

CHILD PROTECTION BEST PRACTICES BULLETIN

Innovative Strategies to Achieve Safety, Permanence, and Well-Being

BEST PRACTICE BULLETINS

- ADVANCE CALENDARING
- CONNECTING CHILDREN WITH INCARCERATED PARENTS
- EDUCATION ADVOCACY
- FAMILY ENGAGEMENT
- FOSTER PARENT INVOLVEMENT
- MAXIMIZING THE INVOLVEMENT OF YOUNG PEOPLE
- OPEN ADOPTION AND MEDIATED CONTACT AGREEMENTS
- PACING PERMANENCY
- PARENT-CHILD VISITATION
- PRESERVING CULTURAL CONNECTIONS
- SPECIAL CALENDARING
- TRANSITION PLANNING
- TRANSITION HOME PLANS
- WELL-BEING CHECKLISTS
- WORKING WITH UNDOCUMENTED & MIXED STATUS CHILDREN AND FAMILIES

FIND ALL THE BEST PRACTICES AT:
WWW.NMCOURTS.GOV

WELL-BEING CHECKLIST

WHAT ARE *Well-Being Checklists*?

Of the three outcomes pursued in the realm of child welfare, safety, permanency, and well-being, well-being is probably the least concrete and certainly the hardest to measure. For safety and permanency, there is a body of law and policy and a number of concrete performance indicators, while well-being exists in the domain of values and is much less well-defined. Engaging in the pursuit of well-being means that first we must articulate and create consensus about the meaning of well-being. Second, we must create tools to assist all participants in the child welfare system to engage in the pursuit of well-being for children and families.

For purposes of creating definition and consensus, well-being in the child welfare system can be understood to require:

- Preserving connections and the continuity of family and other relationships for children
- Increasing the capacity of families to provide for their children's needs
- Ensuring that children receive quality services to meet their physical health needs, including dental and eye care
- Ensuring that children receive quality services to meet their mental health needs
- Ensuring that children receive appropriate services to meet their educational and developmental needs

Well-Being Checklists, as proposed here, are tools that list questions related to each of these parameters. The Checklists serve to focus attention on key activities and events, and should be used by virtually everyone who works with children and families.

WHAT IS *Current Practice*?

Currently, there is no standardized statewide practice for guiding and reviewing efforts to achieve child and family well-being. There are Quality Assurance Reviews within the Children, Youth, and Families Department that monitor the three well-being outcomes required of the Child and Family Services Review (CFSR). Federal CFSR well-being outcomes are:

- (1) Families have enhanced capacity to provide for their children's needs;
- (2) Children receive appropriate services to meet their educational needs; and
- (3) Children receive adequate services to meet their physical and mental health needs.

These three outcomes are included in the Well-Being Checklists. Court Appointed Special Advocates (CASA), Citizen Review Boards (CRB), Guardians ad Litem (GAL) and Youth Attorneys (YA) diligently look after the best interests of children, including their well-being. These efforts, however, are not coordinated at this time; and there is no uniform definition or approach in terms of what constitutes well-being.

WHAT IS *Best Practice*?

Best practice means extending the responsibility for achieving well-being outcomes to the larger community of individuals and agencies involved in the child welfare system. Best practice involves judges, attorneys, social workers, service providers, child advocates, foster parents and others who work with children and families, focusing on and diligently tracking the efforts being made to pursue well-being. Best practice means using the Well-Being Checklists to guide our work and to direct our review and oversight in a manner which is coordinated and consistent.

Recent changes in federal law also require more of a focus on relevant well-being requirements such as preserving connections and continuity of family and other relationships, ensuring that children receive quality services to meet their physical and mental health needs and continuity of education.

WHAT IS *My Role*?

- As a JUDGE, you would use the Well-Being Checklists to inquire at permanency hearings, judicial reviews, and other events about the well-being issues that concern you. You would direct your questions to caseworkers, advocates, youth, parents, and foster parents.
- As a CASEWORKER, you would use the Well-Being Checklists as a guide for assessments, planning activities and various interactions with parents, foster parents, and the child or youth, and in preparing reports for the Court.
- As a CHILDREN'S COURT ATTORNEY, you would use the Well-Being Checklists to inform your discussions with caseworkers and to present the findings and recommendations from caseworkers about the child's well-being in an informed manner.
- As a RESPONDENT ATTORNEY or YOUTH ATTORNEY, you would use the Well-Being Checklists to ask the appropriate questions and advocate for the services and supports necessary to meet the needs and ensure the well-being of your client.
- As a GUARDIAN AD LITEM, you would use the Well-Being Checklists to guide your work on behalf of the best interests of the child, ensuring that the well-being of the child is adequately addressed in the service plan, informing the court about the needs of the child and monitoring efforts to meet those needs.
- As a CASA VOLUNTEER, you would use the use the Well-Being Checklists to guide your advocacy work, to identify gaps and to help link children and youth to the services and supports needed to ensure their well-being. You would use the information gathered in making your recommendations to the court.
- As a CRB MEMBER, you would use the Well-Being Checklists to guide those components of your review specifically concerning the well-being of the child and family. You would record your observations in your report to the court.
- As a PARENT, you would inform your caseworker or your attorney of your needs and those of your child. You would comply with your service plan and cooperate with the efforts of others to help you and your family. You would provide your worker with your child's medical and education records and other information required to ensure the well-being of your child.

- As a FOSTER PARENT, you would refer to the Well-Being Checklists to inform your caseworker and the court of your needs and those of your child. You would help to ensure that the child receives those services he or she needs.
- As a CHILD OR YOUTH, you would inform your caseworker or your attorney/GAL of your needs. You would comply with your service plan and cooperate with the efforts of others to help you and your family.

WELL-BEING CHECKLISTS

PRESERVING CONNECTIONS

- Is the child placed in the least restrictive, most family-like setting, appropriate to his/her needs? Is the child placed with relatives?
- Is the child living near his/her parents? Is the child living with his/her siblings? Is the child living near his/her school?
- Does the child visit regularly with his/her parents and siblings?
- What efforts are being made to preserve connections in terms of friends, religious communities, and cultural connections?
- Does the foster care provider have the information needed to help preserve connections?
- If the child is Native American, is he/she placed in accordance with ICWA (Indian Child Welfare Act) placement preferences?

ENHANCING FAMILY CAPACITY TO PROVIDE FOR THE CHILDREN

- Were the parents' and child's needs and strengths thoroughly assessed?
- Did the parents have an opportunity to participate in treatment planning?
- Did the child have an opportunity to participate in treatment planning?
- Was the family's cultural background considered in treatment planning?
- Are the parents receiving help to improve their parenting skills?
- Have services been identified to achieve case goals? Are they being provided?
- Are there any co-occurring problems (e.g., substance abuse, domestic violence, mental health problems)?
- Are they addressed in the service plan?
- Are there indications that case goals are being met?
- Is the caseworker periodically visiting with the child?
- Is the caseworker periodically visiting with the parent(s)?
- If the child is nearing permanency, is there a plan to continue needed services for the child (and parents, if appropriate) after custody is dismissed?

Well-Being Checklists cont....

SERVICES TO MEET PHYSICAL HEALTH NEEDS

- Did the child receive an initial screening (EPSDT)?
- Are the child's immunizations up to date?
- Has the child received a hearing and vision screening?
- Has the child been screened for communicable diseases?
- Has the child received regular health assessments?
- Has the child received medical treatment, if needed?
- Has the child received regular dental care?
- Are the child's health records current and in the case record?
- Do the foster parents have the child's current health information?
- Does the child have a primary care physician or health center to go to for "well-child" care and medical treatment?

SERVICES TO MEET MENTAL HEALTH NEEDS

- Has the child had a mental health screening and assessment?
- Does the child's service plan include mental health recommendations/referrals?
- Has the child received mental health treatment, if needed?
- Are the child's mental health records current and in the case record? Do the foster parents have current information?
- If the child is taking psychotropic medications, does everyone know the correct dosage, and possible drug interactions, or other side effects?

SERVICES TO MEET EDUCATIONAL AND DEVELOPMENTAL NEEDS

- Did the child receive a developmental and educational assessment upon entering foster care?
- Has an educational decision-maker been designated?
- Is the child enrolled in an early childhood program, if applicable?
- Is the child eligible for an Individualized Education Program (IEP)? Is the child participating? Are the parents, foster parents, and case worker participating? Is the child receiving special education services?
- Are IEP goals being addressed? Is the IEP coordinated with the service plan?
- Are other education supports (tutoring, after-school programs, speech therapy, occupational therapy, etc.) being provided to the child, if needed?
- Are the child's education records current and in the case record, including the Individualized Education Program and the Next Step Plan, if applicable?

OLDER YOUTH AND TRANSITION

- Is there a Transitional Plan (TP)? Is the young person involved in transition planning?
- Does the Transitional Plan address education (obtaining a diploma, vocational training, post-secondary education), career exploration, employment, and safe and stable housing?
- Does the Transitional Plan address possible mentors and other avenues to create a social support network?
- If the youth will be transitioning to adult protective services or other adult services are needed, is that addressed in the Transitional Plan?
- Is the Transitional Plan coordinated with the youth's IEP, if applicable? Is the Transitional Plan coordinated with the youth's Next Step Plan?
- Are independent living services being provided to the youth? Is training being provided in daily living skills; budgeting and financial management skills; substance abuse prevention, and preventive health activities such as smoking avoidance, nutrition education and pregnancy prevention?

THIS BULLETIN IS JOINTLY PUBLISHED BY:



NEW MEXICO CHILDREN'S COURT
IMPROVEMENT COMMISSION