



The Beauty of Mutual Assessment: Lessons Learned and the Way Forward

PRIDE Model of Practice Conference

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Presenters

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Rationale

- **Assess** resource parents to work with children who have experienced loss and trauma to minimize trauma and maximize teamwork
- **Recognize** that parenting is a privilege not a right, but protection for children is a right, not a privilege
- **Meet** the mandates of federal and international laws
- **Integrate** with an overall Model of Practice for recruiting, developing, selecting, training & retaining resource parents
- **Other reasons?**

Components of a Model of Practice

- **Shared vision and mission**
- **Clear goals**
- **Complementary, competency-based roles**
- **Strength-based language**
- **Evidence-based/informed practices**
- **Smart outcomes (specific, measurable, achievable, realistic, timely)**
- **Fidelity/evaluation**

Challenges for Mutual Assessment

- Transition from round the clock child care to member of professional team.
- Share decision-making regarding ability, resources, willingness
- Match needs of child (& birth family) with strengths of resource parents (foster carers)
- Integrate assessment with role clarity, preservice training, matching, & teamwork after children join resource families (foster carers)
- Having staff with skills that integrate assessment into the agency's Model of Practice
- Managing the “Double D” & “Double A”
- Others?

Mutual Assessment Competency Categories

- **Protect & nurture children**
- **Meet developmental needs, address developmental delays (physical, emotional, social, cognitive, academic, cultural, gender identity, sexual orientation)**
- **Support relationships with birth families**
- **Connect children to safe & nurturing relationships intended to last a lifetime (permanency)**
- **Work as a member of a professional team**

PRIDE Model of Practice Mutual Assessment Tools

Committing to agency vision and mission

Using strengths-based language

Understanding the mutual assessment goal

Committing to the competencies

Using the family and child map

Mutual Assessment Tools

Using the family and child clock

Using pathway through grieving, trauma and loss history chart; trauma informed parenting readiness self-assessment checklist

Meeting developmental needs/delays

Committing to positive parenting

Supporting relationships with birth families

Mutual Assessment Tools

Supporting family time (Visits)

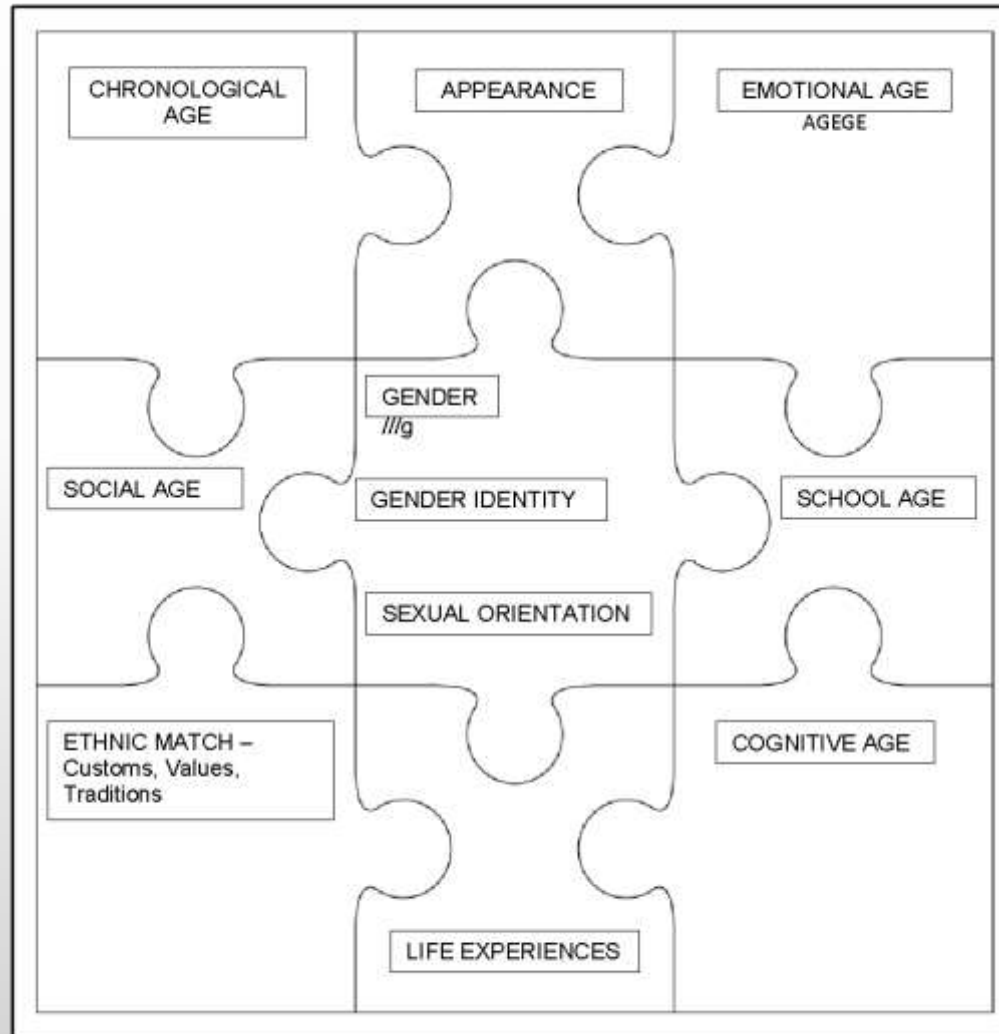
Recognizing stages of disruption

Using experiences of time traveling and parallel process

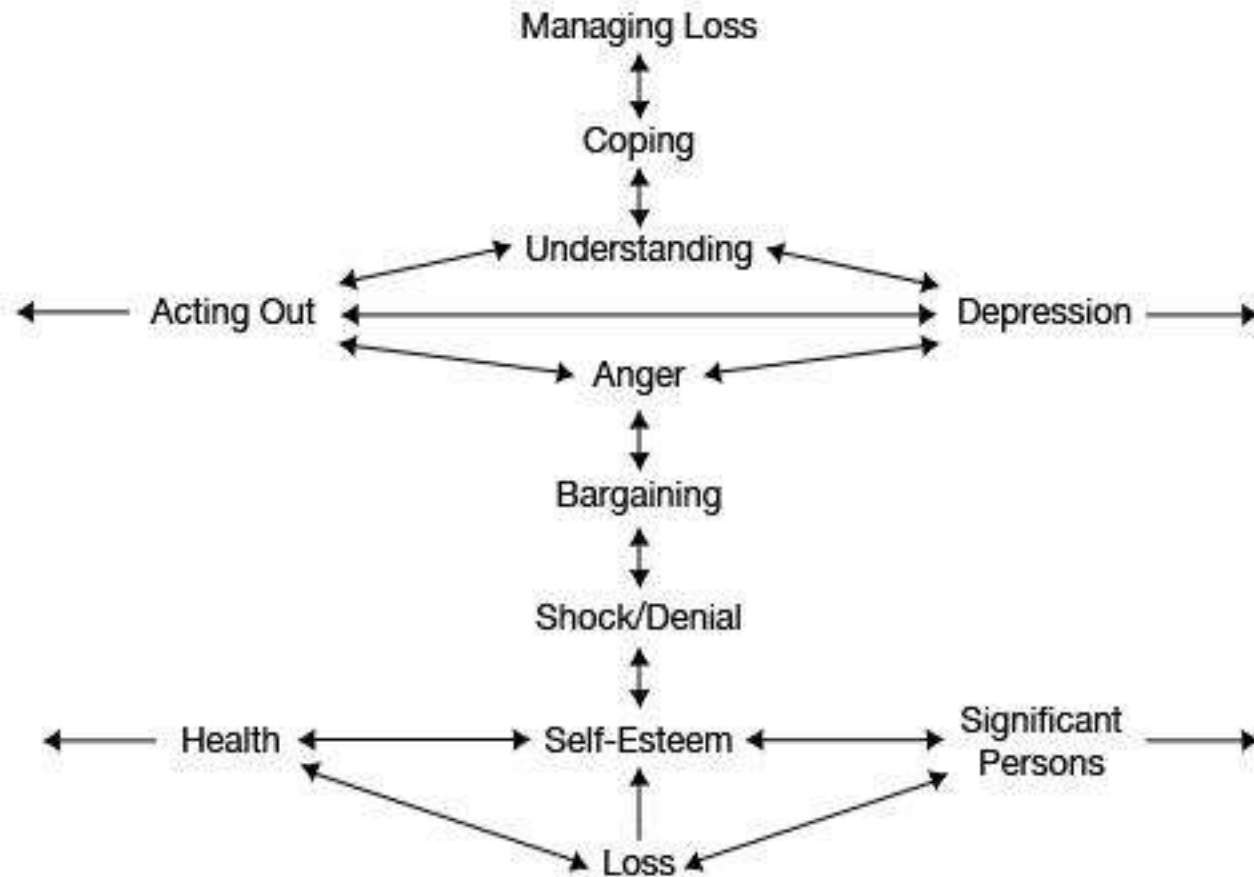
Providing feedback to agency

Referring other families who may have ability, resources, and willingness

Impact of Loss & Trauma on Child Development



The Pathway Through the Grieving Process*



Note that responses to grief may not occur in orderly progression as outlined above. In fact, many people go back and forth from one response to another, or may even exhibit several responses within the same day

Stages of Disruption

Working with the stages of disruption (adapted from U. So. Maine)

- “honeymoon period”
- “diminishing pleasure,”
- “child as the problem
- “going public”
- “first critical incident”
- “ultimatums”
- “additional critical incidents”
- “disruption”

**Resource families (foster carers) are a rare, valuable asset:
Support them!**

The Way Forward

1. What are the challenges to be addressed and the way forward regarding informed mutual assessment?
2. How can the *PRIDE Model of Practice* Community of Colleagues work together to share best policies, programs, and practices regarding informed mutual assessment?

For more information, please contact:

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Thank you!