

**Solution-Based Casework  
Certification Assessment for Caseworkers and Case Planner  
SBC Practice Observation Tool**

Caseworker Assessed: \_\_\_\_\_

Reviewer's Name(s): 1) \_\_\_\_\_ 2) \_\_\_\_\_

Division: \_\_\_\_\_ Program: \_\_\_\_\_ Office: \_\_\_\_\_

**Directions:** Fill out this form based on your collective observations of the Caseworker in the field, in family meetings, in collateral meetings, on the team and in the courtroom. Have you seen them practice the skills of SBC?

<b>A. Do They Understand Who is in the Family and What Actually Happened?</b>					
Unsatisfactory (1) Caseworker does not have an understanding of the skill and cannot demonstrate it.	Marginal (2) Caseworker can describe the skill, but cannot demonstrate it.	Practicing (3) Caseworker can describe the skill and demonstrate it occasionally, but not all of the time.	Proficient (4) Caseworker demonstrates the skill most of the time, but some additional growth is needed.	Excelling (5) Caseworker performs the skill easily and is consistently effective; strives to improve, but there are no identified needs.	No opportunity to observe the skill <input type="checkbox"/>
<b>A1 Identifying Family members and Support Systems:</b> Can the Caseworker engage families and caretakers to create genograms showing the families' membership and support system? Can they do this in a way that the family feels acknowledged and proud of who they are as a family?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>A2 Tracking the Sequence</b> Can the Caseworker help families describe the step-by-step "story" of what actually happened regarding the everyday life of the family that led to the abuse or neglect? And can they locate the personal self-management problem(s) that have interfered with meeting the identified family challenge(s).					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					

<b>A3 Search For Exceptions</b>					
In your observations, how well does the Caseworker help families identify the times when they are successful, and were able to more effectively manage the issue(s) that were unsafe or neglectful?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>A4 Building Consensus With Families</b>					
Can the Caseworker use developmental framing, normalizing, and/or externalizing language to reach a consensus with families about what is not working at the family level, and who on the individual level needs to work on managing their personal issues that interfere with safety and care?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>B. Can They Organize The Work?</b>					
<b>B1 Family Level Outcomes (objectives)</b>					
Can the Caseworker go from a verbal agreement with families regarding what needs to happen to keep their children safe (Consensus Summary) to written Family Level Outcomes (objectives) that directly address the consensus?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>B2 Individual Level Outcomes (objectives)</b>					
Can the Caseworker go from a verbal agreement (Consensus Summary) with parents regarding what individual barrier(s) need to be addressed, to written Individual Level Outcomes?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					

<b>B3 Outcome Steps</b>					
Do the Tasks of each outcome (objective) state a date for developing a plan to meet the outcome, what service will assist them with developing the plan, whom the plan will be shared, and that it will be documented and celebrated?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>B4 Child Well-Being Outcomes</b>					
If the children are in care, can the Caseworker go from a verbal agreement with youth and their foster parents around what needs to happen to manage the children's needs in the foster home to written CWBOs? Can the Caseworker work with children who are 14 years or older around what needs to happen to meet their independent living skills?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>B5 Co-Creating Family Agreements</b>					
Can the Caseworker work with families to develop family agreements in everyday language that is meaningful to the family and still allows enough specificity for the courts to know what is being measured?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>C. Are They Able to Develop and Work a specific Action Plan?</b>					
<b>C1 Developing Plans With Families</b>					
Is the Caseworker following up to assist families in developing specific measurable Action Plans? Is the Caseworker helping families develop plans that involve lessons learned from what has worked for the family in the past? When a Caseworker needs a service provider to develop plans with families, can they share with the provider why a specific behavioral plan is needed? Are the 5 SBC relapse prevention skills somehow represented?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					

<b>C2 Helping Families Share Their Plans</b>					
Does the Caseworker follow up to ensure families have shared their plans with a supportive person? Does the Caseworker insure that others were made aware of progress and change?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>C3 Helping Families Use Their Plans</b>					
Does the Caseworker work with families to use their plans? Does the Caseworker know how to assist the families to edit tasks in the plan when progress is not being made?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>D. Are They Able To Document And Celebrate Progress?</b>					
<b>D1 Documenting Progress</b>					
Does the Caseworker show interest in progress in one area even as they prepare to help a family focus on an area of little progress? Does the Caseworker get others involved in noticing progress and capturing change? Is the Caseworker able to lead a non-threatening discussion with the family about what if progress is not made?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>D2 Celebrating Progress</b>					
Does the Caseworker celebrate small steps of progress, particularly early, but consistently through out the casework? Does the Caseworker know how to use Positive reinforcement and provide hope versus only noticing when things are going wrong?					
<b>Unsatisfactory</b> 1 <input type="checkbox"/>	<b>Marginal</b> 2 <input type="checkbox"/>	<b>Practicing</b> 3 <input type="checkbox"/>	<b>Proficient</b> 4 <input type="checkbox"/>	<b>Excelling</b> 5 <input type="checkbox"/>	<b>No opportunity to observe the skill</b> <input type="checkbox"/>
<b>Rationale For Rating:</b>					
<b>Additional Comments and Explanations from the Reviewer:</b>					