

## **SBI Protocol for use in CPS Investigations and Safety/Service Planning**

(short form for the field)

- *Review referral; check customer's CPS history; think: "Be respectful and clearheaded!"*
- *At the door, clarify why you are there; explain your role—"to ensure the safety of children"; be personable and humanize yourself; request permission to come in and discuss the referral*
- *As you enter notice and compliment something positive about the person or home*
- *Go over referral information "line by line" asking for the customer's understanding of the situation; stay calm; allow customer to vent; stay "not knowing"; take your time ☺*
- *Respectfully gather information to start making a decision of denial or substantiation*
- *If clearly a denial, thank the customer and be on your way*
- *If thinking substantiation, gently but clearly level with the customer about your concerns for the child(ren)'s safety. State your desire to work cooperatively with them. Assure them you will listen carefully and always keep them informed of your actions. (Qualify this assurance as needed and give examples about situations of immediate, extreme danger to children.)*
- *Scale customer's/child's/others' sense of child(ren)'s safety (10=safest imaginable, 0=unsafest imaginable)*
  - *Ask: "What number are things at right now?" (Get details)*  
*"What tells you things are at that number?" (Get signs of both safety and risk)*  
*"What would be different if it was 1 or 2 numbers higher?"*  
*"What would it take for that to happen?" "What else might be helpful?"*
- *As needed, do safety planning with the customer*
  - *Use cooperative language: "We would like to work with you and be useful."*
  - *Ask: "Who else that you know might be helpful?"*  
*"Who has helped in the past and what did they do that was so helpful?"*  
*"Have you ever faced something like this in the past? What worked?" (Explore exceptions)*  
*"What else might be useful?"*
  - *Scale family situation (10=way you want things in your family, 0=worst ever):*  
*"What number are things at right now?" (Get details)*  
*"What would 10 look like?"*  
*"Has there ever been a time when your family situation was closer to what you want it to be?"*  
*"What would 1 or 2 numbers higher look like?"*  
*"What will it take for that to happen?" "What else might be helpful?"*
- *Affirm and reinforce customer strengths, resources, and cooperation.*
- *Negotiate the next steps, being respectfully clear about what you think CPS will need to see different and possible useful services--ideally related to what the customer wants for her or his family. (On services, be sure to explore what difference the customer hopes the services might make.) Bottom line: Negotiate what the customer is able and willing to do to reduce the concerns and what FIA can do in the process to be most useful. Record goals/activities.*
- *Ask if customer has any other questions. Thank the customer and leave.*

## **SBI Protocol for use in CPS Follow-up Contacts** (short form for the field)

- *Re-clarify situation with customer; carefully answer any questions about the customer's case; provide information about how the system works*
- *Continue safety/service planning as needed (see Protocol for CPS Investigations and Service Planning). If the plan is in place, proceed to scaling progress.*
- *Scale progress on goals/activities of the safety/service plan (10=goal accomplished, 0=no progress)*
  - *Ask: "What number are things at right now on \_\_\_\_\_ (goal or action step)?"*
    - "What tells you things are at that number?" "What exactly did you do?" (Get details of the progress)*
    - "How has that been helpful ... to you ... to your children?"*
    - "Who else is noticing things are better?" "What are they noticing?"*
  - *Reinforce progress:*
    - "Has it been difficult to do?"*
    - "Did it surprise you that you were able to do it?" "How were you able to do it?"*
    - "What would the children say they notice different now?" "What do they like about the change?"*
    - "Does this progress make any difference in the children's safety?" "Would they agree?"*
    - "What will it take to keep this progress going?"*
  - *Work on the next step:*
    - "Suppose things were one or two numbers higher on \_\_\_\_\_, what would be different?"*
    - "What would you notice?" "What would the children notice?"*
    - "How would these differences be helpful?"*
    - "Could they happen?" "What will it take ...from you? ... from FIA?"*
  - *Scale other goals/activities and record next steps*
- *When there is little or no progress:*
  - *Ask: "Who knows you well?" "What would they say it will take to make things better?" (Get details!)*
    - "What could I do differently to be useful to you in this situation?"*
    - "What would your friend ... your children, ... your mother, ... etc suggest you do?"*
    - "Do you think that might make a difference?" "How so?"*
    - "Suppose you decide not to do what is on the plan, what do you think will happen?"*
    - "Would it be helpful, knowing the system the way I do, to tell you what I think will happen?"*
    - "Would it be useful if I told you some more about the services that I think might be useful?"*
  - *Whenever customer comes up with an idea, build on it by asking:*
    - "How might that be helpful?"*
    - "Suppose that were to happen, what would be different for you .. between you and your children, ... between you and FIA, ... between you and the court?"*
    - "Could that happen?" "What would it take ... from you, ... from FIA?"*
    - "Who else might be helpful to you in making this happen?"*
    - "When was the last time you did something like that?" (Get details about exceptions)*
    - "Are you the sort of person who can make things happen when you decide to?"*
    - "What would it take to make the decision to do \_\_\_?Who or what might help in making the decision?"*
    - "Who knows you well?" "What would they say it will take to make things better?" (Get details!)*
  - *If the above questions do not help the customer to come up with any ideas, as necessary, respectfully inform the customer of the likely consequences of insufficient progress. Unless there is an emergency, do not push too hard. Perhaps ask one last time:*
    - "What can I, you, or anyone else do differently to be useful? How might that be helpful?"*
- *Compliment the customer on strengths and progress. Thank the customer for his or her time. Always try to finish on a positive, encouraging note!*