

Advanced SDM Safety Planning

This class builds on the *Advanced Interviewing for Safety* class. The focus of the class is creating safety plans that are effective and are created with the family. The class reviews family engagement and the importance of engagement in building a plan that will be successful. Upon this foundation, the elements of a safety plan are covered as well as a process for making sure that plans are comprehensive and specifically cover all safety concerns. Workers will also be taught the difference between case planning and safety planning. Time will be spent exploring protective capacity and specific interventions ideas. Workers will have an opportunity to create effective safety plans using various case scenarios.

Workers Who Would Attend:

ER and FM workers who have previously completed SDM basic training.

Learning Objectives:

- Explore ways to engage the family in safety planning
- Understand the difference between safety planning and case planning
- Making sure that safety plans cover all safety threats
- Practice developing a safety plan that involves the family and uses the SDM safety assessment as a guide.

Walk through of the three-hour class:

This class starts by talking about how to engage the family in safety planning. It builds on that process to discuss how to explain a safety plan to a family in a way they can understand. The elements of a thorough safety plan and the variations for Team Decision Making meetings and cases where there is domestic violence will be discussed.

Next the class covers the differences between a case plan and a safety plan using vignettes to practice the differences.

The class then moves to exploring a four steps model for developing a comprehensive safety plan with a family. This starts by exploring what protective capacity really is and how to use this part of SDM to begin the process and engage the family. The steps also cover how to negotiate differences in opinion between the worker and the family.

The class concludes with a role play where workers get to practice developing a safety plan with a family.

Transfer of Learning:

Before the training:

1. Ask the worker about their experience developing safety plans with a family, what has worked well, what has been challenging?
2. Discuss the various types of safety plans: immediately with a family at first contact, at a TDM and ongoing in a case.
3. Review with the worker the techniques the worker has done to engage the family in safety planning.
4. Discuss types of intervention that are common in a safety plan and what have been some of the creative and successful interventions that have been used.
5. Review county policy on safety planning with families where there is Domestic Violence.

After the training:

1. Ask the worker what they found most interesting about the class. What were they already doing? What is different than their practice?
2. On a scale of one to ten, ten being very skilled ask the worker how skilled they feel in developing a safety plan with a family. Ask the same question as to how skilled they feel engaging a family in this complex task.
3. Ask the worker what the difference between a case plan and a safety plan is. Using one of their cases, look at the difference between the two types of plans.
4. If the worker is has developed the initial safety plan, ask the work how they can make sure the ongoing worker understands the safety plan and the importance of certain elements. If the worker is ongoing discuss how the worker ensures that the safety plan is followed and how the assess it at every contact.
5. Ask the worker what strategies they have for working with a family when there is a disagreement. How do they resolve it without making it a threat? Discuss the importance of making sure they are careful not to threaten a family and the problems that can occur when a family thinks their child will be removed if they do not participate.
6. Ask the worker to use the 4 steps in developing a safety plan the next time they create a safety plan with a family. Ask them to report back to you how it worked.