

# The four essential functions of PRE-ASSESSMENT CONSULTATIONS

## CRITICAL ANALYSIS

- What sources of information are we privileging above others?
- What don't we know?
- What are some evidence-based hypothesis? (more than one)
- What has and has not worked in the past?

## CRITICAL REFLECTION

- What are our assumptions and bias about this family and situation?
- Is this situation or family raising any immediate emotions?
- What power differences are there?
- How might culture and past experiences shape the families view of us?

## OPPORTUNITIES

- What practice approaches will we use?
- How can we practise how this could go?
- What network can we identify and bring in?
- How can we attend to our emotions so that they do not get in the way?

## NEXT STEPS

- How will we ask for the views of the child and each family member?
- What issues do we need to focus on for this assessment?
- How can we meet the family where they are at? What else do we need to understand?

# The four essential functions of ASSESSMENT CONSULTATIONS

## CRITICAL ANALYSIS

- Who else do you need to speak to or consult with? When can this happen?
- What gaps or inconsistencies do we have?
- What are some evidence-based hypothesis? (more than one)
- What dangers, protective abilities and safety interventions have we identified? What will be important to include when writing this up?

## CRITICAL REFLECTION

- How do and did you feel in response to this situation?
- What are some hypothesis about why the family responded in this way?
- How did you bring the child's perspective into the assessment?
- Are we sitting with any bias or assumptions now?

## OPPORTUNITIES

- What approach can we take with this family moving forward? What family strengths can we draw out?
- How can we harness the network the child and family identified?
- What skills or knowledge do we need to build to best work with, and assess, this family?
- When will you see the family again and how often? Do we need to review the safety plan?

## NEXT STEPS

- How can we build a picture about the child's daily life?
- How can we understand the cause of behaviours that are unsafe for the child?
- Should this go to Group Supervision or should we seek a consultation?
- How can we balance your other work and support you to complete assessments in timeframe?
- Is a review safety assessment needed to check on safety plans?

## YOUR APPROACH

Use the Practice Principles  
Think out loud  
Listen more, talk less  
Be conscious of predictable errors

Visit the Practice  
Leadership Portal  
for more tips