



ChildProtectionPeak

Queensland Aboriginal and Torres Strait Islander
Child Protection Peak Limited

APPENDIX *Forms*



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Child Protection Peak Limited

APPENDIX A INITIAL ASSESSMENT FORM

APPENDIX B ACTION PLAN

APPENDIX C REVIEW FORM

APPENDIX D CLOSURE FORM

APPENDIX E TOOLS AND QUESTIONS

USING THE QATSI CPP INITIAL ASSESSMENT FORM TO ASSESS NEEDS, STRENGTHS, PLANS AND SETTING GOALS

APPENDIX A

PRACTICE STANDARD 1: Engaging the child, family and community

PRACTICE STANDARD 2: Identifying the Storyline

As a worker throughout this form we are constantly striving to build an effective working relationship with the family to try to understand the families storyline to date.

The Tool can be varied to suit the audience and encourages the use of visuals when working with children and families.

The Initial Assessment includes looking at the reason for the referral and providing an overview of the family including strengths, barriers, goals and actions. It looks at the family structure, cultural links and health and wellbeing. It also looks at the protective actions of the parent/s as well as the strengths and resources within the family.

The Initial Assessment allows the worker to look forward at the Changing the Storyline sections to commence the discussion around the current worries and goals.

The final part of the Initial Assessment Form, Establishing a new storyline, provides a section for the worker to write the Strengths, Barriers, Goals and Actions so that all parties have an understanding of what can assist and hinder the family in moving forward.

USING THE QATSI CPP ACTION PLAN TO WORK TOWARDS GOALS

APPENDIX B

PRACTICE STANDARD 3: Changing the Storyline

Drawing on the information obtained during the Initial Assessment, the Action Plan is developed with the family, child and/or young person to focus on changing the storyline. The Goals and the Picture of the Future are at the top of this assessment.

The actions are clear and concise as well as prioritised by the family. A support team is developed with the family as well as who will do this and follow-up to ensure the actions are completed. This is constantly monitored and modified as required.

Any barriers to change are highlighted by the family and a plan is put into place to overcome these barriers as well as any barriers that are highlighted as the family progress through the changing of the storyline.

The Tool can be varied to suit the audience and encourages the use of visuals when working with children and families.

The Changing the Storyline Action Plan will inform the QATSI CPP Establishing a new storyline Review Form.

USING THE QATSI CPP REVIEW FORM

APPENDIX C

PRACTICE STANDARD 4: Establishing a new storyline

As per the previous forms, it begins by highlighting the goals achieved to date. The form encourages the worker to work with the family in identifying any changes required and identifying the actions for these changes with the support team who can assist in the changes required. The form reminds the worker to think of any barriers that may have arisen for the family in achieving any future goals as well as again looking at the support team who can assist in overcoming these barriers to change.

During this time, everyone is actively included in the review i.e. children, families and other stakeholders.

Questions and prompts that were developed by the Reference Group and tools that can support the gathering of the information are also highlighted within the Form.

The Tool can be varied to suit the audience and encourages the use of visuals when working with children and families.

USING THE QATSI CPP CLOSURE FORM

APPENDIX D

PRACTICE STANDARD 4: Establishing a new storyline

The Closure Form ensures that all support networks are in place to ensure that the family are able to continue on their new storyline. The form highlights and goals that have been achieved, big or small, and the supports available for the family.

Questions and prompts that were developed by the Reference Group and tools that can support the gathering of the information are also highlighted within the Form.

The Tool can be varied to suit the audience and encourages the use of visuals when working with children and families.

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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APPENDIX A

Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

IDENTIFYING THE STORYLINE

REFERRAL ISSUE	STRENGTHS, BARRIERS, GOALS and ACTIONS	PROTECTIVE ACTIONS BY THE PARENTS
	FAMILY	
	CULTURE	
COMPLICATING FACTORS	HISTORY FOR THE FAMILY	STRENGTHS AND RESOURCES
	HEALTH AND WELLBEING	
SAFETY AND WELLBEING SCALE		

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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APPENDIX A

Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

IDENTIFYING THE STORYLINE

REFERRAL ISSUE	STRENGTHS, BARRIERS, GOALS and ACTIONS	PROTECTIVE ACTIONS BY THE PARENTS
	FAMILY Tell me about your kids, who would be involved with your family, do you have support people who can be involved. (This can be obtained a number of ways - genogram/circle of support).	Drawing on the information gathered during the middle discussion.
	CULTURE Who is your mob and where are they from Totems, traditions.	
COMPLICATING FACTORS	HISTORY FOR THE FAMILY (Respect confidentiality) Trauma, Grief and loss Parents upbringing and roles in the household.	STRENGTHS AND RESOURCES Services previously/currently involved with the family. Drawing from the information gathered during the middle section as well as from discussions with other family and community services.
What's tough right now?		
What feels hard for you and your family?	HEALTH AND WELLBEING Both parents and children's health Health check Behavioural issues Leisure activities Self-care	
What are you having trouble with?		
SAFETY AND WELLBEING SCALE		

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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APPENDIX A

Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

CHANGING THE STORYLINE

WORRIES	GOALS	PICTURE THE FUTURE
What are we worried about will happen to the child if nothing changes?	Smart Goals. Short and realistic time frames. What could be a barrier to you reaching this goal.	

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

CHANGING THE STORYLINE

WORRIES	GOALS	PICTURE THE FUTURE
What are we worried about will happen to the child if nothing changes?	Smart Goals. Short and realistic time frames. What could be a barrier to you reaching this goal.	

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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APPENDIX A

Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

ESTABLISHING A NEW STORYLINE

STRENGTHS, BARRIERS, GOALS and ACTIONS (that have been identified to date)

Based on the Collaborative Assessment and Planning Framework (Parker, Decter and Decter, 2012; and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010). The Partnering for Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lohbach, 2000); Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lohbach, 2000); Signs of Safety (Parker, Decter and Decter, 2012; and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010).

Initial Assessment Form

PRACTICE STANDARD 1: ENGAGING THE CHILD, FAMILY AND COMMUNITY

PRACTICE STANDARD 2: IDENTIFYING THE STORYLINE



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APPENDIX A

Client Ref:

ENGAGING THE CHILD, FAMILY AND COMMUNITY

ESTABLISHING A NEW STORYLINE

STRENGTHS, BARRIERS, GOALS and ACTIONS (that have been identified to date)

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CHANGING THE STORYLINE ACTION PLAN



APPENDIX B

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Client Ref:

CHANGING THE STORYLINE

GOALS | PICTURE OF THE FUTURE

ACTIONS	PRIORITIES FOR THE ACTIONS	SUPPORT TEAM WHO CAN ASSIST	WHO WILL DO THIS AND WHO WILL FOLLOW-UP

BARRIERS TO CHANGE

BARRIER	HOW CAN WE HELP YOU TO OVERCOME THIS BARRIER	SUPPORT TEAM WHO CAN ASSIST	WHO WILL DO THIS AND WHO WILL FOLLOW-UP

Review date:

Based on the Collaborative Assessment and Planning Framework (Parker, Decter and QLD Department of Communities, Child Safety and Disability Services, 2015); Signs of Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lohrbach, 2000); The Partnering for Safety Assessment and Planning Framework (Parker and Decter, 2012; and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010)

CHANGING THE STORYLINE ACTION PLAN



APPENDIX B

ChildProtectionPeak

Client Ref:

CHANGING THE STORYLINE

GOALS | PICTURE OF THE FUTURE

ACTIONS	PRIORITIES FOR THE ACTIONS	SUPPORT TEAM WHO CAN ASSIST	WHO WILL DO THIS AND WHO WILL FOLLOW-UP
As highlighted by the family as well as any mandatory actions	As highlighted by the family as well as any mandatory actions	Drawing on the circle of support and safety	

BARRIERS TO CHANGE

BARRIER	HOW CAN WE HELP YOU TO OVERCOME THIS BARRIER	SUPPORT TEAM WHO CAN ASSIST	WHO WILL DO THIS AND WHO WILL FOLLOW-UP
		Drawing on the circle of support and safety	

Review date:

Based on the Collaborative Assessment and Planning Framework (Parker, Decter and QLD Department of Communities, Child Safety and Disability Services, 2015); Signs of Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lohrbach, 2000); The Partnering for Safety Assessment and Planning Framework (Parker and Decter, 2012; and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010)

ESTABLISHING A NEW STORYLINE FORM



APPENDIX C

Client Ref:

REVIEW FORM

GOALS ACHIEVED TO DATE

ANY CHANGES REQUIRED		SUPPORT TEAM WHO CAN ASSIST
ACTIONS	PRIORITIES FOR THE ACTIONS	
BARRIERS TO CHANGE		
BARRIER	How can we overcome this barrier	SUPPORT TEAM WHO CAN ASSIST
		Review date:

Based on the Collaborative Assessment and Planning Framework (Parker, Decter, and QLD Department of Communities, Child Safety and Disability Services, 2015); Signs of Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lombach, 2000); The Partnering for Safety Assessment and Planning Framework (Parker and Decter, 2012); and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010)

ESTABLISHING A NEW STORYLINE FORM



APPENDIX C

Client Ref:

REVIEW FORM

GOALS ACHIEVED TO DATE

ANY CHANGES REQUIRED		SUPPORT TEAM WHO CAN ASSIST
ACTIONS As highlighted by the family as well as any mandatory actions	PRIORITIES FOR THE ACTIONS As highlighted by the family as well as any mandatory actions	SUPPORT TEAM WHO CAN ASSIST Drawing on the circle of support and safety
BARRIERS TO CHANGE What feels hard for you to achieve		
BARRIER	How can we overcome this barrier	SUPPORT TEAM WHO CAN ASSIST Drawing on the circle of support and safety
		Review date:

Based on the Collaborative Assessment and Planning Framework (Parker, Decter, and QLD Department of Communities, Child Safety and Disability Services, 2015); Signs of Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Lombach, 2000); The Partnering for Safety Assessment and Planning Framework (Parker and Decter, 2012); and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010)



CLOSURE FORM

GOALS THAT HAVE BEEN ACHIEVED

[Empty text area for goals that have been achieved]

SUPPORTS AVAILABLE FOR THE FAMILY

[Empty text area for supports available for the family]

Based on the Collaborative Assessment and Planning Framework (Parker, Decter and QLD Department of Communities, Child Safety and Disability Services, 2015); Signs of Safety Assessment and Planning Framework (Turnell and Edwards, 1999; Department of Child Protection 2011); The Consultation and Information Sharing Framework (Loitbach, 2000); The Partnering for Safety Assessment and Planning Framework (Parker and Decter, 2012; and the Massachusetts Safety Map (Chin, Decter, Madsen and Vogel, 2010)

Tools and Questions for the Assessment Toolkit

POSSIBLE QUESTIONS



APPENDIX E

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THROUGHOUT THINK ABOUT THE STRENGTHS, BARRIERS, GOALS AND ACTIONS THAT HAVE BEEN IDENTIFIED

COMPLICATING FACTORS	FAMILY	CULTURE	HISTORY	HEALTH AND WELLBEING
<ul style="list-style-type: none"> If referral is from the Department - So I can understand is this the first time you have dealt with Child Safety? What do you think the Department sees that you think we need to work on? History with the Department What's going on to make this hard of for you to sort out? Where did the troubles/worries start for you? What's tough right now? What feels hard for you and your family? What are you having trouble with? 	<ul style="list-style-type: none"> What do you want your children to know about family? Tell me about the kids Who are the important/special people for you kids? Who would be involved in your family? Do you have support people who can be involved Who is in your support network How about we draw a picture of the family? Do you catch up with other family? 	<ul style="list-style-type: none"> Where is you mob from? Do you talk with any elders Do you use identified services? Do you attend significant cultural events? Connection to country Links between the worker and family 	<ul style="list-style-type: none"> Trauma (Past and Present), Grief and Loss within the family (Respect the families wishes to engage in this conversation during the initial assessment process) Can you tell me about your childhood? Roles that everyone played in the the household 	<ul style="list-style-type: none"> Have your family had a health check Children's behaviour Any medical issues for the family Diet and Nutrition Cultural healing <ul style="list-style-type: none"> - going back to country How are you feeling right now/past Safety Plans Transport What would your life look like, feel like, if it was working better How you cope when arguments/ conflict arises
(Respect the families wishes to engage in this conversation during the initial assessment process)				

It was also acknowledge by the group that the building of the relationship takes time and that the initial assessment may take more than one visit to complete as we work on building a relationship first with the family.

ACTION PLAN

Following the Initial assessment, an action plan can be developed with the family which will be discussed further in the Changing the Storyline Document.		
Actions - SMART	Goals - SMART	Who will do this - who has agreed to do what
		Timeframe - when will this be done by.



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Tools and Questions for the Assessment Toolkit

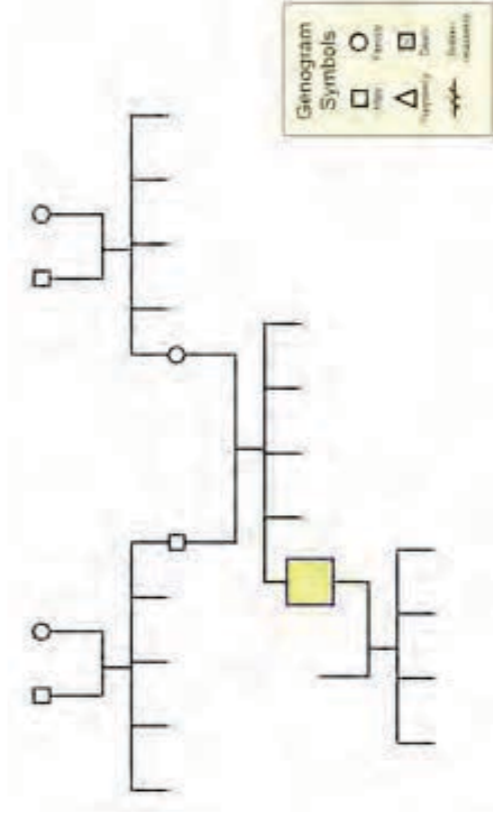
POSSIBLE TOOLS TO USE



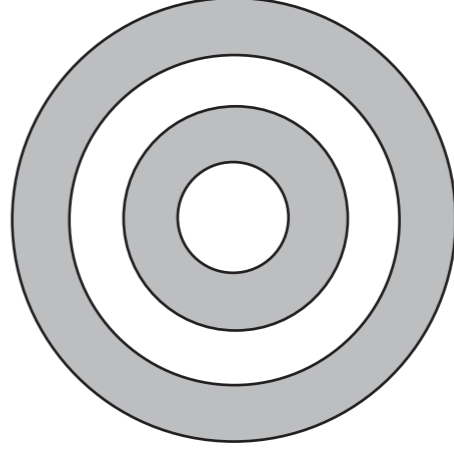
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APPENDIX E

Genogram



Circle of Safety and Support



OTHER POSSIBLE TOOLS

HOUSE PLAN - having the family draw an outline of their home	STRENGTH CARDS - St Lukes, SNAICC	WINANGAY CARDS	DRAWINGS by the family	STAY STRONG PLAN - Menzies	ARACY WELLBEING WHEEL
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Queensland Aboriginal and Torres Strait Islander Child Protection Peak Limited www.qatsicpp.com.au



ChildProtectionPeak

QATSIcPP Vision

All Aboriginal and Torres Strait Islander children and young people are physically, emotionally and spiritually strong; live in safe, caring and nurturing environments within their own families and communities; and are afforded the same life opportunities available to other children and young people to achieve their full potential.

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