

Critical Thinking for Safe Case Closure



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Description

This is a developmental workshop to explore how supervisors can help workers structure the case closure process and work with providers, the courts and families to achieve safer, more stable case closure outcomes.

Learning Outcomes

Participants will be able to:

- 1) Analyze their local organizational and institutional contexts for case closure decisions
- 2) Describe the elements of critical thinking which should accompany case closure decisions, including common decision errors
- 3) Identify the ways in which existing tools and casework strategies can be used to improve case closure decisions
 - Family Team Meetings
 - Parent-Child Visits
- 4) Identify the types of questions to be asked of service providers and families to improve collaborative decision-making regarding case closure

Workshop

1. Types of cases which pose special challenges for case closure
2. Organizational and institutional context of case closure
3. Process of safe case closure
4. Common decision errors
5. Using tools and strategies
6. Tips for dealing with worker and court issues

Proxy Measures of Change (Wilson, D., 2000)

Positive Measures	Negative Measures
<ul style="list-style-type: none"> ▪ Increased empathy and responsiveness to child ▪ Increased enjoyment of contact with child ▪ Increased ability to set limits on child without hitting, yelling, ignoring or abandoning ▪ Increased reliability in keeping appointments, fulfilling promises, and visiting child ▪ Increased recognition of past history of child abuse and neglect ▪ Increased contact with persons supportive of positive changes ▪ Absence of violence in interpersonal relationships ▪ Increased motivation to change following relapse ▪ Increased self-esteem 	<ul style="list-style-type: none"> ▪ Little or no empathy with child ▪ Little or no enjoyment of child ▪ Little or no ability to set limits on child without hitting, yelling, ignoring or abandoning ▪ Not reliable in keeping appointments, fulfilling basic responsibilities and visiting child ▪ Little or no recognition of child abuse or neglect ▪ Parent is isolated or maintains extensive contact with persons discouraging positive change ▪ Recurrent violence in interpersonal relationships ▪ Relapse followed by abandonment of treatment program ▪ Low self-esteem

Parental Attitude Toward Child

Positive Attitude	Negative Attitude
<ul style="list-style-type: none"> ▪ Parent expresses appreciation, love and caring about child through verbal and nonverbal behavior ▪ Parent demonstrates patience with and understanding of child's misbehavior ▪ Parent expresses pride in child's development and achievement ▪ Child is treated fairly compared to siblings ▪ Parent forgives child following disciplinary incidents ("lets go" of anger) ▪ Parent perceives child accurately ▪ Parent demonstrates concern with child's physical pain or emotional distress 	<ul style="list-style-type: none"> ▪ Parent displays little affection or regard for child ▪ Parent blames child for personal or family misfortune ▪ Parent views child as embodiment of despised parent or spouse ▪ Parent attributes bad or evil motives to child ▪ Parent emotionally abuses child with insults, demeaning behavior, or comments ▪ Parent does not let go of anger toward child ▪ Parent demonstrates little concern for child in pain or emotional distress