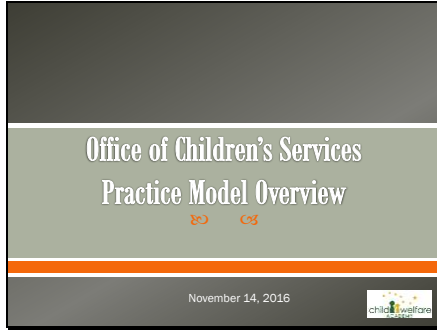


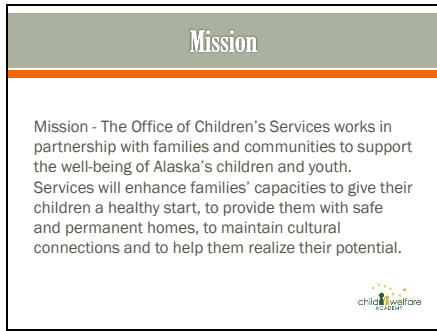
Slide 1



Slide 2




Slide 3



Slide 4

Outcomes


- Children are, first and foremost, protected from abuse and neglect.
- Children are safely maintained in their homes whenever possible and appropriate.
- Children have permanency and stability in their living situations.
- The continuity of family relationships and cultural connections is preserved for children.
- Families have enhanced capacity to provide for their children's needs.
- Children receive appropriate services to meet their educational needs.
- Children receive adequate services to meet their physical and mental health needs.



Slide 5

OCS PRACTICE MODEL



- INTAKE
 - Identifies the families requiring an initial assessment due to children being unsafe or at high risk
- INITIAL ASSESSMENT
 - Identifies the families we need to serve and with what level of intrusion
- FAMILY SERVICES
 - Identifies change that allow caregivers to protect their own children without our intervention



Slide 6

It starts with Intake

- Calls and faxes come into OCS through 5 regional intake hotline #'s
- Screen in for initial assessment or screen out when it doesn't meet the criteria
- Community contact information is given if requested
- Protective Services Report is then electronically assigned to local office for initial assessment
- Regional Intake - moving to Statewide



Slide 7


Mandated Reporting

- State law - AS 47.17.020 requires that persons who are mandatory reporters who, in the performance of their appointed duties, have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, shall immediately report the harm.
- AS 47.17.290 defines "reasonable cause to suspect" as "based on all the facts and circumstances known to the person, that would lead a reasonable person to believe that something might be the case."
- <http://dhss.alaska.gov/ocs/Pages/childrensjustice/mandatonyreporting.aspx>

Slide 8

Initial Assessment

- Protective Services Report is assigned to IA worker
- Makes initial contact to make first determination of child safety (present danger)
- Collection of information regarding maltreatment, child and adult functioning
- Second determination of child safety (impending danger)
- If child(ren) is determined to be unsafe – must complete a safety plan



Slide 9

Present Danger


- An immediate, significant and clearly observable family condition occurring in the present tense, endangering or threatening to endanger a child, and therefore, requiring prompt CPS response.
- Clarity about the specific threats
- Parent's willingness... openness to action
- Natural resources that can be relied upon
- Confidence in: people, agreements, time needed
- Safety plan in place to last a week (5-7) days during which you can gather more information about the family (6 questions)



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Information Collection

- What is the extent of the maltreatment?
- What surrounding circumstances accompany the maltreatment?
- How do the children function on a daily basis?
- How do the adults function on a daily basis?
- What are the typical parenting approaches?
- What are the disciplinary reactions used by the parent?



child welfare center

Slide 11

Safety Threats

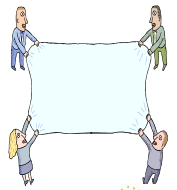
- No adult in the home is performing parenting duties/responsibilities
- One or both caregivers are violent and/or acting dangerously
- One or both caregivers are not/will not control their behavior
- Child is perceived in extremely negative terms by caregiver
- Family does not have or use resources necessary to assure safety
- Caregivers threatening to severely harm child, request placement
- One or both caregivers intended to seriously hurt the child
- Lack parenting knowledge, skills and motivation to assure safety
- Child has exceptional needs that affect safety which parents cannot/will not meet
- Living arrangements seriously endanger the child's physical health



Slide 12

What is a Safety Plan?


- The safety plan is a written arrangement between a family and the agency that establishes how the impending danger threats to child safety will be managed
- The safety plan must be implemented and active as long as threats to child safety exist and caregiver protective capacities are insufficient to assure a child is protected




child welfare center

Slide 13

Case Transfer to **Family Services**





- Case transfer staffing that includes both IA and FS staff
- Everyone on the same page about the safety threats to the children
- Determine if safety plan still working to keep child safe
- Assure tribe has been noticed
- Be fully informed about family's case
- Case plan focused on enhancing 5 protective factors



Slide 14

The Protective Factors Framework

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Development



Slide 15

Parental Resilience




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Parental Resilience

Psychological health; parents feel supported and able to solve problems; can develop trusting relationships with others and reach out for help

Parents who did not have positive childhood experiences or who are in troubling circumstances need extra support and trusting relationships



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Social Connections



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Social Connections



Relationships with extended family, friends, co-workers, other parents with children similar ages

Community norms are developed through social connections

Mutual assistance networks: child care, emotional support, concrete help

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Knowledge of Parenting and Child Development

Slide 20


Knowledge of Parenting and Child Development

Basic information about how children develop

Basic techniques of developmentally appropriate discipline

Alternatives to parenting behaviors experienced as a child

Help with challenging behaviors



Slide 21



Concrete Supports in Times of Need



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Concrete Supports

Response to a crisis: food, clothing, shelter

Assistance with daily needs: health care, job opportunities, transportation, education

Services for parents in crisis: mental health, domestic violence, substance abuse

Specialized services for children

A photograph showing a man in a white t-shirt and blue shorts leaning over a wooden pier railing, talking to a young child. They are outdoors near a body of water with a pier structure in the background.

Slide 23

Social and Emotional Competence

Two side-by-side photographs. The left photo shows a woman in a red shirt and a young child in a blue dress standing outdoors near a tree. The right photo shows a man in a dark shirt and a young child in a green shirt sitting on a red carpeted floor, looking at something together.

Slide 24

Social and Emotional Competence

Normal development (like using language to express needs and feelings) creates more positive parent-child interactions

A photograph of a young child in a white shirt and pink pants kneeling on a wooden deck, interacting with a large terracotta pot containing pink flowers.


Challenging behaviors, traumatic experiences or development that is not on track require extra adult attention

A Surprise: What children learn in school or other programs goes home to their families

Slide 25

Small but significant changes in everyday practices can produce huge results in preventing child abuse and neglect for young children – and helping families stay strong even under stress

Slide 26



When families do better- kids do better.

"Families don't care about how much you know until they know how much you care."

Marian Wright Edelman

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Questions? Comments?