipline.

Information that answers this question includes;

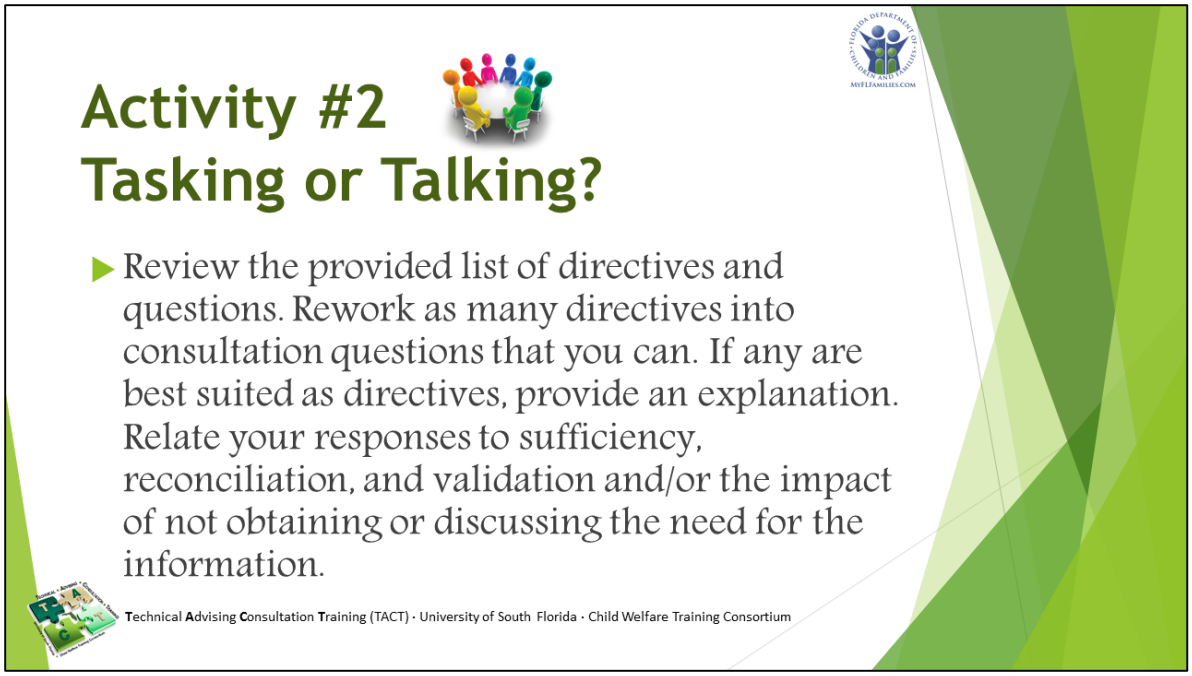
- Disciplinary methods;
- Approaches to managing child behavior
- Perception of effectiveness of utilized approaches;
- Concepts and purpose of discipline;
- Context in which discipline occurs; and cultural practices.

Reference: Action for Child Protection

Scenario: Two parent household with ongoing domestic violence situations, both reported and unreported. The current report alleges inadequate supervision of the children due to the mother drinking excessively and mutual aggression by the parents. The father has been arrested on a separate occasion for pushing/shoving the mother and the children report hearing verbal arguments routinely and also occasionally seeing the father push or shove the mother when he is angry. There are 3 children in the household, ages 9, 7, and 5. The oldest child takes on many parenting responsibilities to assist the family due to the father working many long hours in construction and the mother battling an ongoing alcohol dependency. There are 8 priors on the family to include a report on the mother as a child; she was sexually abused by her grandfather. As parents, these caregivers have had 4 reports of family violence, one resulting in verified findings when the father was arrested. The other 3 priors involve substance misuse by the mother for alcohol, allegations the father has a history of prescription medication misuse, and inadequate supervision of the children.

Information Collection Domain: _____

Questions to Ask:



Sufficiency is the condition or quality of being adequate. Enough information to meet the needs of a situation or a proposed end. **Reconciliation** ensures that relevant information is presented consistently, no unexplained discrepant statements in assessment and/or rationale is provided to explain why more weight or credibility is given to one statement over another. **Validation** is the act, process, or instance of determining the degree of reliability. The information should be analytical but must be based on specific describable information and not open speculation.

Directive/Tasks and Consultation Questions List:

- Complete prior history summary section within FFA
- Were the children truth/lie qualified?
- Offer a daycare referral
- Add the grandmother to the report and run criminal background checks on her
- Did you ask the parents to submit to a drug screen?
- Obtain a teacher collateral
- Interview the paternal aunt and see her children
- Request medical records for the children
- Did you ask the neighbor about the allegations?
- Double check the danger threats selected. Are these supported?
- Was this case pre-commenced with a supervisor?
- Ask the mother about her parenting skills
- If the mother's paramour does not engage in community resources, staff with CPIS
- Add Nature of Maltreatment domain information in the FFA
- Upload photo of the child into FSFN
- Complete the TANF

Notes:

Activity #3
Planning with Purpose

- Read about the family's prior DCF history from the provided case scenario from Activity 2. Demonstrate and/or report out group responses based on Trainer's direction.

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Questions to Consider:

- What would be your approach? Why?
- Did you tie your strategy/approach to a specific domain? Which one? Why?
- What would be a challenge for you to discuss?
- What would you be cautious about in your approach?
- What would be your fears of this approach?
- What would you have to know?
- What would you like to know?

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Scenario: Two parent household with ongoing domestic violence situations, both reported and unreported. The current report alleges inadequate supervision of the children due to the mother drinking excessively and mutual aggression by the parents. The father has been arrested on a separate occasion for pushing/shoving the mother and the children report hearing verbal arguments routinely and also occasionally seeing the father push or shove the mother when he is angry. There are 3 children in the household, ages 9, 7, and 5. The oldest child takes on many parenting responsibilities to assist the family due to the father working many long hours in construction and the mother battling an ongoing alcohol dependency. There are 8 priors on the family to include a report on the mother as a child; she was sexually abused by her grandfather. As parents, these caregivers have had 4 reports of family violence, one resulting in verified findings when the father was arrested. The other 3 priors involve substance misuse by the mother for alcohol, allegations the father has a history of prescription medication misuse, and inadequate supervision of the children.

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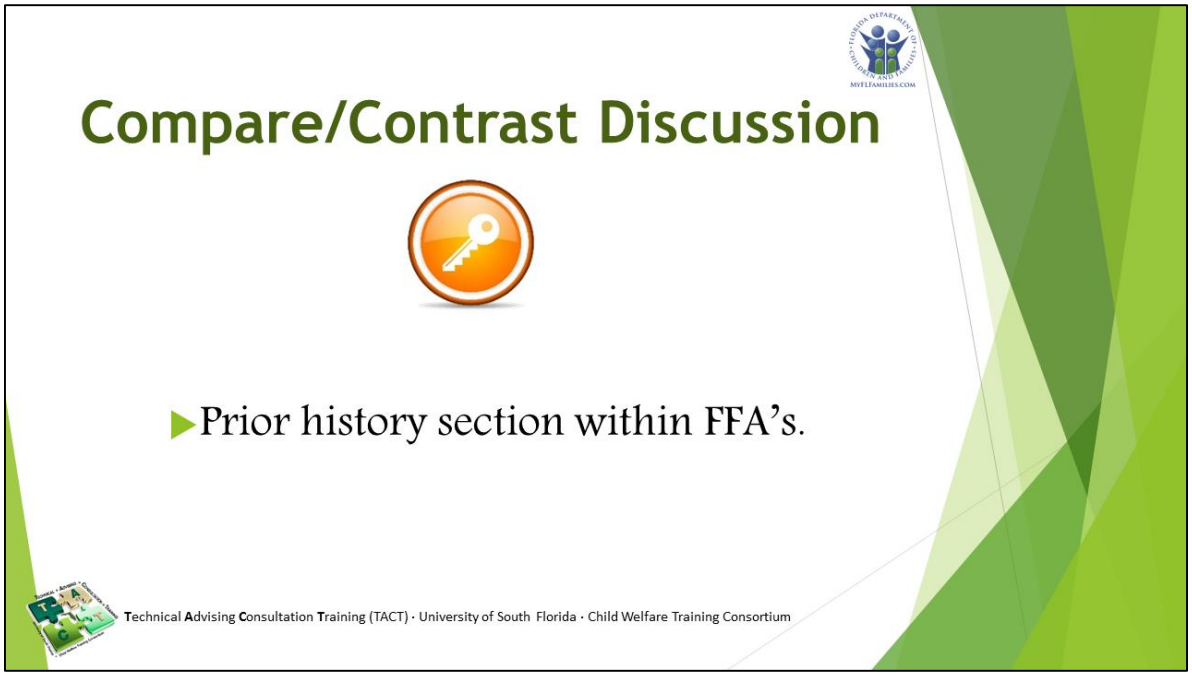
Compare/Contrast Discussion
Prior history section within FFA's.
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Notes:

"In Hindsight"
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Notes:

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