



# SCALING *Engagement*



Case  
Management  
Redesign

Partnering with  
Families in Their  
Home

Child and Family  
Team Meetings

Courts

Crisis Situations

Culturally  
Responsive  
Crisis  
Situations

Alternate  
Caregivers



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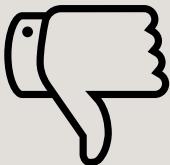
Alternate  
Caregivers



## Engagement Activity: Partnering with Families in Their Home



### INADEQUATE



### ADEQUATE



#### CASEWORKER

<b>CASEWORKER</b>	<b>INADEQUATE</b> 	<b>ADEQUATE</b> 
	<ul style="list-style-type: none"><li>• Does not partner with families; makes decisions or creates plans without their input.</li><li>• Appears judgmental, condescending, or dismissive.</li><li>• Displays negative non-verbal cues such as crossed arms, eye rolls, avoiding eye contact, or standing over seated family members.</li><li>• Talks <i>at</i> families or “preaches” instead of engaging in two-way communication.</li><li>• Treats families as “less than” or inferior.</li><li>• Uses a rushed, forceful, or impatient tone.</li><li>• Initiates contact with a letter instead of personal outreach when a family needs support.</li><li>• Uses child welfare jargon or acronyms that families do not understand.</li></ul>	<ul style="list-style-type: none"><li>• Meets families where they are and adjusts approach based on their readiness, culture, and current situation.</li><li>• Aligns goals with families to ensure shared understanding and collaboration.</li><li>• Actively works the case plan; follows through on tasks and keeps communication consistent.</li><li>• Encourages empowerment — helps families identify their own strengths and lead their planning.</li><li>• Ensures family members feel heard, valued, and acknowledged as the experts on their own family.</li></ul>



## Engagement Activity: Partnering with Families in Their Home



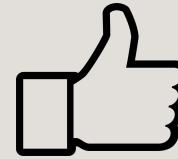
### CASEWORKER

#### INADEQUATE



- Demonstrates poor body language — checking watch, emails, phone, or computer during meetings.
- Fails to make eye contact or show attentiveness during conversations.
- Talks too fast or over-explains without checking for understanding.
- Makes judgments or assumptions about the family's behavior, capacity, or motivation.
- Expects families to conform to the worker's schedule or pace without flexibility.
- Prioritizes agency goals over the family's values or voice.
- Refers to families as "cases" instead of people or partners.
- Fails to follow through on promises or tasks; lacks reliability.
- Reacts rather than plans; avoids meaningful engagement or problem-solving.

#### ADEQUATE



- Builds trust through transparency, honesty, and consistent follow-through.
- Shows empathy and respect — validates family emotions and perspectives.
- Is prepared, punctual, and professional during all interactions.
- Utilizes motivational interviewing to support change and build internal motivation.
- Spends quality, focused time with families — prioritizing meaningful interactions.
- Creates impactful, family-led goals that reflect what "healthy" looks like for that specific family.
- Demonstrates cultural awareness and competence throughout case planning and visits.



## Engagement Activity: Partnering with Families in Their Home



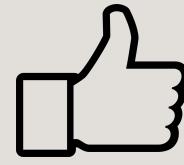
### CASEWORKER

#### INADEQUATE



- Dominates conversations and disregards family contributions.
- Ignores or minimizes cultural or linguistic needs.
- Schedules meetings at inconvenient times without consulting families.
- Uses a “one-size-fits-all” approach that ignores family context or culture.
- Provides inconsistent information or avoids difficult conversations.
- Focuses solely on compliance or control instead of partnership and trust.
- Arrives late, unprepared, or distracted.
- Uses directive or punitive communication instead of supportive dialogue.
- Treats visits as tasks to complete rather than opportunities for engagement.

#### ADEQUATE



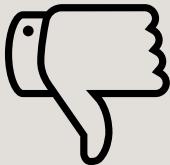
- Demonstrates active listening — uses reflection, empathy, and open-ended questions.
- Acknowledges and plans for cultural needs and sensitivities.
- Considers practical barriers such as work schedules, transportation, or childcare when scheduling meetings.
- Understands family dynamics, learning styles, and barriers such as health, literacy, or cognitive delays.
- Maintains positive, open body language — leans in, maintains eye contact, and shows attentiveness.
- Communicates clearly and respectfully, avoiding jargon and acronyms.
- Uses plain, supportive language that families understand.



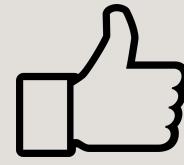
## Engagement Activity: Partnering with Families in Their Home



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Focuses only on paperwork and compliance instead of engagement quality.
- Uses a directive, critical, or punitive tone in supervision.
- Dismisses staff input, concerns, or emotional responses.
- Avoids addressing poor engagement practices (e.g., judgmental language or lack of follow-up).
- Fails to model respect, empathy, or cultural humility.
- Ignores the impact of workload, burnout, or secondary trauma on staff performance.
- Provides unclear or inconsistent expectations.
- Relies heavily on email or reports instead of meaningful supervision conversations.

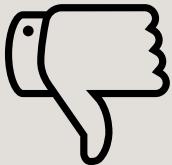
- Models respectful, family-centered communication and professionalism in all interactions.
- Provides reflective supervision that focuses on learning, growth, and engagement quality — not just compliance.
- Creates a safe environment for staff to discuss challenges, mistakes, and emotional impacts of the work.
- Gives timely, balanced feedback that highlights strengths and identifies areas for growth.
- Encourages staff to use empathy, active listening, and cultural responsiveness with families.



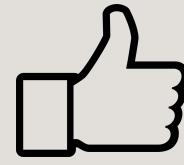
## Engagement Activity: Partnering with Families in Their Home



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Fails to recognize or reinforce effective family engagement practice.
- Avoids accountability conversations or minimizes issues when problems arise.
- Does not provide coaching or mentoring opportunities for staff development.
- Prioritizes deadlines over relationship-building or case quality.
- Uses jargon, acronyms, or “system talk” without explanation.
- Makes assumptions about staff intent or capacity without seeking understanding.
- Demonstrates poor body language (e.g., distracted, rushed, checking phone during supervision).

- Reviews casework to ensure family voice and partnership are evident in documentation and planning.
- Supports staff in identifying and removing barriers that hinder meaningful family engagement.
- Promotes flexibility in scheduling and case planning to meet family needs.
- Advocates for staff needs (training, workload balance, support) that improve service quality.
- Acknowledges and celebrates staff who demonstrate strong engagement practices.
- Maintains transparency in decision-making and communicates expectations clearly.



## Engagement Activity: Partnering with Families in Their Home



### SUPERVISOR

#### INADEQUATE



- Reacts to crises rather than providing proactive guidance.
- Neglects to ensure families are treated as partners in planning.

#### ADEQUATE



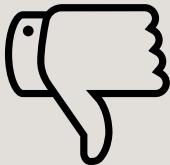
- Demonstrates consistency, reliability, and follow-through in supervision.
- Engages staff using motivational interviewing techniques to promote ownership and reflection.
- Reinforces agency mission, values, and trauma-informed, family-centered principles.
- Encourages use of plain, accessible language when working with families.
- Models positive nonverbal communication — open posture, calm tone, and active listening.



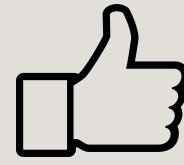
## Engagement Activity: Partnering with Families in Their Home



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Focuses solely on metrics, audits, or compliance rather than engagement quality or relationships.
- Leads from a distance, disconnected from staff, families, or community partners.
- Fails to communicate agency vision or mission in a clear or meaningful way.
- Does not involve family or frontline voices in policy or program design.
- Neglects to address inequities, bias, or cultural barriers within the organization.
- Avoids accountability or deflects responsibility for systemic challenges.
- Does not ensure adequate staffing, resources, or support for meaningful engagement.
- Creates a hierarchical culture that discourages honest communication or feedback.

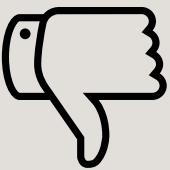
- Provides ongoing, reliable guidance and presence for supervisors and staff.
- Builds strong relationships based on trust, open communication, and mutual respect.
- Demonstrates active listening, empathy, and availability during staff interactions.
- Ensures caseload management support by advocating for reasonable workloads and equitable distribution.
- Protects individual weekly staffing time for supervision and reflection.
- Schedules and maintains consistent group huddles to promote connection, alignment, and shared purpose.



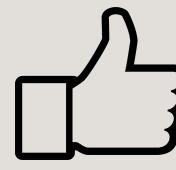
## Engagement Activity: Partnering with Families in Their Home



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Creates a hierarchical culture that discourages honest communication or feedback.
- Uses fear-based or punitive management approaches that erode trust.
- Ignores or minimizes staff burnout, stress, or turnover related to workload or engagement demands.
- Fails to model empathy, transparency, or relational leadership.
- Overlooks or fails to acknowledge innovative or effective practices from staff or supervisors.
- Relies solely on written directives or memos instead of relational, two-way communication.
- Makes decisions in isolation without consulting staff, supervisors, or stakeholders.

- Encourages and models a positive, supportive work environment through tone, language, and presence.
- Promotes team-building and collaboration across programs and leadership levels.
- Practices active problem-solving, addressing barriers such as bias, safety concerns, or cultural sensitivities promptly.
- Respects staff's protected time and prioritizes quality, focused engagement over quantity or speed.
- Establishes trust through transparency, consistency, and reliability.
- Leads by example — always prepared, focused, and completing tasks as promised.

Partnering with Families in Their Home

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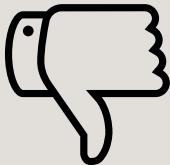


## Engagement Activity: Partnering with Families in Their Home



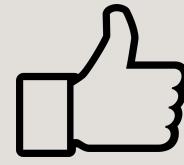
### DIRECTOR

#### INADEQUATE



- Allows use of jargon or impersonal labels (e.g., "cases," "clients") instead of family-centered language.
- Reacts emotionally or publicly to crises rather than modeling calm, solution-focused leadership.
- Lacks visibility and accessibility within the agency or community.
- Neglects to promote ongoing learning, reflection, and improvement in engagement practices.
- Is inconsistent or unavailable in providing support and guidance to staff.
- Fails to build trusting relationships or demonstrate active listening.
- Cancels or skips scheduled meetings and disrupts protected supervision time.

#### ADEQUATE



- Demonstrates relational leadership that balances accountability with compassion.
- Embeds family and staff voice into policy, decision-making, and agency improvement efforts.
- Promotes cross-system collaboration with Tribal, cultural, and community partners.
- Communicates the agency's mission and vision clearly, connecting them to daily practice.
- Advocates for system changes and resources that strengthen family engagement and workforce well-being.
- Uses data, feedback, and reflection to drive continuous improvement.



## Engagement Activity: Partnering with Families in Their Home



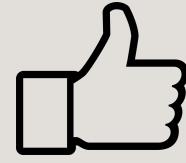
### DIRECTOR

#### INADEQUATE



- Disrespects staff time with last-minute demands or interruptions.
- Avoids addressing barriers, bias, or safety concerns raised by staff.
- Fails to advocate for resources, training, or workload balance that support engagement.
- Demonstrates poor modeling (unprepared, distracted, or disengaged in meetings).
- Prioritizes tasks and deadlines over relationship-building or staff well-being.
- Neglects team-building and recognition opportunities that strengthen morale.

#### ADEQUATE



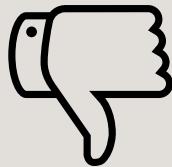
- Encourages cultural humility, inclusivity, and equity at all organizational levels.
- Recognizes and celebrates staff successes and effective engagement practices.



## Engagement Activity: Child and Family Team Meetings



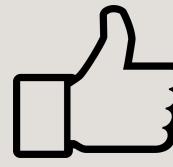
### INADEQUATE



### CASEWORKER

- Case worker does not meet the family where they are at, failing to assess or consider the family's readiness to change (e.g., imposes action steps on a family in pre-contemplation).
- Key parties are missing from the meeting or are not invited in a timely manner.
- Meetings are scheduled without consideration of family work schedules, transportation, or childcare needs, creating barriers to participation.
- The purpose of the meeting and team member roles are unclear or not communicated ahead of time.
- Participants are not prepped before the meeting, resulting in confusion or lack of direction during discussion.

### ADEQUATE



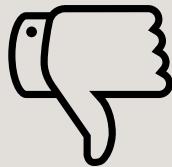
- Case worker meet the family where they are at and understands their readiness to change (Example- pre-contemplation, action, etc.)
- All parties attend the meeting. Case worker schedules meeting with consideration of family members' employment (time of day) and schedules.
- Purpose of the meeting is clearly communicated, as well as the roles and responsibilities of each team member.
- All participants of the meeting are prepped prior to the meeting.
- Case worker is culturally aware and sensitive.
- Case worker actively engages family and encourages family-led participation to help families to feel empowered and heard.



## Engagement Activity: Child and Family Team Meetings



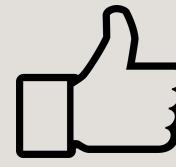
### INADEQUATE



### CASEWORKER

- Case worker lacks cultural awareness or sensitivity, failing to adapt communication or planning to the family's culture, language, or traditions.
- Family is not engaged or empowered during the meeting; the case worker dominates discussion or makes decisions without family input.
- Case worker does not use reflective listening or show empathy, leading to defensiveness or withdrawal from the family.
- Motivational Interviewing techniques are not utilized; the worker focuses on compliance or deficits rather than collaboration and strengths.
- Case worker creates plans that reflect agency goals only, rather than integrating the family's personal goals and priorities.

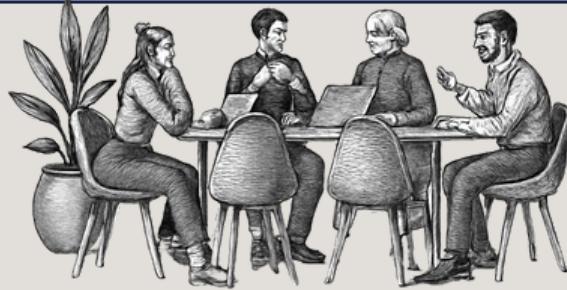
### ADEQUATE



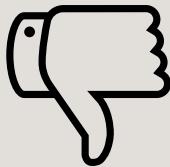
- Case worker uses reflective listening and shows empathy.
- Case worker utilizes Motivational Interviewing techniques.
- Case Worker is incorporating personal goals with family goals.
- Case Worker has a understanding family dynamics, barriers and what healthy looks like for that family (culture, language, whether parents can read or health conditions, cognitive delay).
- Providers and community support are informed by the case worker, and are active team members.
- Post Meeting- Case worker and family touch base about the meeting.
- Refers to families respectfully and personally, using the family's or child's name.



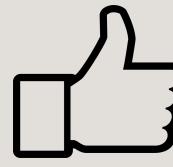
## Engagement Activity: Child and Family Team Meetings



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Supervisor does not monitor how staff assess or respond to family readiness, leading to delay of case movement.
- Key family members or supports are not invited to meetings and there is follow-up or accountability.
- Meetings are scheduled without oversight or flexibility, creating barriers to family attendance.
- Roles and purposes are unclear, and staff receive little preparation or feedback before facilitating meetings.
- Cultural responsiveness is not discussed or modeled, leading to inconsistent or insensitive approaches.
- Supervisor allows worker-led meetings to become agency-driven, without ensuring family voice and choice.

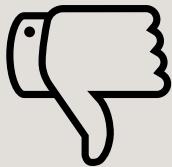
- Supervisor ensures case workers meet families where they are at, supporting assessment of readiness to change and matching interventions accordingly.
- All relevant parties are invited and attend meetings; supervisor supports coordination and problem-solving when barriers arise.
- Supervisor reviews scheduling practices to ensure meetings are accessible for families and respectful of their work and personal schedules.
- Purpose, roles, and responsibilities for each team member are clearly defined and reinforced in supervision.
- Case workers are coached and prepared prior to meetings to ensure confidence, organization, and cultural responsiveness.



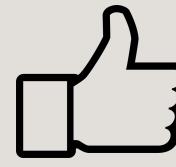
## Engagement Activity: Child and Family Team Meetings



### INADEQUATE



### ADEQUATE



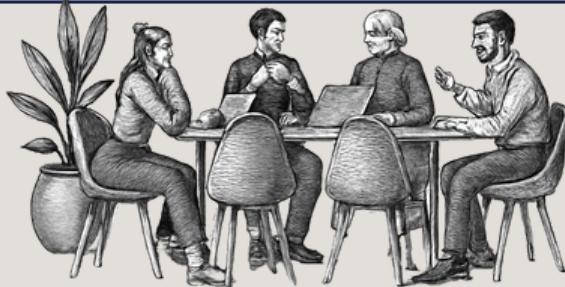
#### SUPERVISOR

- Limited coaching or observation of reflective or motivational interviewing practices.
- Plans reflect only agency compliance goals, with minimal connection to family priorities.
- Supervisor does not review or support understanding of family barriers, resulting in unrealistic case plans.
- Community and tribal partners are not engaged, or collaboration is superficial.
- Little to no follow-up occurs after meetings, with missed opportunities for feedback or accountability.

- Encourages family-led participation, emphasizing empowerment, collaboration, and respect.
- Coaches staff on reflective listening and motivational interviewing techniques, providing feedback and support for skill development.
- Ensures plans reflect both agency and family goals, reinforcing family ownership in case planning.
- Reviews family dynamics and barriers with staff to ensure they are understood and accounted for in planning.



## Engagement Activity: Child and Family Team Meetings



	INADEQUATE	ADEQUATE
SUPERVISOR		<ul style="list-style-type: none"><li>• Reviews post-meeting follow-up, confirming that workers meet with families and clarify next steps.</li><li>• Active problem solving, act when needed when a barrier is encountered (bias, safety, cultural sensitivities).</li><li>• Monitors data and feedback to ensure CFTMs occur consistently, with family and provider participation.</li></ul>



## Engagement Activity: Child and Family Team Meetings



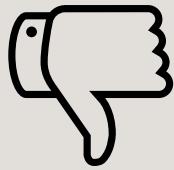
	INADEQUATE	ADEQUATE
DIRECTOR	<ul style="list-style-type: none"> <li>Director does not communicate clear expectations around CFTM meeting quality or family-centered practice.</li> <li>Provides insufficient resources for staff to schedule, prepare, or facilitate effective meetings.</li> <li>Does not prioritize training on engagement or facilitation skills, leading to inconsistent worker practice.</li> <li>Cultural responsiveness is not embedded in policy or training, resulting in inequitable family experiences.</li> <li>Collaboration with community and tribal partners is limited or inconsistent, reducing support networks for families.</li> <li>Ignores family and staff feedback about meeting effectiveness or accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>Director establishes agency expectations that CFTM meetings are family-driven, culturally responsive, and collaborative.</li> <li>Allocates resources and staffing to support effective meeting facilitation (training, scheduling flexibility, interpretation, transportation supports).</li> <li>Communicates a clear vision that families lead their own planning and goal-setting, with staff serving as partners and facilitators.</li> <li>Promotes interagency and community collaboration, ensuring providers and supports are active participants in the planning process.</li> </ul>



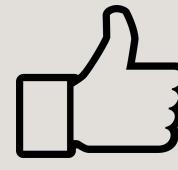
## Engagement Activity: Child and Family Team Meetings



**INADEQUATE**



**ADEQUATE**

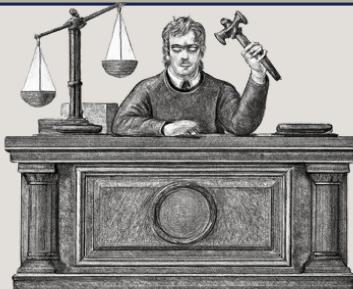


**DIRECTOR**

- Uses family feedback and case reviews to strengthen CFTM practice and identify systemic barriers.
- Models' transparent communication and empathy, reinforcing the values of collaboration and family empowerment.



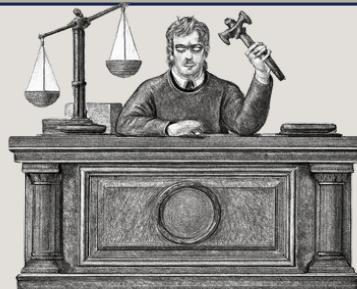
## Engagement Activity: Courts



	INADEQUATE	ADEQUATE
CASEWORKER	<ul style="list-style-type: none"> <li>Fail to explain the court process, leaving families confused, anxious, or misinformed.</li> <li>Use legal jargon or authoritative language that alienates or intimidates families.</li> <li>Provide little or no preparation before hearings or fail to debrief afterward.</li> <li>View court as a one-way process — focusing only on compliance or documentation rather than collaboration and understanding.</li> <li>Exclude families from meaningful participation, speaking <i>for</i> them instead of <i>with</i> them.</li> <li>Submit biased, incomplete, or culturally insensitive reports to the court.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly and transparently with families about court procedures, timelines, and expectations in understandable, non-legal language.</li> <li>Prepares families for court by explaining who will be present, what will happen, and how they can participate or have their voice heard.</li> <li>Encourages and supports family participation, helping parents, youth, and kin feel empowered and informed rather than intimidated.</li> <li>Maintains consistent communication before and after hearings, providing updates and clarifying outcomes and next steps.</li> <li>Documents and shares accurate, objective, and strengths-based information with the court.</li> </ul>



## Engagement Activity: Courts



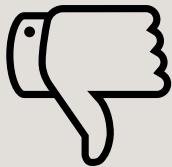
	INADEQUATE	ADEQUATE
CASEWORKER	<ul style="list-style-type: none"><li>• Show minimal advocacy for family strengths or progress, focusing only on deficits or concerns.</li><li>• Communicate inconsistently, causing confusion about next steps or court expectations.</li><li>• React defensively or dismissively when families express frustration, fear, or mistrust of the system.</li><li>• Fail to coordinate with attorneys, GALs, or tribal representatives, leading to fragmented information and weaker outcomes.</li><li>• Lack follow-up, leaving families unaware of what happened in court or what they need to do next.</li></ul>	<ul style="list-style-type: none"><li>• Collaborates with legal partners (attorneys, GALs, tribal reps, etc.) to ensure family perspectives and cultural considerations are represented in court recommendations.</li><li>• Advocates for family progress and needs in court settings, ensuring the family's cultural, linguistic, and situational context is reflected in reports and testimony.</li><li>• Demonstrates professionalism and respect for all parties in the courtroom, modeling fairness and empathy.</li><li>• Explains the "why" behind court decisions, helping families understand the system and reducing fear or confusion.</li><li>• Uses trauma-informed and culturally sensitive communication, recognizing how court involvement may retraumatize or trigger mistrust.</li></ul>



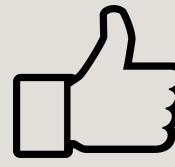
## Engagement Activity: Courts



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Fail to guide or review staff communications with families about court processes.
- Overlook inaccuracies or bias in worker reports or testimony.
- Treat court involvement as a procedural step, without considering the family's emotional experience or understanding.
- Neglect to prepare staff to help families navigate complex or intimidating legal systems.
- Provide little oversight of worker-family communication before or after hearings.

- Coaches workers on how to communicate court information to families clearly, respectfully, and in plain language.
- Reviews case documentation and court reports to ensure they are accurate, strengths-based, and culturally informed.
- Encourages transparency and accountability—ensuring families are kept informed before and after each court hearing.
- Supports workers in preparing families emotionally and practically for court proceedings, including what to expect and how to participate.



## Engagement Activity: Courts



	INADEQUATE	ADEQUATE
SUPERVISOR	<ul style="list-style-type: none"><li>Ignore family feedback or concerns about fairness or cultural sensitivity in court interactions.</li><li>Lack coordination with legal partners, leading to inconsistent messaging and fragmented support.</li><li>Reinforce a compliance mindset rather than a supportive, family-centered one.</li><li>Avoid addressing power imbalances or cultural misunderstandings that may emerge in court settings.</li></ul>	<ul style="list-style-type: none"><li>Collaborates with legal partners (attorneys, GALs, tribal liaisons) to promote consistency and shared understanding of each family's needs and progress.</li><li>Models professionalism and respect in interactions with the court system and expects the same from their staff.</li><li>Uses supervision to reflect on the emotional impact of court work on both staff and families, promoting empathy and trauma-informed practice.</li></ul>



## Engagement Activity: Courts



	INADEQUATE	ADEQUATE
DIRECTOR	<ul style="list-style-type: none"> <li>• Lack clear expectations for how staff engage with families around court matters.</li> <li>• Neglect to build partnerships with judicial and legal stakeholders, limiting the agency's influence on court practices.</li> <li>• Provide minimal training or guidance for staff and supervisors on navigating court systems.</li> <li>• Ignore family feedback about feeling unheard or misunderstood during legal processes.</li> <li>• Emphasize compliance and documentation over family voice, understanding, and empowerment.</li> <li>• Avoid addressing recurring communication issues between agency staff and the courts.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets the expectation that family engagement in court is transparent, strengths-based, and culturally informed.</li> <li>• Promotes collaboration with judicial partners, attorneys, tribal courts, and community agencies to improve family-centered outcomes.</li> <li>• Advocates at the systems level for court processes that respect family voice, cultural identity, and trauma-informed practice.</li> <li>• Uses data to identify disparities in court outcomes for families of different cultural or racial backgrounds and addresses them proactively.</li> <li>• Ensures training and professional development for staff and supervisors on effective communication, courtroom professionalism, and cultural responsiveness.</li> </ul>



## Engagement Activity: Courts



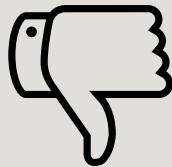
	INADEQUATE	ADEQUATE
DIRECTOR		<ul style="list-style-type: none"><li>Builds relationships with judges and court officials to foster mutual understanding and shared accountability for family engagement.</li><li>Supports transparency and continuous feedback loops between the agency, families, and the court to improve processes.</li><li>Models ethical advocacy and equity, ensuring all families are treated with dignity and respect throughout legal proceedings.</li><li>Sharing legislative bills and budget related to casework and families</li><li>Involving caseworkers in legislative testimony prep (to ensure case worker perspective and boots on the ground experience)</li></ul>



## Engagement Activity: Crisis Situations



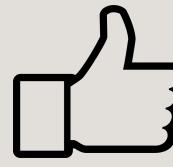
### INADEQUATE



### CASEWORKER

- Fails to assess or triage the situation promptly, delaying response or escalating risk.
- Delays communication with parents or provides limited or unclear information about what occurred.
- Excludes parents from safety planning, taking full control rather than empowering them to develop or contribute to the plan.
- Neglects to involve providers or alternate caregivers, resulting in inconsistent or confusing responses.
- Fails to notify the Field Service Specialist (FSS) or team members promptly, limiting coordination.
- Attempts to manage the crisis alone, without seeking input or collaboration from others, specifically their supervisor.

### ADEQUATE



- Assesses and triages the situation promptly, gathering accurate information to determine safety level, urgency, and immediate needs.
- Informs parents or caregivers in a timely and transparent manner, ensuring they understand what occurred, what actions are being taken, and what supports are available.
- Engages the parent or caregiver in present danger or safety planning, focusing on building their skills, confidence, and capacity to manage future crises.
- Collaborates with providers and placement caregivers (if the child is in an out of home safety plan) to ensure consistent, trauma-informed communication and response that align with best practice.



## Engagement Activity: Crisis Situations



	INADEQUATE	ADEQUATE
CASEWORKER	<ul style="list-style-type: none"> <li>Appears flustered, reactive, or emotionally detached, creating additional tension or mistrust with the family.</li> <li>Uses directive or judgmental communication, focusing on blame instead of solutions.</li> <li>Provides incomplete or delayed documentation, causing confusion about what actions were taken.</li> <li>Does not follow up after the crisis, missing opportunities for debriefing, prevention, or family capacity building.</li> </ul>	<ul style="list-style-type: none"> <li>Notifies the Field Service Specialist(FSS) and other relevant team members immediately to ensure coordination and oversight.</li> <li>Facilitates a team-based response — involving supervisors, providers, and support networks to stabilize the situation and create a shared plan moving forward.</li> <li>Demonstrates calm, professional, and empathetic demeanor, maintaining focus on safety, reassurance, and problem-solving.</li> <li>Uses reflective listening and clear communication, validating family emotions and maintaining trust even in tense situations.</li> <li>Documents the incident promptly and accurately, noting steps taken, communication with all parties, and follow-up actions.</li> <li>Follows through on next steps and aftercare, ensuring ongoing monitoring, support, and communication after the crisis has stabilized.</li> </ul>



## Engagement Activity: Crisis Situations



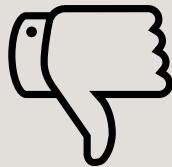
	INADEQUATE	ADEQUATE
SUPERVISOR	<ul style="list-style-type: none"> <li>Fails to respond promptly when notified of a crisis, leaving staff unsupported or directionless.</li> <li>Provides unclear or inconsistent guidance, causing confusion in triage or safety decisions.</li> <li>Does not verify that parents or caregivers have been informed or allows communication delays that erode trust.</li> <li>Does not support family inclusion in safety planning or problem-solving.</li> <li>Overlooks coordination with providers, foster care providers, or other team members.</li> <li>Neglects to notify leadership when the crisis escalates or impacts multiple systems.</li> </ul>	<ul style="list-style-type: none"> <li>Provides immediate support and guidance to the worker during a crisis, ensuring safety protocols are followed and response steps are clear.</li> <li>Ensures timely communication with parents, caregivers, and other key stakeholders, promoting transparency and consistency in messaging.</li> <li>Guides and supports staff in family engagement, encouraging inclusion of parents in safety planning and empowering them to strengthen coping capacity.</li> <li>Coordinates with placement providers, community supports, and other agencies to ensure a unified and trauma-informed response.</li> </ul>



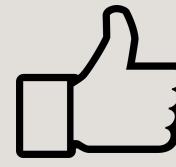
## Engagement Activity: Crisis Situations



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Allows staff to operate in isolation, rather than promoting teamwork and shared problem-solving.
- Demonstrates reactive, dismissive, or emotionally charged behavior, which can heighten worker or family distress.
- Does not offer debriefing or follow-up, missing opportunities for reflection and staff support.
- Fails to review or correct incomplete documentation, leaving gaps in accountability and continuity of care.

- Communicates with leadership (Director, FSS, or other administrators) when a situation meets critical thresholds or public safety concerns.
- Facilitates a collaborative team response, helping staff leverage internal and external resources rather than managing crises in isolation.
- Models calm, professional, and culturally responsive leadership, setting a tone of empathy, problem-solving, and respect.
- Provides debriefing and emotional support to workers following a crisis to reduce burnout and reinforce learning.



## Engagement Activity: Crisis Situations



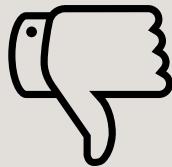
	INADEQUATE	ADEQUATE
SUPERVISOR		<ul style="list-style-type: none"><li>• Reviews documentation and follow-up actions, ensuring accuracy, timeliness, and reflection of the family's role in resolution and planning.</li><li>• Help case worker prioritize, focus and execute; gameplan, encouragement, support</li><li>• Ensure adequate compensation for on-call</li><li>• Share knowledge and experience for crisis situation</li></ul>



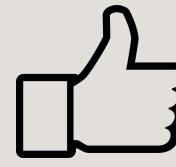
## Engagement Activity: Crisis Situations



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Lacks clear crisis response policies or protocols, resulting in confusion and inconsistent practice.
- Fails to ensure crisis training or preparedness, leaving staff under-equipped to respond effectively.
- Responds reactively or inconsistently, providing little direction or reassurance to staff and families.
- Does not coordinate with external partners, creating fragmented or duplicative responses.
- Withholds or delays information from leadership or the public, reducing trust and transparency.
- Neglects follow-up or systemic review, allowing similar crises to recur without learning or change.

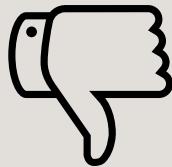
- Establishes and enforces clear crisis response protocols, ensuring all staff understand reporting, communication, and safety expectations.
- Ensures supervisors and staff are trained in crisis management, trauma-informed care, and culturally responsive communication.
- Creates a culture of calm, coordinated response, modeling measured decision-making and transparent communication.
- Provides immediate support and resources to supervisors and staff managing high-risk situations.
- Oversees timely notification to leadership, legal, or public information channels as appropriate to the severity of the crisis.



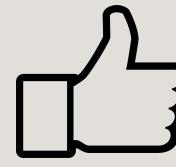
## Engagement Activity: Crisis Situations



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Fails to support staff post-crisis, ignoring the emotional and professional toll of crisis work.
- Overemphasizes blame or compliance rather than reflection and system improvement.
- Does not monitor crisis data or trends, missing opportunities to improve safety and prevention.
- Models disengaged or authoritarian behavior, creating fear or confusion instead of confidence and collaboration.

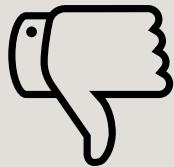
- Facilitates cross-system collaboration with community partners, law enforcement, courts, and mental health professionals to ensure coordinated responses.
- Monitors follow-up and recovery efforts, ensuring lessons learned are integrated into policy and practice improvements.
- Prioritizes staff well-being, ensuring access to debriefing, peer support, and wellness resources post-crisis.
- Reviews data and trends to identify patterns in crises and proactively address systemic contributors.
- Models transparency, accountability, and empathy, setting an example of leadership that is calm, ethical, and family-centered during difficult situations.



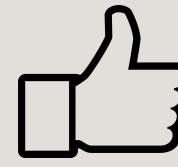
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### CASEWORKER

- Make assumptions or stereotypes about families based on their race, ethnicity, religion, or culture.
- Communicate in a way that is dismissive or culturally insensitive, such as ignoring language barriers or using jargon.
- Fail to recognize or respect cultural traditions during assessments, home visits, or case planning.
- Apply a “one size fits all” approach without adapting to the family’s unique values or beliefs.
- Show discomfort or avoidance when cultural issues arise rather than addressing them openly and respectfully.

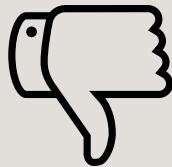
- Builds authentic relationships with children, parents, and families through respect, curiosity, and humility about their culture, traditions, and values.
- Seeks to understand the family’s cultural background and integrates that understanding into assessment and service planning.
- Uses culturally appropriate communication, including preferred language, tone, and nonverbal cues.
- Acknowledges and respects differences in family structures, parenting norms, and beliefs without imposing personal or agency biases.



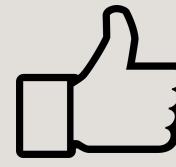
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### CASEWORKER

- Overlook systematic or historical factors that may affect the family engagement or trust.
- Neglect to include culturally relevant supports, such as faith leaders, tribal representatives, or extended family in planning.
- React defensively when receiving feedback about cultural bias or insensitivity.

- Collaborates with community partners to improve understanding and engagement with families from diverse backgrounds.
- Demonstrates self-awareness, reflecting on how their own cultural identity, privilege, or bias may influence their interactions.
- Advocates for equity in access to services and ensures interventions are meaningful and relevant to the family's cultural context.
- Shows flexibility and adaptability when traditional service models do not align with the family's cultural needs.



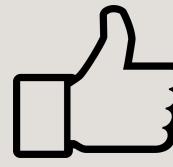
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Avoid or shut down conversations about culture, race, or bias during supervision.
- Ignore cultural context when reviewing case decisions or family engagement challenges.
- Fail to hold staff accountable for culturally insensitive practices.
- Overlook disparities in how cases are handled across different cultural groups.
- Provide feedback that minimizes or invalidates staff or family experiences related to discrimination or cultural difference.
- Lack relationships with community or tribal partners, leading to limited resources for families.

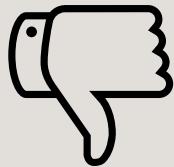
- Models' cultural humility and awareness in their own interactions with staff, families, and partners.
- Encourages open dialogue about bias, race, and culture in supervision without defensiveness or fear.
- Guides staff reflection on how culture impacts assessments, decisions, and family engagement.
- Reviews casework through a cultural lens, ensuring workers consider family values, beliefs, and community context.
- Provides coaching and training on culturally responsive practice and challenges stereotypes or bias when observed.
- Builds partnerships with cultural organizations, tribal representatives, and community leaders to support families



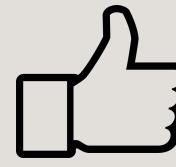
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Model bias or rigidity, signaling to staff that culture is secondary to policy or compliance.
- Neglect to promote cultural competence training or professional development for staff.

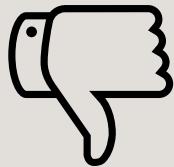
- Supports staff well-being and inclusion by valuing diverse perspectives within the team.
- Advocates upward for resources and policies that promote equity and cultural responsiveness.



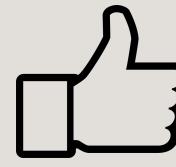
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Treat cultural responsiveness as optional or superficial (e.g., diversity events without structural change).
- Fail to collect or act on disparity data showing inequitable outcomes.
- Ignore staff or community feedback about culturally insensitive practices or policies.
- Maintain homogeneity in leadership without seeking diverse perspectives.
- Use compliance-focused leadership that values meeting mandates over meaningful engagement.
- Lack partnerships with key cultural or tribal stakeholders.
- React defensively when issues of race, bias, or equity are raised.

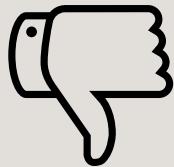
- Establishes and enforces policies that embed equity and cultural responsiveness into all agency practices.
- Prioritizes representation and inclusion in hiring, leadership development, and decision-making structures.
- Communicates a clear vision that cultural humility and respect are essential to quality service.
- Uses data to identify and address disparities, ensuring fair outcomes across racial and cultural groups.
- Allocates funding and resources to support culturally grounded services, training, and community partnerships.
- Engages meaningfully with tribal, racial, and ethnic communities to shape agency strategies and initiatives.



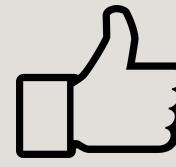
## Engagement Activity: Culturally Responsive



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Neglect to invest in training or accountability systems that sustain culturally responsive practice across the agency.

- Creates a safe organizational culture where staff feel empowered to discuss equity issues and challenge bias.
- Models' accountability and transparency when cultural missteps occur, turning them into learning opportunities.



## Engagement Activity: Alternative Caregiver



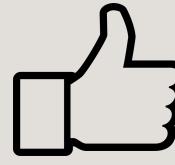
### CASEWORKER

#### INADEQUATE



- Fail to acknowledge the alternate caregiver's lived experience or expertise in the child's daily life.
- Communicate inconsistently or leave alternate caregivers unsure about expectations or next steps.
- Avoid difficult conversations about child behavior, safety, or expectations.
- Place blame on alternate caregivers for challenges that are systemic or child-driven
- Overstep boundaries by treating the alternate caregiver as a staff member rather than a partner.

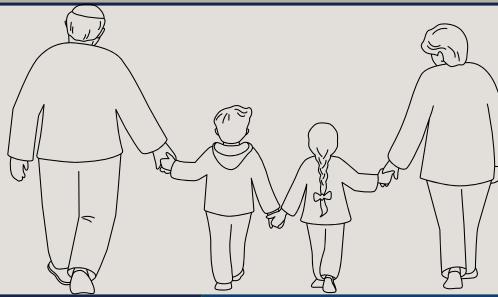
#### ADEQUATE



- Treat alternate caregivers as key partners in the child's care.
- Listen attentively to concerns about the child's routines, behavior, and needs.
- Involve alternate caregivers in goal setting, planning, and problem solving.
- Recognize caregiving challenges and offer guidance, resources, and encouragement without judgment.
- Provide timely updates on child welfare decisions, visits, and changes.
- Honor cultural practices, household routines, and family values in caregiving.
- Schedule visits and meetings considering alternate caregiver availability and obligations.

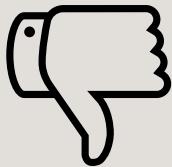


## Engagement Activity: Alternative Caregiver



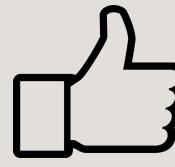
### CASEWORKER

#### INADEQUATE



- Assume alternate caregivers understand child welfare policies without explanation.
- React defensively to alternate caregiver feedback or concerns.
- Minimize or dismiss the alternate caregiver's emotional investment in the child.
- Fail to provide coaching or practical strategies to support alternate caregiving.

#### ADEQUATE



- Follow through on commitments, complete tasks as promised, and come prepared for interactions.
- Maintain professional boundaries while offering advice or coaching.
- Recognize and reinforce what alternate caregivers are doing well.
- Share tools, guidance, and supports tailored to the alternate caregiver and child.
- Acknowledge the priority of biological family relationships while interacting with all caregivers in a manner that is supportive, respectful, and free from undermining behaviors.



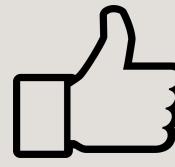
## Engagement Activity: Alternative Caregiver



### INADEQUATE



### ADEQUATE



#### SUPERVISOR

- Fail to monitor or support staff in their engagement with alternate caregivers.
- Allow inconsistent approaches across staff, creating confusion for alternate caregivers.
- Fail to address conflicts between alternate caregivers and staff or mediate when needed.
- Avoid advocating for resources or training that would improve support for alternate caregivers.
- Focus primarily on deadlines and paperwork rather than quality relationships with alternate caregivers.
- React to complaints or issues only after escalation, rather than proactively.

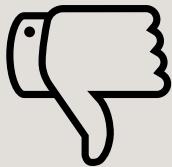
- Provide guidance and support to case workers to ensure strong relationships with alternate caregivers.
- Model respectful, collaborative, and provider-centered communication.
- Encourage case workers to actively listen and include alternate caregivers in planning discussions.
- Review cases to ensure alternate caregiver voice is considered in placement decisions and ongoing support.
- Address challenges, conflicts, or barriers promptly with problem-solving support.
- Advocate for sufficient resources, training, and workload balance to support alternate caregiver engagement.



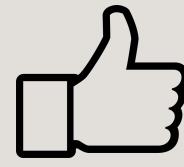
## Engagement Activity: Alternative Caregiver



### INADEQUATE



### ADEQUATE



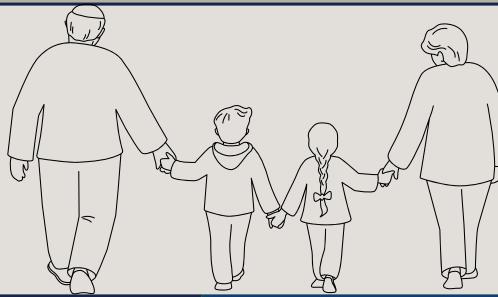
#### SUPERVISOR

- Ignore feedback from alternate caregivers about staff performance or system barriers.
- Fail to reinforce the importance of building trust with alternate caregivers.

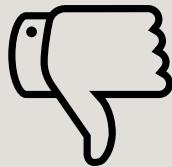
- Encourage consistency, transparency, and trust between staff and alternate caregivers.
- Facilitate team huddles and supervision sessions that include discussion of alternate caregiver engagement.
- Recognize and celebrate staff who build strong partnerships with alternate caregivers.
- Promote culturally responsive practices in working with alternate caregivers.



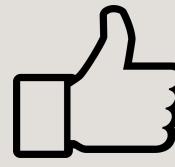
## Engagement Activity: Alternative Caregiver



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Remain distant from frontline staff and alternate caregivers, limiting insight into relationship challenges.
- Allow inconsistent agency policies or practices to negatively affect alternate caregiver trust.
- Fail to recognize systemic barriers that impact engagement with alternate caregivers.
- Prioritize organizational convenience over the needs or voices of alternate caregivers.
- Avoid leading initiatives that improve staff skills in working with alternate caregivers.
- Do not communicate changes, expectations, or policies clearly to staff or alternate caregivers.

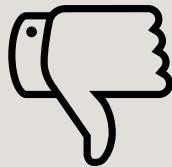
- Provide consistent support and resources to supervisors and case workers for engagement with alternate caregivers.
- Build trusting relationships across the agency with staff and alternate caregivers.
- Protect individual supervision time and encourage regular team huddles focused on alternate caregiver relationships.
- Model respectful, active listening and professional communication with staff and alternate caregivers.
- Support caseload management, ensuring staff have time to maintain strong relationships with alternate caregivers.
- Encourage a positive work environment and model collaboration, problem-solving, and team-building.



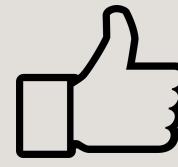
## Engagement Activity: Alternative Caregiver



### INADEQUATE



### ADEQUATE



#### DIRECTOR

- Overlook the importance of honoring alternate caregiver time, expertise, and household routines.
- Allow staff burnout or high turnover to negatively impact relationships with alternate caregivers.
- Fail to model or enforce ethical and culturally responsive engagement practices with alternate caregivers.
- Neglect opportunities to celebrate or highlight positive partnerships with alternate caregivers.

- Act proactively to remove barriers or address issues such as bias, safety concerns, or cultural sensitivities.
- Ensure transparency and follow-through in decisions affecting alternate caregivers.
- Advocate for system changes, training, and resources to strengthen engagement with alternate caregivers.
- Recognize and celebrate staff and alternate caregiver successes in partnership.
- Promote cultural humility, equity, and family-centered practices in engagement with alternate caregivers.