

ASSESSING PROGRESS OF FAMILY SERVICE PLANS

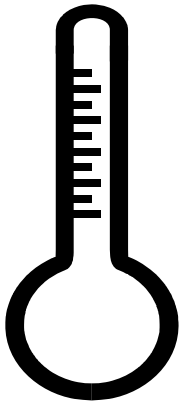
Evaluation is directly linked to the Family Services Plan. It asks the following questions:

- ◆ **To what degree are the tasks being implemented?** If they are not being well implemented, are the tasks still relevant? If so, what can be done to help with implementation? If not, how do they need to be changed? Are the services being utilized and are they the right services? Are they potent enough? Are the service providers focused on the objectives and goals? Are they providing useful and timely information for the reviews?
- ◆ **Are the objectives being accomplished?** In what ways? Is more progress needed? Are the tasks still relevant to these objectives? Are other tasks needed to help achieve them?
- ◆ **Are the goals being achieved?** Are they still relevant? Do they need modification? If so, what would need to change or be added in terms of objectives and tasks?
- ◆ **Are the issues still relevant?** Are there new issues that have become apparent in the course of the family's involvement with child welfare? If so, are new or modified goals, objectives, or tasks needed? Are the specific safety concerns and risks identified earlier being ameliorated? Are family needs being met?
- ◆ **Are the strengths of the family being used?** Has any new information surfaced that adds to family strengths or questions those that were identified? Are the strengths being used to help implement the service plan? Can something be done to improve this?
- ◆ **Is the review process timely and does it involve the right players?** Is each player welcomed and encouraged to participate? Is the progress review documented? What follow up is being put in place to support the modifications made in the plan as part of the review? If a child is out of home, is the concurrent plan discussed in each review? Are court dates and other mandatory reviews and timeframes being addressed?

ASSESSING PROGRESS OF FAMILY SERVICE PLANS (continued)

- ◆ **Is information about progress being provided along the way** instead of only at the last minute? For example, are parents encouraged to call and leave a message on the worker's or counselor's voice mail when she has successfully used an alternative discipline technique such as time out? Are service providers required to provide written reports in sufficient time to allow the worker to include them in reports to the court? Regular feedback can be quite motivating and can reinforce the partnership between the worker and family. It provides a clear mechanism for informing changes in the FSP.

- ◆ **Is the information about progress provided in a way that helps people understand it?** For example, is there a way for people to get a visual impression of progress in addition to the narrative? Possible charting methods are:



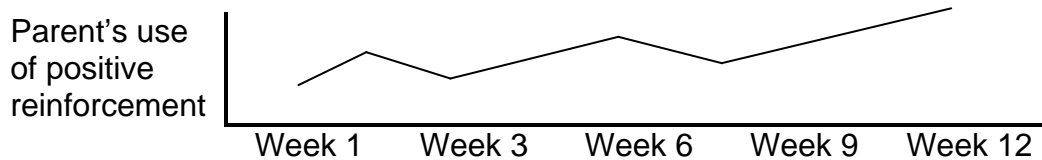
- Draw a temperature gauge with intermediate progress points marked. Use a red pen to document the family's progress toward the case goals.

- Draw a scale, using the idea of "1 – 10". Show progress on the scale by marking dates of when the client (or both the client and worker) thought there was progress.

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Date					

ASSESSING PROGRESS OF FAMILY SERVICE PLANS (continued)

- Draw a graph with one axis representing time and the other axis representing the behavior change. Measures are plotted on the graph and connected with a line which displays the pattern of change over time. For example, the behavior measured is the number of positive reinforcements the parent uses with the child:



- ◆ **Are alternative methods of data collection about progress being used?** For example, videotaping of parent-child interactions is a powerful method for providing feedback to families. The worker views the videotape with the family and points out: what the parents did well; nonverbal expressions by both the child and the parent; and areas for improvement. This feedback method allows parents to see how their behavior affects their children.

