

# HANDOUTS

## SUPERVISOR EVALUATION TOOL CASE PLANNING AND IMPLEMENTATION

RATE EACH ITEM ACCORDING TO THE FOLLOWING SCALE: 1 = NOT SATISFACTORY, 2 = ACCEPTABLE, 3 = EXCELLENT

### Rating

1. The plan addresses/continues to address the safety concern \_\_\_\_\_
2. The planned outcomes and activities reflect the assessment analysis and address targeted behaviors and the underlying conditions, contributing factors, and needs creating/sustaining those behaviors. \_\_\_\_\_
3. The plan reflects the strengths within the family. \_\_\_\_\_
4. The plan includes ways of influencing change readiness. \_\_\_\_\_
5. The plan reflects mutual understanding of exploration of the family's uniqueness, including culture. \_\_\_\_\_
6. The family understands the outcomes and their role in achieving them. \_\_\_\_\_
7. The worker/service provider activities support outcome achievement clearly and specifically. \_\_\_\_\_
8. Efforts have been made to involve informal, formal, and societal (including neighborhood-based) resources to support the family's efforts to implement and maintain change. \_\_\_\_\_
9. The worker prepared the family to use resources by explaining the purposes and advantages of each and determining how to overcome barriers to using resources, if appropriate. \_\_\_\_\_
10. The worker mutually clarified the service provider/resource's and client's expectations of one another. \_\_\_\_\_
11. The worker and family and service provider/resource achieved mutual understanding regarding confidentiality and the caseworker's role in communicating with the resource. \_\_\_\_\_
12. The amount of work planned for both family and service providers during this period is realistic. \_\_\_\_\_

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13. If modification of this plan is or has been indicated, the worker has engaged the family in renegotiating the plan. \_\_\_\_\_

14. The parties will be able to verify when/whether outcomes/goals are achieved. \_\_\_\_\_

15. If children are in foster care, the plan and case record include evidence of discussion of timeliness for plan achievement, other permanency options if plan is not achieved, and involvement of the foster parents in the service plan review process. \_\_\_\_\_

16. The worker has joined with the parent around parenting issues and can describe the parent's concerns and hopes for the child/youth. \_\_\_\_\_

17. In preventive service cases, the worker has emphasized specific activities the parent is able to engage in that will strengthen the parent-child relationship and build or maintain the child's sense of attachment. \_\_\_\_\_

18. In foster care cases, the worker has encouraged the parent and foster family to work together to overcome barriers to visitation and to maintain the parent's sense of attachment and significance to the child/youth. \_\_\_\_\_

19. In independent living cases, the worker has recognized the youth's needs for permanent attachments and has sought to help the youth identify alternatives (e. g., mentors, extended family members) who can support the youth's transition to independence. \_\_\_\_\_

20. In adoption cases, the worker has recognized and attended to issues related to separation, loss, and attachment of all involved. \_\_\_\_\_

**SUNY Research Foundation/CDHS (2000). ASC Supervisory Core Curriculum.**