Child Welfare Pre-Service Training

Maltreatment FSFN Computer Instruction

Trainer Guide

July 2012
PLEASE NOTE

Access to FSFN person or case information must only occur when there is a legitimate business purpose. FSFN must not be used to access any of the following:

- Persons or cases in the news, or
- Persons or cases about which you are “curious”, or
- Persons or information about your own personal case, or
- Persons or cases of family members, or
- Persons or cases of friends, neighbors or acquaintances, or
- Any other persons or cases for which there is no legitimate business reason for you to access the information.

Please use common sense when accessing FSFN; if you have any questions about the appropriate use of FSFN, please contact your supervisor and/or your agency's IT Support personnel.

The materials for the Child Welfare Pre-Service Training curriculum were produced by Florida International University for the State of Florida, Department of Children and Families, Office of Family Safety.

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The materials for the Child Welfare Pre-Service Training curriculum were formatted and edited by the Child Welfare Training Consortium at the University of South Florida.

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Icon Key

- **Time estimate**
- **Participant Guide pages inserted in Trainer Guide**
- **Additional Readings / Resources**
- **Flip Chart**
- **FSFN Training Region**
- **Discussion**
- **Activity**
- **PowerPoint Presentation/PPT**
- **Handout**

**Trainer Tips**

- **Materials**
- **Webpage**
- **Video**
To The Trainer

Goals
Following the FSFN Maltreatment course, learners will be able to:

- Search for FSFN intakes
- Create and launch the FSFN Safety Plan and obtain supervisor approval.

Knowledge Base Competencies
The following Case Management (CM) Knowledge Base Competencies (organized by domain) are addressed in Maltreatments FSFN:

Professional and Legal Responsibilities, Documentation Requirements:

- K24. The importance of timely, accurate case documentation for agency accountability.
- K25. Multiple types, purposes, and uses of case documentation.

Safety Management, Service Planning and Delivery:

- K47. Purpose and operations of a variety of work teams, and understands the worker’s role in participating in these teams.

The following Protective Investigations (PI) Knowledge Base Competencies (organized by domain) are addressed in Maltreatments FSFN:

Safety Management:

- K42. Knowledge of safety planning.

Planning and Teaming:

- K46. Knowledge of the role of the protective investigator to have primary responsibility for gathering, assessing, understanding, integrating, documenting, and communicating critical information throughout the investigation to all essential parties in order to ensure informed decision making.
- K51. Knowledge of timeframes to submit work for supervisory review.
Course Objectives

Module 1: FSFN Intakes
- Identify the different types of FSFN intakes.
- Search for FSFN intakes.

Module 2: The FSFN Safety Plan
- Create a FSFN Safety Plan.
- Launch the Safety Plan word document.
- Obtain supervisory approval of a Safety Plan.

Module 1: FSFN Intakes
- PG1 Searching an In-Home Child Intake Using the Intake Number
- PG1 Searching an In-Home Child Intake Using the Person or Case Name
- PG2 Searching an Institutional Intake
- PG3 Searching for a Child on Child or other Special Condition Referral
- PG3 Searching for Request for Assistance: Parent in Need of Assistance
- PG4 Service Referral Child Intake Report
- PG5 Searching for Additional/Supplemental Intakes

Module 2: The FSFN Safety Plan
- PG1-2 Maltreatment Scenario
- PG3-4 Safety Planning
- PG5 Launching the Safety Plan
- PG5 Safety Plan Approval
- PG6-7 FSFN Safety Plan
Visual Aids

PowerPoint Slides

♦ PPT1  Maltreatment FSFN
♦ PPT2  Module 1: Objectives
♦ PPT3  FSFN Intake Types
♦ PPT4  Institutional Intakes
♦ PPT5  Special Condition Intakes: 4 Types
♦ PPT6  Child on Child Special Condition Referrals
♦ PPT7  Service Referral Child Intake
♦ PPT8  Additional Intakes
♦ PPT9  Supplemental Intakes
♦ PPT10 Module 2: Objectives
♦ PPT11 Safety Plan Status
♦ PPT12 Safety Considerations
♦ PPT13 Specific Safety Actions
♦ PPT14 Safety Resources
Module 1: FSFN Intakes

- Display PPT1, Maltreatment FSFN, PPT2, Module 1 Objectives.

Topic ~ Types of Intakes

Materials

- PPT3  FSFN Intake Types

- Display PPT3, Types of FSFN Intakes.

- There are various types of intakes received by the Abuse Hotline.
- You must be aware of the different types of intakes and associated requirements for each type of intake/investigation.

**DCF has advised that actual cases in FSFN must not be used for the purpose of training. All examples of FSFN screens must be completed in the FSFN training region.**
Topic ~ Searching for FSFN Intakes

Materials

♦ PG2 Searching an Institutional Intake
♦ PG3 Searching for a Child on Child or other Special Condition Referral
♦ PG3 Searching for Request for Assistance: Parent in Need of Assistance
♦ PG4 Service Referral Child Intake Report
♦ PG5 Searching for Additional/Supplemental Intakes
♦ PPT4 Institutional Intakes
♦ PPT5 Special Condition Intakes: 4 Types
♦ PPT6 Child on Child Special Condition Referrals
♦ PPT7 Service Referral Child Intake
♦ PPT8 Additional Intakes
♦ PPT9 Supplemental Intakes

Search Using the Intake Number

♦ Refer the class to PG1, Searching an In-Home Child Intake, Step by Step Guide. (PG page inserted on the following page TG4)
♦ Log into FSFN.
♦ Click Search in the Banner Bar.
♦ Within the Case Search tab, enter Intake #2007501092 in the Intake # Field.
♦ Uncheck the Date Restricted box.
♦ Click Search.
♦ Expand the Seed, Tessa Case Folder.
♦ Expand the Intake icon.
♦ Click the Child In-Home Intake hyperlink to view the details of the intake.

The Intake Number and the Investigation Number are the same, but they are different pieces of work within the case. The Intake is the Hotline Abuse Report created by the Hotline staff and the Investigation is the piece of work completed by a PI.
Search using the Person or Case Name

- Click Search in the Banner Bar.
- Click the Person tab to conduct a person search for Tessa Seed.
- In the Last name field, enter Seed; in the first name field, enter Tessa.
- Click Search.
- Expand the Person icon for Seed, Tessa.
- Expand the Case icon.
- Expand the Seed, Tessa Investigation Case.
- Expand the Intake icon.
- Click the Child Intake In-Home hyperlink to view details of the intake.
Module 1: FSFN – Intakes

Searching Different FSFN Intake Types

Searching an In-Home Child Intake
Using the Intake Number

Log into FSFN. Click Search in Banner Bar.

In the Case Search, complete Intake # Field
Enter Intake # 2007501092

Uncheck Date Restricted box

Click Search
Expand the Seed, Tessa Case Folder

Expand the Intake Icon

Click In-Home intake hyperlink to view intake details.

Search In-Home Child Intake using Person Name

Click Search in Banner Bar. Click Person Tab
to conduct a person search

Search for Tessa Seed
Enter Seed in last name field
Enter Tessa in first name field

Click Search

Expand Person Icon for Seed, Tessa

Expand Case Icon
Expand Seed, Tessa Investigation Case

Expand Intake Icon

Click Child Intake In-Home hyperlink to view intake details.
Search for Institutional Intakes

Refer class to PG2, Searching an Institutional Intake. (PG page inserted on the following page TG6)

- Display PPT4, Institutional Intakes.

- In the Search Group box, select the Case tab.
- In the Case Search, enter Intake #2009601228 in the Intake # Field.
- Uncheck the Date Restricted Box.
- Click Search.
- Expand the Moore, Stephen Case Folder.
- Expand the Intake icon.
- Click the Child Intake-Institutional hyperlink to view the details of the intake.

OR Conduct a Person Search for Stephen Moore.

- Click the Person tab of Search.
- Enter Moore in the last name field and Stephen in the first name.
- Click Search.
- Expand the Person icon for Stephen Moore.
- Expand the Case icon.
- Expand the Case icon for the Moore, Stephen Case.
- Expand the Intake icon.
- Click the Child Investigation-Institutional hyperlink to view intake details.
- Close the Search Window.
- Click the Child Intake-Institutional hyperlink to view the details of the intake.
Searching an Institutional Intake

In the Search Group Box -> Select the Case Tab
In the Case Search Intake # Field -> Enter Intake # 200901228
Uncheck the Date Restricted Box
Click Search
Expand Intake Icon
Click Child Investigation–Institutional hyperlink to view intake details

OR Conduct Person Search
Click Person Tab of Search
Enter Moore in last name field
Enter Stephen in first name field
Click Search
Expand Moore, Stephen Person Icon
Expand Moore, Stephen Case Icon
Expand Moore, Stephen Intake Icon
Click Child Investigation–Institutional hyperlink to view intake details
Close Search Window
Search for Special Condition Intakes
- Display PPT5, Four Types of Special Conditions Intakes.

Child on Child Special Condition Referral
- Refer the class to PG3, Searching for a Child on Child or other Special Condition Referral and PG4, Service Referral Child Intake Report.  
  (PG pages inserted on the following pages TG8-9)
- Display PPT6, Child on Child Special Condition Referral.

- Click Search in the Banner Bar.
- On the Case tab in the Intake # Field, enter Intake #2009601212 in the Intake # Field.
- Uncheck the Date Restricted Box.
- Click Search.
- Expand the Garcia, Andrea Case Folder.
- Expand the Intake icon.
- Click the Special Conditions Intake hyperlink to view the details of the intake.

Advise the class that you will now search for another Special Conditions case - Parent Needs Assistance.
Searching for Child on Child or other Special Condition Referral

Click Search in the Banner Bar

On the Case Tab in the Intake # Field

Enter Intake # 2009601212

Click Search

Expand Garcia, Andrea Case Folder

Expand Intake Icon

Click Special Conditions Intake to view intake details

Searching for Request for Assistance: Parent in Need of Assistance

In Case Search Intake # Field

Enter Intake # 2009601213

Click Search

Expand Browne, Rosemarie Case Folder

Expand Intake Icon

Click Special Conditions Intake to view intake details

Close the Search Window
In the **Case Search**, enter Intake #2009601213 in the Intake # Field.

- Uncheck the **Date Restricted** Box.
- Click **Search**.
- Expand the **Browne, Rosemarie** Case Folder.
- Expand the **Intake** icon.
- Click the **Special Conditions Intake** hyperlink to view the details of the intake.
- Close the **Search** Window.

### Service Referral Child Intake

- Display **PPT7, Service Referral Child Intake**.

![Service Referral Child Intake](image)

#### Search for a Service Referral

- Click **Search** in the Banner Bar.
- In the **Case Search**, enter Intake #2009601225 in the Intake # Field.
- Uncheck the **Date Restricted** box.
- Click **Search**.
- Expand the **Lewis, William** Case Folder.
- Expand the **Intake** icon.
- Click the **Service Referral In-Home** hyperlink to view the details of the intake.
- Close the **Search** window.

* (PG4 inserted on the following page TG11)

The **Service Referral functionality is used when a case needs to be opened by a CBC and does not involve investigative activity, i.e. ICPC cases, post adoption cases, reinstated In-Home Services, etc.*

**CPI Specialist staff also has access to this link and are able to create a Service Referral.**
Service Referral Child Intake Report: Search for Service Referral

1. Click Search in the Banner Bar
2. In Case Search Intake # Field: Enter Intake # 2009601236
3. Uncheck the Date Restricted Box
4. Click Search
5. Expand the Lewis, William Case Folder
6. Expand the Intake Loon
7. Click Service Referral in Home Hyperlink to view intake details
8. Close the Search Window
Additional and Supplemental Intakes

Refer the class to PG5 (PG page inserted on the following page TG13), Searching for Additional/Supplemental Intakes and review the following information. Refer class back to the information that they received in the Maltreatment course regarding additional and supplemental intakes.

- Display PPT8, Additional Intakes and review.

Search for Additional/Supplemental Intakes

- Click Search in the Banner Bar.
- In the Case Search, Last Name field, enter Morris. In the First Name field, enter Jacob.
- Uncheck the Date Restricted box.
- Click Search.
- Expand the Morris, Jacob Case Folder.
- Expand the Intake icon.
- Close the Search window.
Searching for Additional/Supplemental Intakes

1. Click Search in the Banner Bar
2. In the Case Search, Last Name Field
   - Enter Morris
3. In the First Name Field
   - Enter Jacob
4. Uncheck the Date Restricted Box
5. Click Search
6. Expand the Intake Loop
7. Expand the Investigation Icon
8. Click the Investigation In-Home Hyperlink
9. 4 intake hyperlinks; each with sequence number; Additional/Supplemental are identified by the TYPE in the top right hand corner of the Intake
10. Take Intake Tab shows the Initial, Supplemental and Additional Intakes
There are 4 Intake Hyperlinks. The intake number is the same, but each hyperlink has a sequence number (i.e. 01, 02, 03, and 04). Direct the learners to click each hyperlink to identify the Additional and Supplemental Intakes.

The Additional or Supplemental Intakes are identified by the TYPE in the top right hand corner of the Intake.

- Expand the Investigation icon.
- Click the Child Investigation In-Home hyperlink.

Refer the learners to the Intakes Tab, noting that the Initial, Additional and Supplemental Intakes are linked to this investigation.
Module 2: The FSFN Safety Plan

- Display PPT10, Module 2 Objectives.

**Topic ~ Creating the Safety Plan**

**Materials**
- ♦ PG1-2 Maltreatment Scenario
- ♦ PG3-4 Safety Planning
- ♦ PPT10 Module 2: Objectives
- ♦ PPT11 Safety Plan Status
- ♦ PPT12 Safety Considerations
- ♦ PPT13 Specific Safety Actions
- ♦ PPT14 Safety Resources

Learners will now learn how to create a FSFN safety plan. This activity uses the Sam and Sandra Scenario (PG1-2) from the Safety Planning Classroom course. As you describe the following steps monitor class activity. *(PG pages inserted on the following pages TG3-4)*

Discuss the information that was covered in the Safety Planning course as you cover this material.

Refer the class to PG3-4, Safety Plan, Step by Step Guide. *(PG page inserted on the following page TG5-6)*

- ➢ From the Desktop, select Create on the menu bar to display a dropdown menu of choices.
- ➢ Select Case Work from the dropdown menu to display the Create Case Work page allowing the learner to create work for a family already in FSFN.
Another way to display this page is by clicking Case Work on the banner bar.

- Direct learners to the Planning dropdown box.
  - Select Safety Plan from the Planning dropdown.
  - Select the Case Name, FN1, Christopher (AD) from the list of cases in the Case group box.

Only cases assigned to the worker appear on this page. A safety plan is created for the entire family. All participants in the case are grayed out in the Case Participants group box.
Module 2: FSFN Safety Planning

Maltreatment Scenario

Sam and Sandra

A neighbor, calls the hotline in December to report that her next door neighbor, Sandra FN1 (1100 Landon Ave, Apt 4 Jacksonville, FL 32207), has had a man named Sam FN2. (DOB 3/15/1978 age 30 Asian Chinese male), living with her in the duplex for the past 8 weeks.

The neighbor reports that in the past three weeks the couple has been constantly fighting, and she has seen 3 young children running from the duplex during the fights.

The woman said last night she heard her neighbor screaming, "Please stop hurting me! Put that knife away!"

While this was happening, the woman noticed that the children were in the backyard, huddled in a steel drum.

The children did not have any outdoor clothing, despite 30 degree weather. About 40 minutes after the fight started, the police arrived, and within 15 minutes they left with the man.

The children ran back to the house only when the police had left the area.

Additional Report

An additional report was received by another neighbor who alleged that Sam was beating the children.

The mother, children, and boyfriend were interviewed, the system was checked for priors, and police reports were researched for additional information.

The mother is Sandra FN1, a 26 year old (DOB 04/01/1980 Asian Chinese female) woman with three children: Robert FN1 DOB 12/30/2000 age 8, Emily FN1 DOB 01/05/2002 age 7, and Christopher FN1 DOB 12/03/2002 age 6, who recently moved into the community and lived in the complex for about one year.

She said that on the night of the reported incident, she was assaulted by her ex-boyfriend, Sam, as she had told him that he could no longer live with her.

Sam grabbed her and slammed her against a wall screaming, "No bitch is going to tell me what I can and can't do." He grabbed a knife and threatened to cut her face.

The police were called by neighbors complaining about the noise and her screams.

The police talked briefly to Sandra and to Sam, and then arrested him when he became verbally and physically threatening to them. He was charged with misdemeanor domestic violence and resisting arrest.

The police took him into custody and left quickly, saying they had two other calls. They said they would contact her the next day to get a more complete report, but did not.
At Sandra's instruction, the oldest child had taken his two siblings to the backyard when the fighting first began.

Sandra was afraid that the oldest child might be hurt if he tried to come to her aid, and she didn't want the children harmed.

Since it was December, the children became cold while waiting for the fight to end. Sandra thought they had gone to the neighbor's, but they remained in the backyard. The two younger children became very sick, due to the cold.

Sandra was concerned that the 6 year old might have pneumonia and took her to the doctor yesterday.

Sandra reported she had been married previously for five years. Her ex-husband divorced her for another woman, saying she "spent too much time caring for the babies."

Her ex-husband pays child support of $150.00 for the three children. The children's father no longer sees them since he married and moved to the other coast.

With the support of family and friends and a special state program for mothers, Sandra completed her training two years ago as a nursing assistant (she had started her nursing studies prior to her marriage). She received her home health care certificate six months ago.

Two years after her divorce, Sandra met Sam at a club during a birthday party for her girlfriend. He courted her intensely for three months, appeared to take an interest in the three children, taking them on outings when she had to work, and showering her with small gifts and love.

Sam talked her into letting him move in with the family saying that he would split the rent with her and help her with the children.

Within three months of his moving in, the relationship went bad. Sam's intense love turned to intense jealousy, and he would go into rages, attacking property and Sandra.

He terrified the children but never struck them. She said, "He knew better than that." Sandra reported that Sam ran up bills, ignored the children, and became more demanding of her time.

Sam is still in jail serving time for the two charges of domestic violence and resisting arrest. He is expected to remain in jail for 90 days and has been notified that he is to have no contact with the children or Sandra. The PI also notified him of the stipulations of the restraining order injunction that is in place. Sandra has weekly meetings with the domestic violence counselor and has a restraining order in place against Sam; he is to come nowhere near her, her apartment, or her children. Sandra is planning to move into a new apartment at the end of the month to protect herself and her children from Sam when he is released from jail.
Safety Plan

The mother's paramour, Sam FH2, was arrested for assaulting Sandra FH1. Mr. FH2 was charged with domestic violence and resisting arrest and was immediately taken into custody and transported to the local jail. The children had been previously instructed by their mother to go outside if and when domestic violence started. However, in this instance, the temperature outside was 30 degrees and the children were not dressed appropriately for the conditions. Sandra understands that this may not have been the best solution to keep her children safe and that the family's safety plan needs to be reviewed. Sandra contacted the local domestic violence hotline to obtain a series of protective orders against Sam and has agreed to additional services and help in keeping her and the children safe in the home. The risk to the children is controlled as the paramour remains incarcerated, and the mother has taken the necessary actions to protect herself and her children from the batterer.

Field 1: The paramour is incarcerated and was ordered to serve 90 days in jail. Sam was advised by the PI that upon release from jail, he is to have no contact with the children or Sandra and that he must abide by all conditions of the injunction that is in effect. The mother, Sandra FH1, has been meeting with a domestic violence counselor every week and is receiving support and assistance. The counselor, Nancy Smith, has assisted Sandra with the development of a plan that outlines the specific actions for her and her children in the event that Sam returns to the home. Sandra is displaying a strong willingness to protect herself and her children from Sam. She is committed to improving the life of her family and will contact authorities in the event that Sam shows up at the residence in addition to following the actions specified in the safety plan. The children have also been counseled and have helped in the creation of the safety plan and understand the specific actions that they need to take if Sam returns to the residence.

Field 2: The PIWM will visit Sandra and the children weekly to ensure the mother is complying with the domestic violence counseling, and safety plan. The children's safety will also be assessed during the weekly home visits. The mother has made arrangements to move into another apartment at the end of the week, in an attempt to limit the possibility of Sam locating the family upon his release from jail. The children's school has been notified that Sam is to have no contact with any of the children.
Safety Planning Continued

From Service Category dropdown field — Select Supervision/Observation

In Frequency Field — Type “Bi-Weekly”

From Service Type dropdown field — Select Supervision/Observation-Other

In Begin Date field — Enter 8/27/2008

Click Search hyperlink for Provider Field — Known provider names are in FSFN

Enter “CBC” in Provider/Organization Name field — Clicking Search activates Provider Search Page

From Providers Returned group box, select any active provider available — Select appropriate provider

Click Save —
- From the Options dropdown, select Safety Plan
- Click Go
- Review the Safety Plan Document

On the menu bar at the top of the template page — Click Close and Return to FSFN

Click the Safety Considerations tab —
- Select Approval from the Options dropdown
- Click Go
- Select Approve

Click Continue and Save
• Refer the class to the **Case Participants** group box.

  ➢ Click *Create* to document:

  • safety considerations
  • safety actions taken
  • availability of identified safety resources
  • placement considerations, special requirements (ICWA) compliance and placement safety for Non-Judicial In-Home Services
  • effective date and status

• The **Safety Plan** window consists of two tabs:

  • **Safety Considerations**
  • **Safety Actions**

• Review the header group box at the top of the window. It contains:

  • Case Name
  • Worker Name
  • Case ID
  • Effective Date and Status

*The Effective Date is the date the plan receives supervisory approval, and is the only field not pre-filled once the plan is created. The field pre-fills upon supervisory approval.*

• Display **PPT11, Safety Plan Status** and review.

![Safety Plan Status Diagram](image)

*Currently, there is no termination process for the Safety Plan. When a new Safety Plan is created and an ongoing Safety Plan exists, a message displays informing the user that a plan already exists.*

*If a new plan is created, the ongoing plan becomes historical. If “Yes” is selected on the edit message prompt, the ongoing plan is copied to the new plan and the plan can be modified. If “No” is selected on the edit message, you return to the Desktop.*

*Remind class that the safety plan is negotiated with and signed by the family members.*
• Review the Safety Factor Description group box on the Safety Considerations tab.
  • The Safety Considerations is the default tab.
  • The Safety Factor Description is a required text field that describes the safety concerns in the household. Documentation must include:
    • Description of safety concerns that pose immediate or serious harm or threats of harm
    • Consideration of factors pertaining to child vulnerabilities, protective capacities and signs of immediate or emerging danger
  • Display PPT12, Safety Considerations group box on the Safety Considerations tab.

![PPT12, Safety Considerations](image)

The system defaults to Yes for all fields.

If No is selected for any of the statements, when saving the window, a pop-up message displays stating the child may be unsafe and may require additional safety interventions including out-of-home placement.

This does not prevent the approval of the Safety Plan.
• Refer learners to the Safety Factor Description group box. Advise learners that this is a required text field describing safety concerns in the household.

Refer class to PG1-2, Maltreatment Scenario (PG page inserted on the following page TG10-11) and ask them to type:

The mother’s paramour, Sam FN2, was arrested for assaulting Sandra FN1. Mr. FN2 was charged with domestic violence and resisting arrest and was immediately taken into custody and transported to the local jail. The children had been previously instructed by their mother to go outside if and when domestic violence started. However, in this instance, the temperature outside was 30 degrees and the children were not dressed appropriately for the conditions. Sandra understands that this may not have been the best solution to keep her children safe and that the family’s safety plan needs to be revised. Sandra contacted the local domestic violence hotline to obtain a series of protective orders against Sam and has agreed to additional services and help in keeping her and the children safe in the home. The risk to the children has been controlled as the paramour remains incarcerated, and the mother has taken the necessary actions to protect herself and her children from the batterer.

• In the Considerations group box, select “Yes” to statements 1, 2, 3, and 4.

Selecting “No” to any statement results in a pop-up message stating that the child may be unsafe and may require additional safety interventions including out-of-home placement.

• Click the Safety Actions tab, displaying two:
  • Text boxes
  • Yes/No questions

The system defaults to Yes for all fields.
Module 2: FSFN Safety Planning

Maltreatment Scenario

Sam and Sandra

A neighbor, calls the hotline in December to report that her next door neighbor, Sandra FN1 (1100 Landon Ave, Apt 4 Jacksonville, FL 32207), has had a man named Sam FN2 (DOB 3/15/1978 age 30 Asian Chinese male), living with her in the duplex for the past 8 weeks.

The neighbor reports that in the past three weeks the couple has been constantly fighting, and she has seen 3 young children running from the duplex during the fights.

The woman said last night she heard her neighbor screaming, “Please stop hurting me! Put that knife away!”

While this was happening, the woman noticed that the children were in the backyard, huddled in a steel drum.

The children did not have any outdoor clothing, despite 30 degree weather. About 40 minutes after the fight started, the police arrived, and within 15 minutes they left with the man.

The children ran back to the house only when the police had left the area.

Additional Report

An additional report was received by another neighbor who alleged that Sam was beating the children.

The mother, children, and boyfriend were interviewed, the system was checked for priors, and police reports were researched for additional information.

The mother is Sandra FN1, a 28 year old (DOB 04/01/1980 Asian Chinese female) woman with three children: Robert FN1 DOB 12/30/2000 age 8, Emily FN1 DOB 01/05/2002 age 7, and Christopher FN1 DOB 12/03/2002 age 6; who recently moved into the community and lived in the complex for about one year.

She said that on the night of the reported incident, she was assaulted by her ex-boyfriend, Sam, as she had told him that he could no longer live with her.

Sam grabbed her and slammed her against a wall screaming, “No bitch is going to tell me what I can and can’t do.” He grabbed a knife and threatened to cut her face.

The police were called by neighbors complaining about the noise and her screams.

The police talked briefly to Sandra and to Sam, and then arrested him when he became verbally and physically threatening to them. He was charged with misdemeanor domestic violence and resisting arrest.

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Sandra reported she had been married previously for five years. Her ex-husband divorced her for another woman, saying she “spent too much time caring for the babies.”

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Within three months of his moving in, the relationship went bad. Sam’s intense love turned to intense jealousy, and he would go into rages, attacking property and Sandra.

He terrified the children but never struck them. She said, “He knew better than that.” Sandra reported that Sam ran up bills, ignored the children, and became more demanding of her time.

Sam is still in jail serving time for the two charges of domestic violence and resisting arrest. He is expected to remain in jail for 90 days and has been notified that he is to have no contact with the children or Sandra. The PI also notified him of the stipulations of the restraining order injunction that is in place. Sandra has weekly meetings with the domestic violence counselor and has a restraining order in place against Sam; he is to come nowhere near her, her apartment, or her children. Sandra is planning to move into a new apartment at the end of the month to protect herself and her children from Sam when he is released from jail.
• Display PPT13, Specific Safety Actions, noting that the text or group boxes are required fields documenting:

![Specific Safety Actions (must include)](image)

• The Safety Actions tab also contains two Yes/No questions.
  • All needed services exist.
  • Needed services/providers are currently available at level/time required.

*It is the learner’s responsibility to change the radio buttons to address the current case situation.*

• Refer learners back to PG1-2, Maltreatment Scenario (PG page inserted on the following page TG13-14) and ask them to enter the following information in the first text box. Remind learners of required information.

The paramour is incarcerated and was ordered to serve 90 days in jail. Sam was advised by the PI that upon release from jail, he is to have no contact with the children or Sandra and that he must abide by all conditions of the injunction that is in effect. The mother, Sandra FN1, has been meeting with a domestic violence counselor every week and is receiving support and assistance. The DV counselor will continue to monitor and evaluate Sandra’s ability to protect herself and her children. Sandra is displaying a strong willingness to protect herself and her children from Sam. She is committed to improving the life of her family and will contact authorities in the event that Sam shows up at the residence. The children have also been counseled and have helped in the creation of the safety plan and understand the specific actions that they need to take if Sam returns to the residence.

• Advise learners to enter the following information in the second text box.

The PI will visit Sandra and the children weekly to ensure the mother is complying with the domestic violence counseling and safety plan. The children’s safety will also be assessed during the weekly home visits. The mother has made arrangements to move into another apartment at the end of the week, in an attempt to limit the possibility of Sam locating the family upon his release from jail. The children’s school has been notified that Sam is to have no contact with any of the children.
Module 2: FSFN Safety Planning

Maltreatment Scenario

Sam and Sandra

A neighbor calls the hotline in December to report that her next door neighbor, Sandra FN1 (1100 Landon Ave, Apt 4 Jacksonville, FL 32207), has had a man named Sam FN2. (DOB 3/15/1978 age 30 Asian Chinese male), living with her in the duplex for the past 8 weeks.

The neighbor reports that in the past three weeks the couple has been constantly fighting, and she has seen 3 young children running from the duplex during the fights.

The woman said last night she heard her neighbor screaming, “Please stop hurting me! Put that knife away!”

While this was happening, the woman noticed that the children were in the backyard, huddled in a steel drum.

The children did not have any outdoor clothing, despite 30 degree weather. About 40 minutes after the fight started, the police arrived, and within 15 minutes they left with the man.

The children ran back to the house only when the police had left the area.

Additional Report

An additional report was received by another neighbor who alleged that Sam was beating the children.

The mother, children, and boyfriend were interviewed, the system was checked for priors, and police reports were researched for additional information.

The mother is Sandra FN1, a 28 year old (DOB 04/01/1980 Asian Chinese female) woman with three children: Robert FN1 DOB 12/30/2000 age 8, Emily FN1 DOB 01/05/2002 age 7, and Christopher FN1 DOB 12/03/2002 age 6; who recently moved into the community and lived in the complex for about one year.

She said that on the night of the reported incident, she was assaulted by her ex-boyfriend, Sam, as she had told him that he could no longer live with her.

Sam grabbed her and slammed her against a wall screaming, “No bitch is going to tell me what I can and can’t do.” He grabbed a knife and threatened to cut her face.

The police were called by neighbors complaining about the noise and her screams.

The police talked briefly to Sandra and to Sam, and then arrested him when he became verbally and physically threatening to them. He was charged with misdemeanor domestic violence and resisting arrest.

The police took him into custody and left quickly, saying they had two other calls. They said they would contact her the next day to get a more complete report, but did not.
At Sandra’s instruction, the oldest child had taken his two siblings to the backyard when the fighting first began.

Sandra was afraid that the oldest child might be hurt if he tried to come to her aid, and she didn’t want the children harmed.

Since it was December, the children became cold while waiting for the fight to end. Sandra thought they had gone to the neighbor’s, but they remained in the backyard. The two younger children became very sick, due to the cold.

Sandra was concerned that the 6 year old might have pneumonia and took her to the doctor yesterday.

Sandra reported she had been married previously for five years. Her ex-husband divorced her for another woman, saying she “spent too much time caring for the babies.”

Her ex-husband pays child support of $150.00 for the three children. The children’s father no longer sees them since he married and moved to the other coast.

With the support of family and friends and a special state program for mothers, Sandra completed her training two years ago as a nursing assistant (she had started her nursing studies prior to her marriage). She received her home health care certificate six months ago.

Two years after her divorce, Sandra met Sam at a club during a birthday party for her girlfriend. He courted her intensely for three months, appeared to take an interest in the three children, taking them on outings when she had to work, and showering her with small gifts and love.

Sam talked her into letting him move in with the family saying that he would split the rent with her and help her with the children.

Within three months of his moving in, the relationship went bad. Sam’s intense love turned to intense jealousy, and he would go into rages, attacking property and Sandra.

He terrified the children but never struck them. She said, “He knew better than that.” Sandra reported that Sam ran up bills, ignored the children, and became more demanding of her time.

Sam is still in jail serving time for the two charges of domestic violence and resisting arrest. He is expected to remain in jail for 90 days and has been notified that he is to have no contact with the children or Sandra. The PI also notified him of the stipulations of the restraining order injunction that is in place. Sandra has weekly meetings with the domestic violence counselor and has a restraining order in place against Sam; he is to come nowhere near her, her apartment, or her children. Sandra is planning to move into a new apartment at the end of the month to protect herself and her children from Sam when he is released from jail.
Select Yes for “All needed services exist” and “Needed Service/Providers are currently available at level/time required.”

- Display PPT14, Safety Resources and review the information contained in the group box:

![Safety Resources](image)

- Use the scroll bar inside the Safety Resources box to move through this section.
- Select Individual/Family Crisis Counseling from the Service Category dropdown field.

**A Service Category is required for a Safety Plan.**

- Selecting a service category activates additional required fields:
  - Service Type
  - Provider
  - Other Provider

- The Frequency field documents the frequency of the service.
- Advise the class to type "Weekly" in the field.

*Weekly is being selected for this case, as it is the frequency of the Case Manager’s visits to the home.*

- Select Professional Counseling - Domestic Violence from the Service Type dropdown field.

*This is an AFCARS field. These data elements are monitored by the Federal Government every 6 months and must be updated at all times.*
Advise the class to enter 12/10/2008 in the begin date field.

*The begin date is the start date for the services needed. The date can be in the future. (AFCARS field).*

From the **Provider field**, click **Search**.

- Advise learners that for this case, they will enter "**Domestic Violence**" in the **Provider/Organization Name** field.

Click **Search or Enter**.

For training purposes ask learners to select any active provider available from the **Provider Returned** group box.

Click **Continue**, noting that the selected provider pre-fills in the **Provider** field.

- Refer learners to the **Remove** hyperlink.

*Advise the class that the Remove hyperlink replaces the Search hyperlink. The Remove hyperlink allows providers entered in error to be removed and restarts the Search process.*

- Refer the learners to the **Other Provider** field, used to enter a Provider not in FSFN.

*Users will not create new providers in FSFN, as this is the responsibility of licensing staff.*

- Refer the class to the **Delete** hyperlink, (to the right of the Frequency field) that deletes the current record that was entered.

Click **Save**.

*This step was completed to show the class that a provider entered in error can be deleted from the record, if necessary.*
Topic ~ Launching the Safety Plan Word Document

Materials

- PG5  Launching the Safety Plan
- PG6-7  FSFN Safety Plan

- Refer Class to PG5, Launching the Safety Plan. (PG page inserted on the following page TG19)
- From the Safety Actions tab, select the Options dropdown box.
- Direct learners to print the safety plan.

Refer the class to the information provided in the classroom regarding the F.A.C. requirements that all participants must review and sign the Safety Plan.

- Review the Safety Plan document. Advise learners:
  - The Safety Plan is generated from the fields completed by the user.
  - If changes are necessary, they must be made in FSFN.
  - Changes cannot be made to the FSFN Safety Plan document itself.
- Click Close and Return to FSFN, saving the document with the Safety Plan.

- Refer the class to PG6-7, FSFN Safety Plan, as a resource. (PG pages inserted on the following pages TG20-21)

Topic ~ Safety Plan Approval

Materials

- PG5  Safety Plan Approval
- PG6-7  FSFN Safety Plan

- Refer the class to PG5, Safety Plan Approval. (PG page inserted on the following page TG19)

- Remind learners that all safety plans must be approved by their supervisor.
  - Click the Safety Considerations tab to activate the tab.
  - From the Options dropdown, select Approval, click Go.
  - Click Approve and verify your supervisor's name.
  - Click Continue.
  - Click Save to save your work.
  - Click Close and Refresh the screen to return to the desktop with the current safety plan.
The Safety Plan is located in the Planning Icon. The Planning Icon must be expanded to locate the Safety Plan. This sends the Safety Plan to the supervisor for review and approval.

If a Safety Plan currently exists, the previous plan becomes Historical and the current plan becomes the Ongoing Safety Plan.

When the plan is approved by the supervisor, the status changes to Ongoing.
Launching the Safety Plan

From Safety Actions tab
Select Options dropdown box

Select Safety Plan and click Go
Creates a word document of the Safety Plan

Click Close and Return to FSFN or Click X
Saves the Safety Plan document

Safety Plan Approval

Click Safety Considerations tab to activate tab
From the Options dropdown
Select Approval and Go

Click Approve
Verify your supervisor’s name

Click Continue

Click Save

Click Close and Refresh the screen to return to the desktop or Click X

The Safety Plan is located in the Planning icon. Expand the Planning icon to locate the Safety Plan.
FSFN Safety Plan

Safety Plan

Case Name
Effective Date
Case Number
Worker Name

A. SAFETY FACTOR DESCRIPTION
Describe safety concerns that would pose immediate or serious harm or threats of harm.
Consider factors that pertain to child vulnerabilities, protective capacities, and signs of immediate or emerging danger.

B. CONSIDERATIONS
Can Judicial In-Home Services work for this family?
Yes No

The parents/legal custodian is willing for services to be provided and will cooperate with service providers.
The home environment is calm and stable enough for services to be provided and for the service providers to be in the home safely.
Safety actions that control all of the conditions affecting safety can be immediately put in place.
Parent/Legal Custodian resides in the home

C. SAFETY PLAN

1. Describe the specific safety actions to be taken. For each action include the person responsible for the action, when the action will occur, duration, frequency, and person responsible for monitoring the safety plan.
2. Describe how these specific actions provide protection from immediate danger of serious harm, for each child, thus decreasing child vulnerability and increasing protective capacities.
3. Can available resources keep the child(ren) safe in his/her home?
Yes No

All needed services exist.
Needed services/providers are currently available at the level/time required.

D. SAFETY RESOURCES
Indicate the safety resource(s), the frequency and the amount of time or time period the service is needed to control conditions affecting safety (e.g., 3 x wk./hrs., or every afternoon from 3:00 to 5:00, one time only, etc.), and the person and/or agency who will provide the service.
Review ~ FSFN Intakes and Safety Planning

Display PPT2, Module 1: FSFN Intakes Objectives and PPT10, Module 2: The FSFN Safety Plan Objectives

? Which intake involves an allegation for a licensed provider/organization?
- Institutional

? Who has access to create service referrals?
- CBC Case Management Staff and CPI Specialists

? When should a service referral be created?
- When investigative activity is not necessary but a case needs to be created for services i.e. - ICPC cases; reinstated In-Home Services; post adoption cases.

? What type of intake is an example of a Special Condition Referral?
- Child on Child Sexual Abuse
- Caregiver Unavailable
- Foster Care Referral
- Parent in need of Assistance
What two tabs of information are contained in the Safety Plan?
- Safety Considerations
- Safety Actions

What is the last step of the Safety Plan?
- Supervisory approval

When and why are Safety Plans created?
- When a need is identified and a course of action is necessary to control threats of serious harm and
- When a family’s protective capacities are not sufficient to manage immediate or serious harm threats

Who is responsible for creating safety plans?
- PIs and Case Managers