

Arizona Department of Child Safety
CHILD AND CAREGIVER VISITATION FIELD GUIDE

Case name:

Visit date:

Visit location and caregiver name:

Visit duration:

People present:

Location and duration of time spent alone with each child, and discussion and observations while alone time with each child. If a child was not seen alone for a portion of the visit, reason and/or efforts to see the child alone (applicable for verbal children; including information about child safety, health, mental health, education, family relationships, social interests, permanency planning, the child and caregivers' relationships, or any other topic discussed or observed while alone with the child):

Child safety (child's perception of safety in the home, relationship with caregivers and others in the home, physical safety of the home):

Safety plan oversight (incidents, concerns, and progress that occurred during the past month, applicable with all unlicensed caregivers, caregivers supervising contact with a parent, and in-home cases with a safety plan):

Arizona Department of Child Safety
CHILD AND CAREGIVER VISITATION FIELD GUIDE

Physical and dental health (observations, dates/results of appointments during month, provider changes, immunizations, current medications - purpose and monitoring, needs for follow-up):

Mental/behavioral health (behavior, mood, eating and sleeping patterns this month, reaction to visits/no visits, adjustment to placement, relationships with peers and adults, notable changes, current services – frequency and adequacy, current medications and monitoring, needs for follow-up):

Education/school/child care and child development (school attendance this month, new grades or educational assessments, IEP changes, current services or changes to services, barriers and efforts to obtain services this month, child's feelings about school, developmental achievements or concerns this month, for young adults – transition to adulthood assessments or services this month, needs for follow-up):

Other Needs of the Child (social competencies, attachment and caregiver relationship, social relationships and connections, self-esteem, coping skills, transportation, clothing allowance, diapers and school money, referral to Friends of Foster Care to fund extra-curricular activities, or parenting skills training for teen parents):

Arizona Department of Child Safety
CHILD AND CAREGIVER VISITATION FIELD GUIDE

Family Relationships (child's and caregivers' satisfaction with frequency and quality of visits/contact with parents, siblings, others; dates, location and other information about visits facilitated by caregiver this month; safety concerns during visits; anticipated changes to visit frequency or supervision; information obtained about maternal or paternal relatives or significant others, needs identified for follow-up):

Social interests and extracurricular, enrichment, and cultural activities that allow the child to have typical experiences for the child's age (likes/dislikes, friends, hobbies, extra-curricular activities [sports, clubs], including interests/activities prior to entering OOH care, etc.):

Important relationships/connections to the child (prior foster parents, friends, family, including those relationships that were important to the child prior to entering OOH care):

Permanency planning (progress toward the permanency goal; efforts to get the child's input into case plan decisions; child's thoughts and feelings about the permanency plan, concurrent plan, services, progress towards goals, service team member's roles and responsibilities, what is required to return home etc.; caregiver(s) input about placement permanency; information given to the caregiver about permanency options, subsidy, home studies or certification, etc.)

Arizona Department of Child Safety
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Court orders, court hearings, and case meetings (existing court orders, notification of upcoming hearings and right to be heard, notification of other upcoming case meetings):

Caregiver's needs (caregiver's perception of placement fit and ability to meet the child's needs, family stressors and supports and impact on permanency or placement stability, service and support needs, review/update of placement packet):

Additional Information/Follow Up Needed: