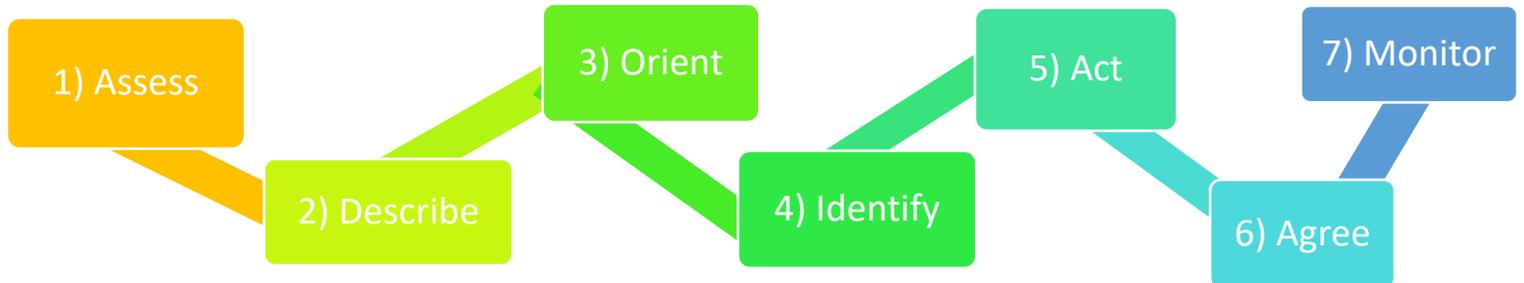


STEPS FOR SDM SAFETY PLANNING



Assess: Gather information using critical thinking and family engagement skills.

Be aware of the SDM safety assessment safety threats list and accompanying definitions so you know whether you need to create a safety plan. Use appreciative inquiry and solution-focused questions to help build a good working relationship with the family, gather information, and strengthen shared critical thinking.

Work with the family to determine the caregiver's specific dangerous actions and how these actions have impacted the child, as well as exceptions (times in similar situations in the past when the family has been able to be protective).



STEP 2: Describe

Create at least one statement per safety threat.



Collaborate with family



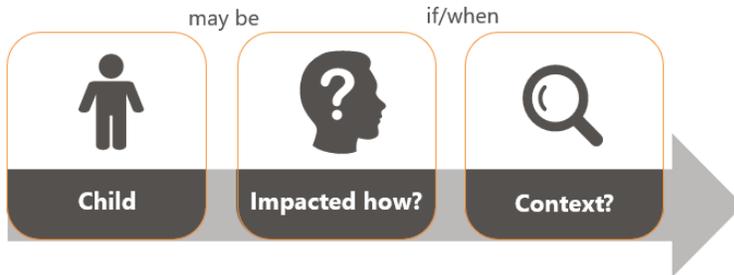
Clear, concise language

Describe: Create at least one worry statement per safety threat.

Create at least one danger-focused worry statement from every safety threat in the household based on the SDM safety assessment. When feasible, work with the family to create the worry statement(s) and ask for their feedback. Work with the family to incorporate their ideas into the worry statements and refine them; but keep in mind that, ultimately, they must address agency concerns.

Worry Statements

Simple behavioural statements of the specific worry we have concerning the child *now and in the future*.



STEP 3: Orient

Explain to the family what a safety plan is.



Necessity due to danger



Behavioural change goal

Orient: Explain to the family what a safety plan is.

Be clear with the family about what a SDM safety plan is and why it is a necessity at this time. Explain how the safety plan relates to the danger-focused worry statement and how it should be made up of action steps that will mitigate the situation that led to the worry statement.

Talk to the family about the critical role that the support network must play in a safety plan and assist them in beginning to generate ideas of who should be in the network

**STEP 4:
Identify**

Creating safety requires more than just the family.

Identify and help build the network

Engage the network

Identify: Creating safety required more than just the family.

Work with the family to determine who they would like to include in their network. Remember, “no network, no plan.” If you are unable to bring a support network into the safety plan in real and meaningful ways that leave you confident that the child will be safe from the identified dangers, the child cannot safely remain in the home.

If you are having a difficult time creating a support network, use tools such as support circles to help build one. Keep the focus on the network being for the safety of the child and initiate a conversation around how to support healing of relationships so that more people can become engaged.

Keep in mind that you cannot create safety with only the people about whom you are concerned. The alleged perpetrator (or people likely to have been responsible for creating the danger) cannot be responsible for action steps or the execution of the plan.

**STEP 5:
Act**

Safety plans include action steps to keep the child safe.

Identify family/network roles and actions

Develop backup plan

Act: SDM Safety plans include action steps to keep the child safe.

Ensure that the SDM safety plan’s steps are action steps being taken by the family and their network. Services should not be listed on a safety plan unless they include direct action that keeps the child safe from the danger.

Ask the family and the support network difficult questions like, “What will happen if ...” and “How will you handle it when ...”. Seek clarification for unusual circumstances (such as if the child is sick or needs to be transported to an unusual place, or network members cannot do what they said they would). Develop a backup plan for each major action item listed on the safety plan to create a more rigorous plan.

Name the support network member who is responsible for each action step, and **ensure they are aware of their responsibility.**



**STEP 6:
Agree**

All participants must agree to the plan.

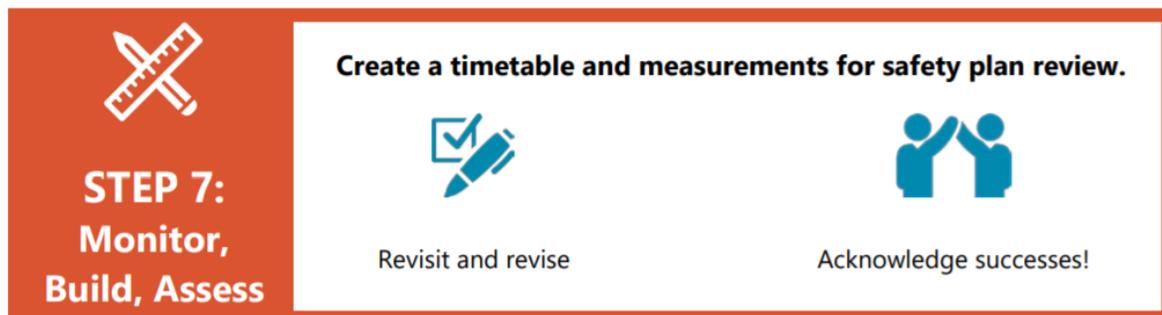
 Willingness/confidence

 Capacity

Agree: All participants must agree to the plan

Once you have a plan created, have the family rate willingness, confidence, and capacity, and use tools to evaluate the family and support network’s commitment to the steps you have created together and to elicit potential problems. After a plan is finalized, ask the family and the support network to rate safety for the child and get their feedback to make the plan safer.

When appropriate, make sure there are ways for the child to take action as well (e.g. safety objects, ensuring the child knows who is in the network and how to reach them). Ask the child for ideas or enhancements, giving them a sense of ownership. Have the caregiver tell the child that they have endorsed the plan and give the child a chance to draw out parts of the plan and post them in the house.



**STEP 7:
Monitor,
Build, Assess**

Create a timetable and measurements for safety plan review.

 Revisit and revise

 Acknowledge successes!

Monitor, Build, Assess: Create a timetable and measurements for safety plan review.

Ask, “How will we know if the plan is working? How will we know it is not working?” Create clear methods and timelines for measuring the plan. Create a clear timetable from the beginning for when you will review the plan together. A family and network meeting is the optimal way to review these plans and transition to a case plan whenever possible.

Check in on the plan and make changes when needed. Celebrate successes as they come.