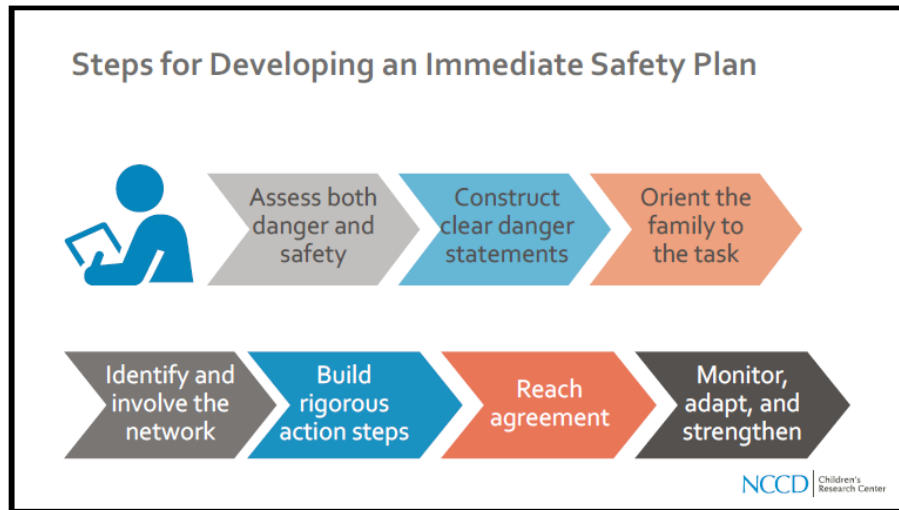


# Steps for Safety Planning

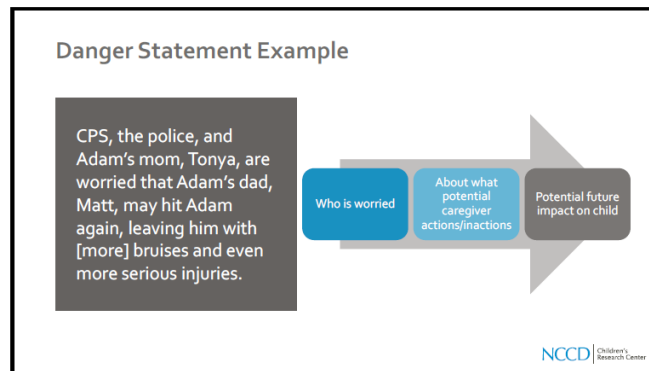


## 1. Assess for danger and safety

- Use the framework of the [SDM Safety Assessment](#) and its accompanying definitions to assess for safety threats to determine whether or not you need a safety plan; if so,
- Using family engagement and critical thinking skills, gather information about [safety threats](#), caregiver actions/inactions and their impact on the child
- Use **solution-focused questions**:
  - Exception questions (e.g., “Was there a time that \_\_ could have happened, but didn't?” or “Can you tell me about a time when you were faced with similar challenges and things turned out okay for the children?”)
  - Scaling questions [e.g., “On a scale from 1-10, with 10 being (*insert desirable condition/outcome/importance*), where would you rate yourself?” or “On a scale of 1 to 10, how worried are you about the children today? What are your reasons for choosing that number?” / “What makes it a \_\_ and not a 0?” / “What is a small thing that could happen to make it go up by just one number?”]
  - Preferred future questions (e.g., “What would it look like if this problem went away?” or “When you think about what the best outcome for the children would be in this situation, what do you hope for?”)
  - Coping questions (e.g., “What do you do that keeps things from getting worse?” or “It sounds like you have had a lot to handle this week. What kinds of support do you have? What kinds of support do you find helpful?”)
  - Position/relationship questions [e.g., “If \_\_ was here, what would they say they are (*insert: worried about, think about the situation, would like to see next*)?”; “If \_\_ was here, (*insert any of the 4 other types of questions above*);” “If the children were here, what do you think they would say about how their parents’ methods of discipline affect them?”]

## 2. Describe/construct clear danger statements

- Collaborate with the family to create at least one statement per safety threat, using clear, concise, family-friendly language; if needed, try “three-column mapping:”



- What are we worried about (harm, danger, risk, and complicating factors; e.g., *Who is worried / about what potential caregiver actions or inactions / potential future impact on child*)
- What is working well (safety, protective capacities, and strengths)
- What needs to happen next (immediate safety planning, creating and sharing a danger statement, enhancing a safety network)

### 3. Orient the family to the task

- Explain to the family what a safety plan is, that it is needed due to perceived danger to the child(ren), and that its goal is behavioral change

### 4. Identify and involve the network

- Help the family to identify, build, and engage their network of supports to mitigate the danger/safety threat

### 5. Act/address critical concerns through action steps

- Build specific action steps (safety interventions) for family members and their support network, including a backup plan
- Include the frequency with which the CSW will monitor the Safety Plan, and how

### 6. Agree/reach agreement on the plan

- Since all participants must agree to the plan, it is essential they have the capacity and willingness to participate [Note: Safety Plans must be developed with at least one (1) legal caregiver who is competent to participate]

### 7. Monitor, Build, Assess

- Ask: “How will we know if the plan is working? Not working?” to help create clear measurements for success and a timeline for review of the safety plan
- Revisit and revise the plan as needed, and be sure to acknowledge successes