This Oregon Safety Model conceptual skills resource tool for supervisors can be used in conjunction with the conceptual skills section of the Knowledge Assessment Report as a clinical supervision tool to support professional development around OSM concepts.

- The Recommended Initial Resources column on the Knowledge Assessment Report shows a Rule or Procedure Manual reference, or both, related to the conceptual skill.
- The Learning Activities column provides an idea for professional development regarding the conceptual skill.
- The Brief Conceptual Skill Review might define, explain or elaborate on the conceptual skill.
- The Questioning Techniques column provides case supervision or coaching questions related to the conceptual skill.

This pattern follows the entire document.

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Oregon Safety Model Conceptual Skills
- Knows the information to consider when determining response time for a Screening call
- Can identify the Six Domains
- Can distinguish between Present and Impending Danger Safety Threats
- Can identify the five Safety Threshold Criteria
- Knows what a Protective Action is
- Knows the potential Dispositions for a completed assessment
- Knows the definition of an Initial Safety Plan
- Knows the definition of an Ongoing Safety Plan
- Can distinguish between different types of Protective Capacities
- Knows the definition of Conditions for Return
- Can identify the four criteria to consider when writing conditions for return
- Knows the definition of Expected Outcomes
- Knows that Expected Outcome achievement is indicative that the case is ready to close
- Knows the order of critical casework activities
1. Knows the information to consider when determining response time for a Screening call

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<th>Recommended Initial Resources to Review</th>
<th>OAR 413-015-0210</th>
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<tbody>
<tr>
<td>Learning Activities</td>
<td>Discuss in one to one supervision the situations that determine the correct response time (cf. <em>CPS Assessment Response Timelines</em> handout in CORE participant binder).</td>
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</table>

**Brief Conceptual Skill Review**

The possible timelines we need to consider in a screening call are:
- Within 24 hours
- Within 0-2 hours
- Within 2-24 hours
- Within 5 calendar days

**Questioning Techniques**

**Related Coaching Question:**

- What would be your screening decision if police have served a search warrant and find a child living in a home where parents are manufacturing meth? [Within 24 hours, *CPS Assessment Response Timelines* handout in CORE participant binder]
- What information did you consider to come to this conclusion?
- What information would either shorten or lengthen your response time decision?
- Using the example above, under what circumstances would you make an argument for a response time of 0-2 hours? [Police are requesting an immediate response because they feel the circumstances are currently threatening to the children in the home, *CPS Assessment Response Timelines* handout].

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2. Can identify the Six Domains

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<th>Learning Activities</th>
<th>Questioning Techniques</th>
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| Enhance critical reasoning by exploring the caseworker’s experience or best thinking on how to construct relevant lines of questioning for each of the six domains. | **Related Coaching Question:**

**How do you gather the evidence that tells you what are the maltreating behaviors and the immediate effects of this behavior on the child?**

[One possible answer: through your observations, interviews and collateral sources of information].

**What are some of the important collateral sources that you would explore to discover the Extent of the Maltreatment?**

| The Extent of Maltreatment deals with maltreating behavior and the immediate effects on the child. In this domain we focus on what is occurring or has occurred as a result of such things as hitting, injuries and other traumas. Observations and interviews are used to discover the extent of the maltreatment. | **Related Coaching Question:**

**What are some of the circumstances, conditions and behaviors that would specifically help us to understand why chronic neglect is happening and ongoing in this family?**

**What are some of the circumstances, conditions, and behaviors surrounding the maltreatment that might specifically help us to understand why a child is being physically abused?**

**What might be some of the precipitators of that abuse?**

**Precipitators:**

[Being under the influence of alcohol or drugs]

[Being a single parent with sole care of the a number of children]

[A child who has behaviors or learning difficulties with which the parent cannot cope or manage well].

**How would you evaluate any propensities of the alleged perpetrator that may be connected to the maltreatment?**

[Past behaviors or present stated attitudes that support a tendency toward physical abuse].

| The Circumstances Surrounding the Maltreatment deals more specifically with understanding the circumstances, conditions and behaviors that are happening during or around the time of the maltreatment in this particular family that help us to understand why the maltreatment is happening. Questions will focus on discovering the parent’s intent and listening to and soliciting their explanations regarding the maltreatment. We explore time lines regarding the maltreatment; we ask about the duration of the maltreatment; we explore stressors and possible parental impairments surrounding the maltreatment (i.e., substance abuse, mental health or other factors that constitute an environment that is uncontrolled when the maltreatment is occurring; we seek through questioning a parent’s acknowledgments and stated attitudes about the maltreating behavior. We will want to explore any other relevant impacts on the family such as violence, criminality, or isolation. | **Related Coaching Question:**

| **What are some of the circumstances, conditions and behaviors that would specifically help us to understand why a child is being physically abused?**

**Precipitators:**

[Being under the influence of alcohol or drugs]

[Being a single parent with sole care of the a number of children]

[A child who has behaviors or learning difficulties with which the parent cannot cope or manage well].

**How would you evaluate any propensities of the alleged perpetrator that may be connected to the maltreatment?**

[Past behaviors or present stated attitudes that support a tendency toward physical abuse].

The Oregon Safety Model Conceptual Skills: A tool for Coaching and Feedback for Improved Professional Development
### The Child Functioning

The Child Functioning line of questioning addresses the child’s general behavior, emotions, temperament and physical capacity. The focus here is more on the child’s day to day functioning than on points in time or incidents in time. Important day to day information will focus on the child’s developmental level, typical behaviors and changes in behavior due to maltreatment.

**Related Coaching Question:**
- What would you consider some key differences between the two domains: Extent of Maltreatment and Circumstances Surrounding it?
- What are some effective questions you’d consider asking a parent to better understand the child’s typical day to day behavior?
- Then what questions might you ask to segue to any changes in that typical behavior due to maltreatment?
- More importantly, what are some strategies you can think of to gain cooperation (or buy-in) from a parent while asking about changes in behavior due to maltreatment?

### The Adult Functioning

The Adult Functioning line of questioning will surfaces the emotions, thoughts and actions of parents/caregivers on a daily basis. This line of questioning will distinguish between parenting practices and the adult’s day to day life management and how that influences their children.

**Related Coaching Question:**
- What observations help you to gain an understanding of a parent’s communication style?
- How would you ask a parent about their coping and stress management?
- What would you consider other key areas relevant to a parent’s day to day functioning?

### Disciplinary Practices

Disciplinary Practices become clearer when we understand the parent’s/caregiver’s approach to discipline and values around guidance and instruction for their child. Understanding the larger context will assist in this clarifying process: the context of the parent’s upbringing and learned teaching and guiding practices growing up (or the lack of such practices). In order to gain a broader range of accurate information it will be important to compare the parent’s perspective on practices to the child’s perspective on disciplinary practices.

**Related Coaching Question:**
- How would you ask a parent about cultural practices related to discipline?
- Children will often have an understanding of, or feeling about the purpose of the discipline they receive—for example, the child may believe the purpose of discipline is to cause pain in order to learn from that pain. Or a child may feel that the discipline they receive is to teach them respect. What are some forensically sounds ways of asking a child about the purpose of discipline?
- Describe how you might ask a child to describe their parent’s emotional state when he or she is being disciplined?
- What would you take to be the value of this kind of information?
- What are some important discipline related perceptions, perspectives or impacts that need clear description in your narrative?

### The Parenting Practices

The Parenting Practices line of questioning explores the parent’s general approach and understanding of parenthood. For example, what are the parent’s

**Related Coaching Question:**
- What kind of support do you need in being about to better get at this array of parent practice information?
3. Can distinguish between Present and Impending Danger Safety Threats

<table>
<thead>
<tr>
<th>Recommended Initial Resources to Review</th>
<th>OAR 413-015-0115 Procedure Manual Ch. 2 Assessment, #5 Determine if there is a Present Danger Safety Threat or Impending Danger Safety Threat</th>
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</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>▪ Stimulate critical thinking through discussion that compares how safety threats are occurring.</td>
</tr>
<tr>
<td></td>
<td>▪ Challenge any unsupported inferences in the reasoning process.</td>
</tr>
<tr>
<td></td>
<td>▪ Compare cases in which the first was found Present Danger and the second was found Impending Danger.</td>
</tr>
<tr>
<td></td>
<td>▪ Compare the core determining criteria of each to see how these match with the respective cases.</td>
</tr>
</tbody>
</table>

**Brief Conceptual Skill Review**

The core determining criteria for Present Danger is that it is an immediate, significant, clearly observable family condition occurring in the present tense and already endangering or threatening to endanger the child. The family condition is obvious and happening now, actively placing the child in peril (leaving no room for interpretation). (For a list of Present Danger Threats cf. Appendix 2.2 in the OSM Handouts Notebook from CORE training).

The core determining criteria for Impending Danger is that family behavior, conditions or circumstances meet the five safety threshold criteria. The safety threat can be viewed as not immediate, not clearly observable or not obvious and, instead, appears to surface through an understanding of the following:

**VULNERABLE CHILD—**

Child: Vulnerability refers to a child’s capacity for self-protection. Can the child protect himself/herself? The caseworker must consider any power differential

**Questioning Techniques**

- Related Coaching Question:
  - In the case with Present Danger what evidence, or observations indicate to you that the danger was immediate and obvious?
  - What data did you first select to make your determination?
  - In the case with Impending Danger how did you come to understand the severity of harm in the behaviors and circumstances within the family?
  - What specific observations did you make to draw a conclusion of severity of imminent harm?
between child and adults, special needs, and trauma induced vulnerability regardless of the age of the child.

**IMMINENCE**—
Imminence means the threat is likely to occur in the near to immediate future if not controlled by external methods. Imminence is not something that may occur in six months or a year, and is based on a clear understanding of the family condition.

**OUT OF CONTROL**—
There is no adult in the home that can stop, prevent, or otherwise control the family condition or threat. This does not refer to the caretaker looking or acting out of control, rather it refers to the family condition that cannot be controlled.

**OBSERVABLE**—
The caseworker can describe, in specific behavioral ways, the family condition that is making the child unsafe. What are the behaviors, attitudes, and circumstances occurring in the family that create the threat?

**SEVERITY** of the harm—
May include serious physical injury, significant pain and suffering, disability, terror or extreme fear, impairment or death. We are not concerned with the severity of the maltreatment, incident, or reported event, but the likelihood that the threat(s) if left unchecked will likely result in severe effects to a vulnerable child’s physical, sexual, psychological, cognitive or behavioral development or functioning in the near to immediate future.
4. Can identify the five Safety Threshold Criteria

| Recommended Initial Resources to Review | OAR 413-015-0115 (58)  
|                                        | OAR 413-015-0425 (2) |

| Learning Activities | ▪ Using supervision to staff a case, compare and contrast the five criteria to the information gathered thus far on the family behaviors, conditions and circumstances.  
|                     | ▪ Help the caseworker analyze the similarities and differences between the Severity description and the Moderate to High Needs description. (This could be done over time, discussing different criteria across different cases in one to one supervision. Or it could be done on selected cases during a unit meeting or as group supervision). |

<table>
<thead>
<tr>
<th>Brief Conceptual Skill Review</th>
<th>Questioning Techniques</th>
</tr>
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</table>
| **VULNERABLE CHILD**—  
Child: Vulnerability refers to a child’s capacity for self-protection. Can the child protect himself/herself? The caseworker must consider any power differential between child and adults, special needs, and trauma induced vulnerability regardless of the age of the child.  
**IMMINENCE**—  
Imminence means the threat is likely to occur in the near to immediate future if not controlled by external methods. Imminence is not something that may occur in six months or a year, and is based on a clear understanding of the family condition.  
**OUT OF CONTROL**—  
There is no adult in the home that can stop, prevent, or otherwise control the family condition or threat. This does not refer to the caretaker looking or acting out of control, rather it refers to the family condition that cannot be controlled  
**OBSERVABLE**—  
The caseworker can describe, in specific behavioral ways, the family condition that is making the child unsafe. What are the behaviors, attitudes, and circumstances occurring in the family that create the threat?  
**SEVERITY** of the harm—  
May include serious physical injury, significant pain and suffering, disability, terror or extreme fear, impairment or death. We are not concerned with the severity of the maltreatment, incident, or reported event, but the likelihood that the threat(s) if left unchecked will likely result in severe effects to a vulnerable child’s physical, sexual, psychological, cognitive or behavioral | **CASE SUPERVISION – COACHING** |
|                               |  
|                               | ▪ What data (observations, interviews) did you draw upon to conclude that the safety threat meets the severe harm criteria of dangerousness as life threatening damage or immobilizing impairment?  
|                               | ▪ Describe the behaviors and circumstances within family that suggest that these family behaviors, conditions and circumstances are out of control so that the family environment is unpredictable, unmanageable, or chaotic?  
|                               | ▪ What other possible information could you draw upon to suggest that imminence would not apply here—whether it is not clear the harm will not likely occur again soon without intervention?  
|                               | ▪ What specific observations can you describe that indicate that the child has no capacity for self-protection under the current or underlying circumstances?  

| GROUP SUPERVISION – ANALYZING SIMILARITIES AND DIFFERENCES BETWEEN SEVERITY AND MODERATE TO HIGH NEEDS |  
| ▪ Sorting out of these two concepts is worth our time because making the correct distinctions has everything to do with assuring the safety and the well-being of child. Let’s see what we can conclude about how they relate to real case situations. |
development or functioning in the near to immediate future. [Underlining mine]

**MODERATE TO HIGH NEEDS—**
As defined in OAR 413-015-0115 moderate to high needs means observable family behaviors, conditions, or circumstances that are occurring now; and over the next year without intervention, are likely to have a negative impact on a child’s physical, sexual, psychological, cognitive, or behavioral development or functioning. The potential negative impact is not judged to be severe. While intervention is not required for the child to be safe, it is reasonable to determine that short term targeted services can reduce or eliminate the likelihood that the negative impact will occur. [Underlining mine].

**Procedure**
At the conclusion of the CPS assessment when a CPS worker and CPS supervisor have determined there is no impending danger safety threat, however observable family behaviors, conditions, or circumstances that are occurring now and over the next year without intervention, are likely to have a negative impact on a child’s physical, sexual, psychological, cognitive, or behavioral development or functioning and the potential negative impact is not judged to be severe, the family, the CPS worker and supervisor may determine moderate to high needs exist within the family condition.

Moderate to High Needs means observable family behavior, conditions and circumstances that are occurring now; and over the next year without intervention, are likely to have a negative impact on a child’s physical, sexual, psychological, cognitive, or behavioral development or functioning and the potential negative impact is not judged to be severe . . . .

**What’s the key phrase here?** . . . likely to have a negative impact

The definition for Severity states that the main concern is in the “likelihood that the threat (s) if left unchecked will likely result in severe effects (underline emphasis, mine) on a vulnerable child’s physical, sexual, psychological, cognitive or behavioral development or functioning in the near to immediate future.”

**What the key phrase here?** . . . likely result in severe effects

Let’s start with — what’s the difference and what’s similar about these definitions?

How have you applied these definitions in real life situations?

[WEBB’S LEVEL 2—PROMPTING MEANINGFUL UNDERSTANDING OF CONCEPTS: COMPARE AND CONTRAST; ANALYSIS AND APPLICATION]
5. Knows what a Protective Action is

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<th>Recommended Initial Resources to Review</th>
<th>OAR 413-015-0435</th>
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<tbody>
<tr>
<td>Learning Activities</td>
<td>Explore the key elements of a Protective Action</td>
</tr>
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</table>

**Brief Conceptual Skill Review**

The Protective Action is an immediate, same day, short-term plan lasting a maximum of ten calendar days. It must be composed in a way that is sufficient to protect a child from a present danger safety threat. A central purpose of the Protective Action Plan is to allow completion of the CPS assessment.

**Questioning Techniques**

**Related Coaching Questions:**

- **What kind of safety threat initiates the need for a Protective Action?**
  - [Present Danger]

- **When should the Protective Action start?**
  - [Immediately, same day]

- **When should it end?**
  - [Lasts a maximum of 10 calendar days].

- **What is the purpose of a Protective Action?**
  - [Same day, short term plan sufficient to protect a child from a present danger safety threat in order to complete a CPS assessment].

- **How would you know if a Protective Action did its job?**

- **What decisions do we need to consider at the end of the Protective Action time period?**
6. Knows the potential Dispositions for a completed assessment

| Recommended Initial Resources to Review | OAR 413-015-0115 (18)  
|                                         | OAR 413-015-1000 (2) |
| Learning Activities                     | Think critically about the three dispositional findings. |

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<tr>
<th>Brief Conceptual Skill Review</th>
<th>Questioning Techniques</th>
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<tbody>
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<td>OAR 413-015-1000</td>
<td>Related Coaching Questions:</td>
</tr>
<tr>
<td>As part of completing the CPS assessment, the CPS worker must determine whether there is reasonable cause to believe child abuse or neglect occurred. The possible determinations are:</td>
<td>$\textbf{What kinds of information would you need to obtain to reliably indicate that no evidence of child abuse was identified?}$</td>
</tr>
<tr>
<td>(a) &quot;Founded,&quot; which means there is reasonable cause to believe that child abuse or neglect occurred.</td>
<td>$\textbf{If we are considering a disposition of unable to determine because of unable to locate a family, what types of efforts do we need to document before being able to reliably draw the conclusion that we can't locate the family?}$</td>
</tr>
<tr>
<td>(b) &quot;Unfounded,&quot; which means no evidence of child abuse or neglect was identified or disclosed.</td>
<td>$\textbf{When we give a founded disposition to a safety threat what do you think it means to have reasonable to cause believe that the abuse occurred?}$</td>
</tr>
<tr>
<td>(c) &quot;Unable to determine,&quot; which means there are some indications of child abuse or neglect, but there is insufficient data to conclude that there is reasonable cause to believe that child abuse or neglect occurred.</td>
<td></td>
</tr>
<tr>
<td>The &quot;unable to determine&quot; disposition may be used only in the following circumstances:</td>
<td></td>
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<tr>
<td>(A) After extensive efforts have been made, the CPS worker is unable to locate the family; or (B) After completing an assessment that complies with the Department's rules:</td>
<td></td>
</tr>
<tr>
<td>(i) The child is unable or unwilling to provide consistent information and there is insufficient information to support a founded or unfounded determination; or</td>
<td></td>
</tr>
<tr>
<td>(ii) There is conflicting or inconsistent information from collateral contacts or family, and there is insufficient information to support a founded or unfounded determination.</td>
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7. Knows the definition of an Initial Safety Plan

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<tr>
<th>Learning Activities</th>
<th>Discuss the key ingredients necessary for implementing an Initial Safety Plan.</th>
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</table>

**Brief Conceptual Skill Review**

**The Initial Safety Plan** is a documented set of actions or interventions that manage a child’s safety after the Department has identified one or more impending danger safety threats at initial contact or any time prior to the conclusion of a CPS assessment. An initial safety plan can be in home or out of home.

**Questioning Techniques**

**Related Coaching Questions:**

- Before we put into place a documented set of actions or interventions to manage a child’s safety, what do we need to first clearly identify at our initial contact, or some time before the conclusion of our assessment? [An identified impending danger safety threat].
- What are the two types of initial safety plans that we can implement? [In home; out of home].

8. Knows the definition of an Ongoing Safety Plan

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<th>Recommended Initial Resources to Review</th>
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<tr>
<th>Learning Activities</th>
<th>Stimulate critical reasoning and clarity around planning.</th>
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<tbody>
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<td></td>
<td>Explore differences in plans.</td>
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</table>

**Brief Conceptual Skill Review**

**The Ongoing Safety Plan** is a documented set of actions, or interventions that manage a child’s safety after the Department has identified one or more safety threats at the conclusion of a CPS assessment. An ongoing safety plan can be in home or out of home and is adjusted when necessary to provide the least intrusive interventions.

**Questioning Techniques**

**Related Coaching Questions:**

- Describe the difference between an Initial Safety Plan and an Ongoing Safety plan?
- When should the transition from one to another take place in a case?
9. Can distinguish between different types of Protective Capacities

<table>
<thead>
<tr>
<th>Recommended Initial Resources to Review</th>
<th>Procedure Manual Ch. 3, Appendix 3.1 Enhancing Protective Capacities in the Case Plan</th>
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</table>
| Learning Activities                    | ▪ Have a discussion about the specific kinds of observations one would make of a parent, or the data one would consider as one seeks to identify the three different types of Protective Capacities:  
  o Behavioral  
  o Emotional  
  o Cognitive |

**Brief Conceptual Skill Review**

The different types of Protective Capacities are: Behavioral, Cognitive, and Emotional characteristics that can specifically and directly be associated with a person’s ability and willingness to care for and keep a child safe.

**Criteria for Determining Protective Capacities**

- The characteristic prepares the person to be protective.  
- The characteristic enables or empowers the person to be protective.  
- The characteristic is necessary or fundamental to being protective.  
- The characteristic must exist prior to being protective.  
- The characteristic can be related to acting or being able to act on behalf of a child. (cf. Procedure Manual Appendix 3.1 for descriptors of the three types of Protective Capacities).

**Questioning Techniques**

**Related Coaching Questions:**

- **What do you need to see happen between a parent and child to indicate a Behavioral Protective Capacity?**  
  [The caregiver sets aside his needs in favor of a child]  
  [The caregiver has a history of protecting]  
  [The caregiver has energy to manage the needs of the child].

- **When we are considering a Cognitive Protective Capacity, what would it look like in real experience for a caregiving to be reality oriented and to be self-aware as a caregiver?**  
  [The caregiver plans and can articulate a plan to protect the child]  
  [The caregiver acknowledges limitations and strengths while stating an accurate perception of the child’s difficulties and need for protection].

- **Describe some of the actions you would want to see in a parent or caregiver that would indicate an Emotional Protective Capacity?**  
  [The caregiver expresses love and empathy toward the child and specifically empathizes with the child’s perspective and feelings]  
  [The caregiver is able to state in a credible fashion that the child’s well-being and safety rise above a number of other important concerns and considerations].

- **How have you seen a father emotionally protect his child? Same for a mother. How . . . ?**

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10. **Knows the definition of Conditions for Return**

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<tbody>
<tr>
<td>Learning Activities</td>
<td>▪ Explore the differences between Conditions of Return and Expected Outcomes.</td>
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</table>

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<tr>
<th>Brief Conceptual Skill Review</th>
<th>Questioning Techniques</th>
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</thead>
</table>
| **The Conditions for Return** constitute a written statement of the specific behaviors, conditions, or circumstances that must exist within a child’s home before a child can safely return, or remain in the home with an in-home initial or ongoing safety plan. | **Related Coaching Questions:**  
> What is one key difference between a condition for returning a child home (or sustaining a child in her home) and an observable expected change outcome in relation to a parent’s behavior or circumstances? |

**Expected Outcomes constitute** observable, sustained change in a parent, or guardian’s behavior, condition, or circumstance that, when accomplished, will increase a parent or guardian’s protective capacity and reduce or eliminate an identified safety threat. When this is accomplished, child welfare intervention will no longer be required to manage a child’s safety.

[Conditions for Return have to do with the four criteria that need to exist before safety services can effectively function in an initial or ongoing safety plan. Expected Outcomes, once achieved, will make safety management obsolete because the changes in behavior, conditions and circumstances will be sustained and observable]

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## 11. Can identify the four criteria to consider when writing conditions for return

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<th>Recommended Initial Resources to Review</th>
<th>Procedure Manual Ch. 3, #5F Conditions for Return</th>
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</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>Practice specific description of and critical thinking regarding the criteria</td>
</tr>
</tbody>
</table>

### Brief Conceptual Skill Review

**The four criteria are:**
- Is there a home like setting?
- Is the home environment calm enough to allow safety services to occur?
- Is at least one parent willing and able to cooperate with an in-home plan?
- Are there sufficient Safety Service Providers and resources available to support an in-home plan?

### Questioning Techniques

**Related Coaching Question:**
- How are we defining a home like setting in this case?
- What data are you selecting to draw the conclusion that this home environment is calm enough to allow safety services to effectively work in this home?
- What specific information led you to conclude that this parent is willing and able to cooperate with an in-home plan?
- Who are the Safety Service Providers you are considering? Tell me how you’ve defined your expectations for their service and assessed their level of commitment to meet these expectations?

### Related Coaching Questions:

1. **(Using case staffing time)** What is one key difference between a condition for returning a child home (or sustaining a child in her home) and an observable expected change outcome in relation to a parent’s behavior or circumstances?

## 12. Knows the definition of Expected Outcomes

<table>
<thead>
<tr>
<th>Recommended Initial Resources to Review</th>
<th>OAR 413-040-0000 (16)</th>
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<tbody>
<tr>
<td>Learning Activities</td>
<td>Explore the differences between Conditions of Return and Expected Outcomes.</td>
</tr>
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### Brief Conceptual Skill Review

**The Conditions for Return** constitute a written statement of the specific behaviors, conditions, or circumstances that must exist within a child’s home before a child can safely return, or remain in the home with an in-home initial or ongoing safety plan. **Expected Outcomes constitute** observable, sustained change in a parent, or guardian’s behavior, condition, or circumstance that, when accomplished, will increase a parent or guardian’s protective capacity and reduce or eliminate an identified safety threat. When this is accomplished, child welfare intervention will no longer be required to manage a child’s safety.

### Related Coaching Questions:

1. **(Using case staffing time)** What is one key difference between a condition for returning a child home (or sustaining a child in her home) and an observable expected change outcome in relation to a parent’s behavior or circumstances?
13. Knows that Expected Outcome achievement is indicative that the case is ready to close

<table>
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<tr>
<th>Recommended Initial Resources to Review</th>
<th>ORS 413-040-0032 (2)</th>
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<tr>
<td><strong>Learning Activities</strong></td>
<td>▪ Explore the key and essential elements that indicate a case is ready for closure</td>
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<table>
<thead>
<tr>
<th>Brief Conceptual Skill Review</th>
<th>Questioning Techniques</th>
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<tbody>
<tr>
<td>When sustained change is observed we should be able to observe and infer that a parent’s protective capacities have increased and the identified safety threat(s) reduced or eliminated so that safety management is no longer needed. A careful analysis of what “sustained” means in contexts that are authentically relevant to the parent or parents must be undertaken. This could mean sustained over time clean and sober behavior; sustained attitudes of the importance of being connected to a solid recovery community; sustained employment circumstances; sustained community ties that represent genuine support to the family and any other contexts in which “sustained” can be analyzed for its depth of meaning rather than in a superficial way.</td>
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</table>

**413-040-0032 Requirements for Closing the In-Home Ongoing Safety Plan and Closing the Case**

1. When a child or young adult is in the home of the parent or guardian and the parent or guardian can sustain the safety of the child or young adult, the caseworker must assess when the in-home ongoing safety plan should close.

2. When assessing whether the in-home ongoing safety plan can be closed, the caseworker must determine whether:
   a. The parent or guardian has demonstrated capacity to sustain the safety of the child or young adult based upon:
      i. Observations of the child or young adult and the parent or guardian in the home;
      ii. Expert evaluations and reports from service providers;
      iii. Reports from participants in the in-home ongoing safety plan;
      iv. The extent to which the achievement of expected outcomes supports the ability of the parent or guardian to sustain the safety of the child or young adult; and
      v. Consultation with other individuals participating with the parent or guardian to sustain the safety of the child or young adult.

**Related Coaching Questions:**

4. Describe the observable and sustained changes in this parent’s behavior and circumstances that tell you the child can return home safely with no more need for safety management?

5. What do you see as the key indicators that this case is ready for closure?
(b) The child or young adult is safe in the home based upon:
(A) The elimination of the identified safety threats or the
protective capacity of the parent or guardian is sufficient to
manage identified safety threats;
(B) The willingness and ability of the parent or guardian to
protect the child or young adult; and
(C) Caseworker confidence in the ability of the parent or
guardian to sustain the safety of the child or young adult over
time.
(3) The caseworker must document the determination that
the in-home ongoing safety plan can be closed and the facts
supporting the ability of the parent or guardian to provide
safety for the child or young adult and to sustain the safety
of the child or young adult.
(4) The caseworker's supervisor must review the
caseworker's documentation to ensure the criteria in section
(2) of this rule are met, and concur that the in-home ongoing
safety plan can be closed prior to approving the closure of
the safety plan.
(5) The caseworker closes the in-home ongoing safety plan
and the case when the court dismisses the commitment of
the child or young adult to the Department or the court's
wardship over the child terminates.

Stat. Auth.: ORS 409.050, 418.005
Stats. Implemented: ORS 409.010, 418.005

### 14. Knows the order of critical casework activities

<table>
<thead>
<tr>
<th>Recommended Initial Resources to Review</th>
<th>Life of a Case Diagram (handout provided in training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>Review the Life of a Case Diagram. Explore any areas that need clarification</td>
</tr>
<tr>
<td>Brief Conceptual Skill Review</td>
<td>Questioning Techniques</td>
</tr>
<tr>
<td>(cf. the Life of a Case Diagram below)</td>
<td></td>
</tr>
</tbody>
</table>

**Related Coaching Questions:**
- You’ve reviewed the Life of a Case diagram. What terms or transitions make less sense to you?
- What do you think needs clarification?
- How would you improve on the clarity of this diagram?

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*The Oregon Safety Model Conceptual Skills: A tool for Coaching and Feedback for Improved Professional Development*