

### **ALL SAFETY PLANS**

- ✓ **CONTROL** the behavior, emotion, or condition that results in a child being unsafe (as opposed to “treatment” or other services to remedy or change the underlying, contributing family condition).
- ✓ The effect of a safety plan is immediate, protecting the child today.
- ✓ May use formal and informal “safety service” providers, including family members and family-made arrangements with a responsible adult caregiver.
- ✓ A safety management action on the safety plan must achieve its purpose fully each time it is delivered.

### **ALL SAFETY PLANS, continued**

- ✓ May be exclusively an in-home plan, an out of home plan, or a combination of both.
- ✓ No promissory commitments. (e.g. Mom will not spank; parents will remain sober; mom will file an injunction and will not let the batterer back in the home; dad will not use drugs, etc)

### **CRITERIA FOR IN-HOME SAFETY PLANS**

1. The parent/legal guardians are willing for an in-home safety plan to be developed and implemented and have demonstrated that they will cooperate with all identified safety service providers.
2. The home environment is calm and consistent enough for an in-home safety plan to be implemented and for safety service providers to be in the home safely.
3. Safety services are available at a sufficient level and to the degree necessary in order to manage the way in which impending danger is manifested in the home.
4. An in-home safety plan and the use of in-home safety services can sufficiently manage impending danger without the results of scheduled professional evaluations.
5. The parent/legal guardians have a physical location in which to implement an in-home safety plan.

### **CHILD STRENGTHS AND NEEDS**

**Child strengths and needs measure the extent to which certain desired conditions are present in the life of the child within a recent timeframe.**

**The child indicators are directly related to a child’s well-being and success (e.g. emotion, behavior, family and peer relationships, development, academic achievement, life skill attainment).**

**Emotion/trauma:** The degree to which, consistent with age, ability and developmental level, the child is displaying an adequate pattern of appropriate self-management of emotions.

**Behavior:** The degree to which, consistent with age, ability and developmental level, the child is displaying appropriate coping and adapting behavior.