

# Assessment in Family-Centered Child Protective Services – Module IV

## Agenda and Objectives

### Section I: Welcome and Introductions

#### Objectives:

- Trainees will get to know one another and the trainer
- Trainees will identify their learning needs specific to this module

### Section II: Introduction to Assessment

#### Objectives:

- Trainees will develop an awareness and understanding of assessment as a fundamental and critical prerequisite for all decision-making.
- Trainees will understand the potentially negative impact of poor assessments on outcomes for maltreated children and their families.
- Trainees will understand that assessments of various kinds are conducted throughout the life of the case.
- Trainees will be able to identify types of assessments, their purposes, the decisions to be made and the various kinds of information to be gathered in each.
- Trainees will know the seven steps of critical thinking common to all types of assessments.
  - A. What Is an Assessment?
  - B. Assessments in Child Welfare Practice
  - C. Seven Steps of Critical Thinking in the Assessment Process

### Section III: Fundamentals of Assessment

#### Objectives:

- Trainees will understand the complexity of conducting a thorough and accurate assessment and the factors that impact the process, including their own preferences and skills in processing information.
- Trainees will be able to identify and differentiate salient and relevant information and will learn how to sharpen their powers of observation.

- Trainees will learn how to analyze, synthesize and derive accurate meaning from information collected through making and testing hypotheses.
  - A. Information Processing
  - B. Practicing Observation Skills
  - C. The Missing Factor: Understanding the Information Collected
  - D. Making and Testing Hypotheses
  - E. Summary of Day One

## **Section IV: Applying Assessment Skills to Critical Child Protective Services**

### **Objectives:**

- Trainees will understand the types of assessments that are ongoing, such as safety assessments, as well as assessments specific to critical case decision-making points, such as reunification assessments.
- Trainees will be able to differentiate safety assessments, risk assessments and family-based assessments.
- Trainees will understand the purposes of, factors to consider, and information-gathering strategies for safety, risk and family-based assessments.
- Trainees will practice gathering and analyzing information for safety, risk and family-based assessments.
  - A. Safety Assessment
  - B. Risk Assessment
  - C. Family-based Assessment

## **Section V: Action Planning and Close of the Workshop**

### **Objective:**

- Trainees will identify skill areas needing further practice and support.