

SUPERVISED FAMILY TIME RECORD

| Child/ren details (click the + to add additional children) | | | | | |
|--|---------|-------|------------------|-----|-----------------|
| Child's name | DOB/Age | CS ID | Culture/language | Sex | Gender Identity |
| | | | | | Choose an item. |

| Name of persons attending family time (click the + to add additional lines) | | |
|---|--------------------|---------------------------|
| Name | Cultures/languages | Relationship to child/ren |
| | | Choose an item. |

| Family time details | |
|---|---------------|
| Date of family time | Enter a date. |
| Pick up location | |
| Start and end time of family time visit | |
| Family time venue | |
| Who observed the family time | |
| Name of DCJ caseworker | |
| Name of DCJ manager casework | |
| DCJ CSC who made the referral | |

PRE-FAMILY TIME INTERACTIONS AND SUPPORT

Record your observations about the following elements of family time:

- Child/ren's views about family time – if expressed** (*including child's view prior to family time including enthusiasm/desire to see parents, family/kin and significant others; views on the duration and venue of the visit; what the child needed to be supported with family time*)
- Supervised transport to the visit** (*including observations of the child's demeanour prior to family time including pick up point from carer/school, in the car*)
- Commencement of the supervised family time visit** (*including observations of child/ren's and parents, family/kin and significant others reaction upon arrival both verbal and non-verbal for example this will vary by culture - hugs, kiss on cheek, smiles, physical reactions*)



d. Parent / carer preparation for family time (*including observations of how the parents, family/kin or significant others had prepared, how ready were they for the interactions and activities, did they bring anything, including food, activities; how they presented physically and emotionally.*)

If support was required for the child/ren in any of the above sections, describe the support, why it was needed and what was the observed effect on behaviours?

FAMILY INTERACTIONS DURING FAMILY TIME

Observations/Overview of the visit

e. Observations of the family time visit (*a recount of the visit, including observations of parent/child interactions, activities, meals/food shared, relevant conversations, notable events.*)

Quality of face-to-face family time

There are six dimensions of quality family time.

Please use the prompts in the boxes below to record your observations of how each dimension was demonstrated.

NB. Complete the boxes relevant to the visit you observe. You may not have information for each dimension at every visit.

Please note: experiences of parenting and being parented can vary across cultures/backgrounds and disability of the parent and/or child/ren. When supervising family time, prepare with an inclusive frame of mind and be curious. Record your observations only, avoid adding your interpretations or opinions of interactions/activities observed.

1. Ability to demonstrate parental role

Guidance:

During family time with child/ren, parent demonstrates ability to interact with child/ren in ways that show understanding of the tasks of a parent, and ability to act as a parent. For example, parent responds to and initiates age-appropriate conversations and play.

Parent establishes expectations, sets limits and initiates nurturing. For example, greeting the child without overwhelming them, while respecting the child/ren's need for nurturing.

| Observations of what worked well | Areas for further support |
|----------------------------------|---------------------------|
| | |



| | |
|-----------------------------------|--|
| | |
| Coaching support provided: | |

2. Ability of the parents to enhance connection between the parent and child/ren, including siblings, family/kin, community and culture**Guidance:**

During family time, parent/carer demonstrates ability to support and enhance child/ren's connections. For example, activities that are culturally appropriate for child/ren and includes the child/ren's parent, family/kin and community in visits, if possible.

Note: It is the role of the parent to speak to the caseworker to organise additional attendees and locations for visits.

| Observations of what worked well | Areas for further support |
|----------------------------------|---------------------------|
| | |

Coaching support provided:**3. Ability of parents to respond appropriately to child/ren's verbal/non-verbal signals****Guidance:**

During family time, parent demonstrates awareness of child/ren's various ways of communicating, including verbal and non-verbal communication. Parent is attentive to what child/ren are expressing and responds appropriately. For example, if an infant cries, parent responds and notices whether infant is hungry, has a soiled nappy, is in pain or needs comfort. For a toddler, parent notices withdrawing behaviour and responds; whether a child needs some time to get comfortable, needs to be approached gently or is doing something that needs to be redirected. For a teenager, parent encourages them to join in activities when they are distracted by their phone.

| Observations of what worked well | Areas for further support |
|----------------------------------|---------------------------|
| | |

Coaching support provided:**4. Ability of parents to put child/ren's needs ahead of their own****Guidance:**

Parent demonstrates awareness that the child/ren's needs during the visit are most important to meet, even if this sacrifices meeting of some parent needs. For example, if the parent is interested in something on the television or receives a phone call, but the child is demonstrating a need for attention (either for comfort or



correction), the parent sets aside their own interest to address a child. If a child is not willing/able to participate in the family time, the parent is willing to accept the child's readiness or lack thereof.

| Observations of what worked well | Areas for further support |
|-----------------------------------|---------------------------|
| | |
| Coaching support provided: | |

5. Ability of parent to show empathy and affection towards the child/ren

Guidance:

Parent shows empathy towards the child/ren. Parent demonstrates awareness of the impact of the harm that the child/ren experienced in the parent's care and they are adjusting to their new circumstances in care. Parent is attentive and listens to child/ren's point of view, is able to understand the child/ren's experiences and provides children with assurances of their love and care.

| Observations of what worked well | Areas for further support |
|-----------------------------------|---------------------------|
| | |
| Coaching support provided: | |

6. Ability of parent to respond and implement age-appropriate behaviour strategies

Guidance:

Parent manages child/ren's behaviour in ways that minimise disruption, and when there is disruption or misbehaviour, the parent manages these instances in ways appropriate to child/ren's age and development, without threats or physical punishment.

| Observations of what worked well | Areas for further support |
|-----------------------------------|---------------------------|
| | |
| Coaching support provided: | |

POST-FAMILY TIME VISIT INTERACTIONS



f. Conclusion of the supervised family time visit (*including reactions by children, parents, family members, including physical, verbal and non-verbal interactions.*)

g. Child/ren's response to Family Time

(What was the child/ren's response to the time spent with the parent; did the child present as engaged and connected; how do the children share their preferences, views and feeling with the parent? Include the child's explanation of their experience of relationships and connection if they have shared with you.)

If support was required for the child in either of the above sections; describe the support, why it was needed and what was the observed effect on behaviours? Including what support might be needed at the next visit.

POST-FAMILY TIME SUPERVISED TRANSPORT

h. Supervised transport (*transport to carer – include observations of the behaviour and reactions of the child, include physical, verbal and non-verbal interactions*)

FUTURE SUPERVISED FAMILY TIME AND TRANSPORT

i. Feedback to caseworker (*may include feedback and/or suggestions. For example, a change in location of family time venue; a parent requesting a meeting with the caseworker.*)

If any reportable concerns have been observed or a child has made a disclosure to you, speak to your team leader straight after the visit. Your team leader will assist with making a Helpline report if/when required.

PARENT REPORT – (caseworker to copy and paste parent reports in this section)

j. An opportunity for a parent to provide their own report of the family time (*This will give the parent/s an opportunity to provide their own perspective of the family time. Parents should be encouraged to provide a report in a format of their choosing, after the visit via email to the caseworker.*)

PHOTOS – (copy and paste digital photos taken at family time below)





Sign off and completion details

PCard used: Choose an item. **Amount Spent:** Click or tap here to enter text.

Receipt uploaded: Choose an item.

Date report submitted: Click or tap to enter a date.

Name of submitting worker: Click or tap here to enter text.

Signature of submitting worker:

