

	INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE POLICY	
	Chapter 7: In-Home Services	Effective Date: September 1, 2018
	Section 5: Meaningful Contacts	Version: 7

STATEMENTS OF PURPOSE

The Indiana Department of Child Services (DCS) will assess safety and risk during face-to-face contacts with the parent, guardian, or custodian and the child identified as a candidate at imminent risk of placement. DCS will address safety, stability, well-being (including health and medical status), and permanency with the parent, guardian, or custodian and the child during all visits (see [Practice Guidance](#) for suggested questions). Safety concerns must be reported immediately (see [Procedure](#) for additional information). Safety provisions will be developed to address identified safety concerns. The visit, findings, and implemented safety provisions must be documented in the Management Gateway for Indiana’s Kids (MaGIK).

DCS will ensure sufficient time and opportunity is given to observe and evaluate the parent-child relationship. Child safety must always be addressed. The observation and evaluation must be documented in MaGIK within ‘Contacts.’ All identified safety concerns must be discussed with the parent, guardian, or custodian. A [Safety Plan \(SF53243\)](#) must be developed to address all safety concerns, and the safety concerns must be reported to the Family Case Manager (FCM) Supervisor immediately.

DCS will provide on-going assessment of safety and risk when visiting the parent, guardian, or custodian and the child who has been identified as at imminent risk of placement. DCS will identify and document the parent, guardian, or custodian’s functional strengths and underlying needs. DCS will monitor and reassess to ensure the current Case Plan goals or identified activities or actions in the Informal Adjustment (IA) are meeting the underlying needs of the family. DCS will discuss any concerns with the family.

Note: The FCM should utilize the [Family Functional Assessment \(FFA\) Field Guide](#) for suggested questions to assist in gathering the parent, guardian, or custodian’s functional strengths and underlying needs.

DCS will utilize the family’s functional strengths to assist in the identification of informal and formal supports that may decrease the possibility of future risk of Child Abuse and/or Neglect (CA/N). Over time, the parent, guardian, or custodian’s functional strengths should increase with the inclusion of identified services and their underlying needs should decrease. Each case should be evaluated independently based upon its own unique conditions.

Code References
N/A

PROCEDURE

The FCM will:

1. Assess and address the child's safety, risks, stability, well-being, and permanency during all visits with the parent, guardian, or custodian and the child who is identified as at imminent risk of placement;
2. Assess for the presence of domestic violence during each visit with the parent, guardian, or custodian;
3. Ensure there is sufficient time to observe and evaluate the parent-child relationship during all visits;

Note: Appointments for face-to-face contact should be made with consideration of nap times for younger children. If a child is sleeping, the FCM should schedule another appointment within the next three (3) to five (5) days, to accurately document the parent-child relationship.

4. Identify the parent, guardian, or custodian's functional strengths and underlying needs;
5. Partner with the parent, guardian, or custodian to utilize their functional strengths and underlying needs to identify formal and informal supports;
6. Collaborate with the parent, guardian, or custodian and the child, if age appropriate, to develop a plan to identify and address any safety concerns;
7. Update the [Safety Plan \(SF53243\)](#) as needed;
8. Report any and all safety concerns to the FCM Supervisor immediately; and

Note: Any new allegations of CA/N must be reported to the DCS Child Abuse Hotline (Hotline), per State reporting statutes, and may not be handled as part of the case. See [Practice Guidance](#) for additional information.

1. Clearly and accurately document in MaGIK within 3 business days the assessment of safety, risk, stability, permanency, and well-being (including physical and mental health, medical care, educational status, and progress toward successful adulthood transition). Observations, evaluations, and outcomes of face-to-face contacts with the parent, guardian, or custodian, and/or the child must be included in the documentation and easily identified by area (i.e., safety, risk, stability, well-being, and permanency). It is also important to reflect whether the parent, guardian, or custodian, and child were actively involved during the face-to-face contact. Document barriers identified by the parent, guardian, or custodian; child; and/or FCM to prohibit the completion of activities or objectives agreed upon by the CFT.

The FCM Supervisor will discuss with the FCM the case and contacts with the child and parent, guardian, or custodian during regular [clinical supervision](#).

PRACTICE GUIDANCE

Use of the Family Functional Assessment (FFA) Field Guide

The FCM may utilize the [FFA Field Guide](#) for suggested questions to assist in gathering the parent, guardian, or custodian's functional strengths and underlying needs.

DCS will utilize the family's functional strengths along with assessed protective factors to assist in the identification of informal and formal support systems that may decrease the possibility of

future risk of child abuse and/or neglect (CA/N). Over time, the parent, guardian, or custodian's functional strengths should increase with the completion of identified services, which address underlying needs. Each case should be evaluated independently based upon its own unique conditions.

Safety, Stability, Well-Being, and Permanency Questions¹

When completing a face-to-face contact, the FCM should consider the following specific questions in the areas of Safety, Stability, Well-being (including physical and mental health, medical care, and educational status), and Permanency:

1. **Safety** – Is the child free of abuse, neglect, and exploitation by others in his or her place of residence and other daily settings? Is the child's environment free from potentially harmful objects (e.g., sanitation, pests/pest control, medication, and general home maintenance items, such as running water and functioning toilets)? Is the child's care or supervision currently compromised by a pattern of domestic violence in the home? Are there shared protective strategies with the team? Is the family utilizing informal supports and resources to keep the child free from harm? Have all CFT members been afforded the opportunity to provide input into the development of a Safety Plan?
2. **Stability** – Does the child have consistent routines, relationships, etc.? Has the child experienced a change in placement? Is the current placement meeting the child's needs? Has the child experienced changes in his or her school setting? Is there a shared understanding of the long-term view for the child?
3. **Well-being (including mental and physical health, medical care, and educational status)** – Does the child display age-appropriate emotional development, coping skills, and self-control, which allows him or her to adjust to changes and maintain adequate levels of behavioral functioning in daily settings and activities with others? Does the child express a sense of belonging and demonstrate an attachment to family and friends? Is the child achieving at a grade level appropriate for his or her age? Is the child able to attend both school and other social functions? Are there any concerns regarding personal hygiene practices (e.g., bathing, dental hygiene, hair care, and hand washing)? Consider the following questions when assessing the child's **health and medical status**:
 - a. Is the child achieving key physical (e.g., growth – height, weight, and head circumference) **and** developmental milestones?
 - b. Is the child achieving his or her optimal or best attainable health status?
 - c. Does the parent have the capacity and supports necessary to address any identified special medical needs (e.g., medication, medical equipment, compliance with physician and/or specialist appointments, and emergency procedures)?

Note: If the child is on a special diet, ensure there is appropriate food and/or supplement available.

- d. What is the child's physical condition (this includes visualization of the child's skin, teeth, hair, etc.)?
- e. What is the child's mobility status (e.g., mobile, limited mobility, or assisted mobility)?

Note: If the child is immobile or has limited mobility, the child must be positioned or repositioned in order to see and assess the child's entire body. Lighting may need to

¹ Quality Service Review Protocol for Use by Certified Reviewers. "A Reusable Guide for a Child/Family-Based Review of Locally Coordinated Children's Services", August 2015.

be adjusted and blankets removed in order to adequately visualize the child's skin condition.

f. How does the child adapt to changes that affect his or her life?

4. **Permanency** – Safety, stability, sufficient caregiver functioning, and sustainability of relationships to adulthood are simultaneous conditions of permanency for a child or youth. Are the child's daily living and educational environments stable and free from risk of disruption? Have there been changes to the composition of the home? Has the child experienced a change resulting from behavioral difficulties or emotional disorders in the past year? Are all CFT members aware of the child's permanency plan? Does the child's permanency plan include relationships which will endure lifelong? Is there a concurrent and/or alternate plan in place for the child? Is the pace of achieving safe, sustainable case closure consistent with the following guidelines?²
- a. Reunification: 12 months
 - b. Guardianship: 18 months
 - c. Adoption: 24 months

Note: Permanency may be achieved in more or less time than the guidelines listed above due to circumstances of the individual case.

Each of the areas above must be included and easily identified within the FCM's documentation of the face-to-face contact in MaGIK.

Initiation of an Assessment Prior to Reporting the Allegations of CA/N to the DCS Hotline

When an FCM becomes aware of new CA/N allegations while on the scene and immediately initiates an assessment, the FCM will complete the [Preliminary Report of Alleged Child Abuse or Neglect \(310\) \(SF114\)](#) and submit it to the Hotline within one (1) hour of leaving the scene to report all new allegations of CA/N. **All new allegations of CA/N must be reported to the Hotline, per State reporting statutes, and may not be handled as part of the case.**

The FCM must specify in the [310](#) that the assessment has already been initiated. The exact date and time the FCM became aware of the allegations and initiated the assessment must also be specified and will be used as the report date and time. The [310](#) may be submitted via email to: DCSHotlineReports@dcs.in.gov or via fax to: 317-234-7595 or 317-234-7596.

Note: The FCM may send an email containing equivalent information (e.g., time initiated, parent names, child victim names, description of concerns, etc.) to the hotline within one (1) hour of leaving the scene if he or she is not able to complete the [310](#) timely.

When Law Enforcement requests immediate assistance directly from the local office, or another party provides a report directly to the local office, the local office should immediately contact the Hotline to make a report prior to initiating the assessment.

FORMS

²Quality Service Review Protocol for Use by Certified Reviewers. "A Reusable Guide for a Child/Family-Based Review of Locally Coordinated Children's Services", August 2015.

1. [Family Functional Assessment \(FFA\) Field Guide](#)
2. [Quality Service Review \(QSR\) Protocol \(Version 5.0\)](#) – For Use by Trained QSR Reviewers
3. [Safety Plan \(SF53243\)](#)
4. [Preliminary Report of Alleged Child Abuse or Neglect \(310\) \(SF114\)](#)

RELATED INFORMATION

Functional Strengths

Functional strengths are “the buildable” strengths of families; they help to build toward goal achievement. Exploring those strengths beyond the surface level provides a great deal of information when trying to match the strength (asset) to meet a need in the planning process. For example, saying someone is good at soccer does not provide much to work with; however, identifying that he or she is able to participate in group activities, follow directions from a leader and has the ability to work toward a clear goal, are strengths that may be utilized to meet the family’s goals.

Underlying Needs

Underlying needs are the root source of an individual and/or family’s challenges. An underlying need determines the appropriate use of services or interventions. In order to identify the underlying need, the question of what does the family need or what needs to change in order to achieve the family’s outcomes should be answered. The FCM will assist the family and the team to identify these needs.

The ability to identify an underlying need is a crucial step in engaging a family and promoting safety, permanency, and well-being. We address underlying needs so that we understand the root of the problem and are able to provide accurate/effective services to address the needs. This method supports safe sustainable case closure.

Considerations for writing Family Needs Statements:

1. If you are considering a specific service for a family ask yourself, “Mom needs to accomplish what during the service?” The answer will help identify the need;
2. A service or program is not a need; a service or program meets a need;
3. A placement is not a need, it is a setting or living arrangement that meets a need; and/or
4. A symptom is not a need; the need causes the symptom.

Protective Factors

1. Nurturing and attachment — A child's early experience of being nurtured and developing a bond with a caring adult affects all aspects of behavior and development. When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.
2. Knowledge of parenting and of child and youth development — Children thrive when parents provide not only affection, but also respectful communication and listening, consistent rules and expectations, and safe opportunities that promote independence. Successful parenting fosters psychological adjustment, helps children succeed in school, encourages curiosity about the world, and motivates children to achieve.
3. Parental resilience — Parents who can cope with the stresses of everyday life, as well as an occasional crisis, have resilience; they have the flexibility and inner strength

necessary to bounce back when things are not going well. Multiple life stressors, such as a family history of abuse or neglect, health problems, marital conflict, or domestic or community violence—and financial stressors such as unemployment, poverty, and homelessness—may reduce a parent's capacity to cope effectively with the typical day-to-day stresses of raising children.

4. Social connections— Parents with a social network of emotionally supportive friends, family, and neighbors often find that it is easier to care for their children and themselves. Most parents need people they can call on once in a while when they need a sympathetic listener, advice, or concrete support. Research has shown that parents who are isolated, with few social connections, are at higher risk for child abuse and neglect.
5. Concrete supports for parents Partnering with parents to identify and access resources in the community may help prevent the stress that sometimes precipitates child maltreatment. Providing concrete supports may also help prevent the unintended neglect that sometimes occurs when parents are unable to provide for their children.

See <https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/> for additional information.

Clinical Supervision

Clinical supervision is a process in which an individual with specific knowledge, expertise, or skill provides support while overseeing and facilitating the learning of another individual. The focus of clinical supervision is on the practice that directly impacts outcomes for families.