

MICHIF CAREGIVER STABILITY ASSESSMENT GUIDING QUESTIONS

(Includes the 7 Categories of Analysis)

The purpose and intention of the caregiver stability assessment is to gather information related to the worry that was identified from the screening, unpack the challenges the caregivers are having and how this is directly impacting the child, understand the caregivers existing strengths, stability or successes and map out the next steps for everyone involved. The case manager will delegate members of the care team to gather the necessary information, including the voice of the child, caregiver, family members and other key players in the caregiver or child's life, and will consult with an Elder regarding the file. If through the information gathering process, there are areas of caregiving that need immediate, formal attention, a caregiver stability plan will be created with the care team through a series of planning meetings and then monitored by the case manager.

WHAT ARE WE WORRIED ABOUT?	WHAT IS WORKING WELL?	WHAT NEEDS TO HAPPEN?
PAST CONCERNS/CURRENT CHALLENGES (Past Concerns/Critical Worries) (Past child/youth development worries) This column of the assessment is to get clear on what the caregivers are or aren't doing that is impacting the child. In other words, think about the adult behaviours and consider their severity and impact on the child. Here are some questions to guide the exploration of the worry – remember that the goal is to truly unpack this and get below the surface to identify the need the caregiver is neglecting to meet. Tell me about why you are seeking support today? What are we most worried about? Why seek support today – what has changed to bring you here today? When was the first time it happened? When was the last time it happened? What was the worst time it happened? When you think about this challenge, what is the impact of it on your family? What is the impact of this challenge on the child? On you as the caregiver? What are the impacts of this worry on the stability of this home? What do you think the child would say is the hardest thing to deal with related to the worry? Tell me about the times the child is not acting out. What is different during those times? What is different from when we spoke last? What is a lesson you've learned from this situation? What changes have you seen in the child since this started happening? What do you think the child would say is the hardest part about it? What do you think your child would say you are doing well at? What might they say is something you need more support with.	EXISTING STABILITY (Awareness/Insight-Based) The second column is an area to list all of the things that the caregivers are doing that is really helpful for the child. Here are some questions to guide the exploration of the existing signs of stability. What would you say you are already doing to maintain safety and stability in this home? What is working well here? What is your partner's best attributes as a parent/caregiver? What would the child say are the best times that they have with their caregiver? What has that good thing happened? How often? What are the strengths that are going to be most useful in terms of supporting this worry in a good way? What characteristics of parenting or family life would the caregivers be most proud of? What are some things related to caregiving or parenting that you do really well? How can we build on your strengths? Was there ever a time when you felt things were at their best? What was it about that day or time that made it a better day? Are there any other good things happening that we've missed?	STABILITY GOAL (One goal for each worry) (Caregiver skills development goal for each worry) The third column lays out what the LMO resource team needs to see in order to have confidence that the caregiver is able to meet the needs of our Métis children in a good way. Here are some guiding questions to collaborate on a goal. Thinking about the worry that we just talked about, what needs to happen to bring more stability to your/the home? If we think of behaviour as a way to communicate an unmet need, what is your child's behaviour trying to tell you? How can we meet that need through a stability goal? Can you describe the details of your response that would tell you and us that you are confidently navigating this issue? What supports or services are needed to get you there? If you went to sleep, and woke up tomorrow and these issues were solved, what would that look like? How would you know this issue was solved? What would other people notice is different about your situation?

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FUTURE WORRIES (Future Wellbeing Concerns/ Critical Worries) (Future child/youth development worries) <i>The final analysis assessment will include honouring and the importance of connection to our values and way of being as Métis People.</i> This column is where we honour the caregivers for their existing stability and success and also write a statement about what we are most worried about if nothing changes. Here are some questions to guide the exploration of future worries. What are we most worried about if nothing changes for you and these issues aren't resolved? How long do you think it would take to get to there? Why does getting support for this really matter to you? What would it mean for your family to feel confident in your capacity to navigate these types of challenges? What is something you're worried about for future outcomes if you continue to struggle in these situations? What might happen? Who are some people you can lean on for support in those moments?	EXISTING SUCCESS (Action-Based in relation to worries) Existing successes are examples of when a caregiver has been able to demonstrate they can do what we were worried about in the first column and the child was present. It is important to give specific examples and include important details as the date, who was there, what happened, etc. Here are some guiding questions to explore existing success. Can you give me examples of times when you were able to navigate a difficult issue. What made that successful? What was different about that time? Thinking of these challenges, what things are you or your family doing already that is helping you navigate tough times? How did you know that it was working well? Can you identify something that you could do differently? How are you bringing Métis culture into your home or ensuring that this child has a connection to culture and community?	NEXT STEPS What are the next smallest steps for each person involved to take to work toward the Stability Goals? This column provides the key pieces that everyone needs to do to move us towards our stability goals. This is NOT the plan or recommendations yet, but the next steps of our assessment to help move us forward. For example, ask the staffed resource for their orientation package, ask a guardianship social worker to gather the voice of the child, ask a member of the early years team for their plan, etc. Here are some questions to guide this section. If we think of behaviour as a way to communicate an unmet need, what is your child's behaviour trying to tell you? How can we start to meet that need today? If we could wave a magic wand right now and create an ideal life for you, what would it look like? Not a fantasy life, but an idea life based on your family right now. What might be the first tiny step towards that life? What information is needed to help us understand how to achieve our stability goals?
COMPLICATING FACTORS The complicating factors are the things that make the worries harder to manage. For example, in a specialized resource it can be difficult to find capable staff, or a caregiver who is caring for a child with complex needs while also navigating their own disability. What are some things that are making this issue more difficult to solve?		