



# **Thrive Scale™**

To be completed:

- If there is a risk of family separation in order to prevent separation
- Prior to reintegration to assess safety of option and ability to support the child
- Upon the child's reintegration to re-assess safety of option and ability to support the child
- Post-reintegration, updated at every follow-up visit by the social worker/case worker (1st month, 3rd month, 6th month, 1st year, 1.5 years, up to 2 years minimum)

Child's Name \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_

Address \_\_\_\_\_

Caseworker's Name \_\_\_\_\_

Date of Assessment \_\_\_\_\_

In-person Visit/Remote \_\_\_\_\_

Time since last Assessment \_\_\_\_\_

Type of Visit: (check what applicable) Risk of Family Separation \_\_\_\_\_

Pre-Reintegration \_\_\_\_\_ At-Reintegration \_\_\_\_\_ Post-Reintegration \_\_\_\_\_

Number of times this assessment has been conducted: \_\_\_\_\_



| Type of Reintegration Option being Assessed | Mark X in appropriate category |
|---|--------------------------------|
| Prevention of Separation                    |                                |
| Reintegration with Parents/Step Parents     |                                |
| Kinship Care                                |                                |
| Foster Care                                 |                                |
| Aftercare                                   |                                |
| Semi-independent Living                     |                                |
| Group Living                                |                                |
| Other                                       | Specify:                       |

| Household Family Member Name | Primary Caregiver? Yes/No | Relationship to child | Present During Visit? |
|------------------------------|---------------------------|-----------------------|-----------------------|
|                              |                           |                       |                       |
|                              |                           |                       |                       |
|                              |                           |                       |                       |
|                              |                           |                       |                       |

**Child’s thoughts on reintegration:** How does the child feel about overall reintegration (child wants to move to or continue to stay in the placement, doesn’t want to be in placement, happy, upset, etc). Check the child's routine and how they interact with others - how does the child spend time, any exciting news or sad event which impacts him/her, relationship with family and friends, future aspiration and how the placement supports the same. Can observe or ask about any challenges, concerns, or coping issues they have.

**Family’s thoughts on reintegration:** Focus on how they feel that child is going to/is placed as well as any challenges they might have, coping issues, any concerns regarding child’s or family safety, any impact of placement of child. (Assessor’s role is not just limited to observation but, if required, acknowledging and addressing the concerns and challenges to ensure family feels supported).

| FAMILY AND SOCIAL RELATIONSHIPS   |  |   |  |                                     |
|---|--|---|--|-------------------------------------|
| <b>CURRENT STATUS:</b><br>Consider the impact of important events such as recent death of parent/caregiver, recent separation/divorce, change in caregiver, etc   | <b>In Crisis/Needs immediate attention</b> | <b>Vulnerable/ Needs attention but not urgent</b> | <b>Safe/Attention Helpful, but not necessary</b> | <b>Thriving/No attention needed</b> |
| <p><b>RED FLAG</b></p> <p><b>Physical or Emotional Abuse in family</b> – child or another family member is victim of physical/emotional abuse, bullying/cyber bullying, non-accidental injury, or domestic violence.</p> <p><b>Must rate In-Crisis (1) if child/ family is still victim of abuse &amp; or abuser still has access to the child Rate Vulnerable (2) if there is history of abuse</b></p> | <b>1</b>                                   | <b>2</b>  | <b>3</b>   | <b>4</b>                            |



**FAMILY AND SOCIAL RELATIONSHIPS**

| <b>RED FLAG</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|--|----------|----------|----------|----------|
| <p><b>Sexual abuse in family</b><br/>– child or another family member is victim of inappropriate touching, molestation, forced viewing of pornography, child grooming, cyber molestation.</p> <p><b>Must rate In-Crisis (1) if child/ family is still victim of abuse &amp; or abuser still has access to the child Rate Vulnerable (2) if there is history of abuse</b></p> |          |          |          |          |
| Relationships with extended family (can include financial or emotional support, childcare, etc)  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Relationship with neighbors/community (support network, safety of neighborhood)  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Parenting skills/parental guidance and support (Positive discipline, attachment behaviors, listening skills, or irresponsible parenting, discipline issues)  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |



**FAMILY AND SOCIAL RELATIONSHIPS**

|  |   |   |   |   |
|--|---|---|---|---|
| Parent/caregiver(s) capable of providing support to children requiring extra support such as teens, infants, children with behavioral/emotional/physical issues  | 1 | 2 | 3 | 4 |
| Primary caregiver(s) young person (21 years or less) or elderly person capable of supporting the child/children  | 1 | 2 | 3 | 4 |
| Child protection training and awareness of child protection risks and reporting procedures   | 1 | 2 | 3 | 4 |
| Supportive of their children's rights (eg. right to privacy, be heard and participate in decisions that affect them, equal opportunities, lack of child labour/working child resulting in violation of child's rights, etc.) | 1 | 2 | 3 | 4 |
| <b>RED FLAG</b><br>Child is victim or is at risk of child marriage   | 1 | 2 | 3 | 4 |



**FAMILY AND SOCIAL RELATIONSHIPS**

|   |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>For Foster Care:</b><br>Contact with birth family<br>(N/A if not assessing<br>foster care placement) | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|

| <b>Needs</b>  | <b>Intervention</b> |  | <b>Progress</b> |  |
|---|---------------------|--|-----------------|--|
| <ul style="list-style-type: none"> <li>Relationship Counseling May include counseling for marital issues, parenting issues, difficulty in relationships with peers or family members</li> </ul> |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Counseling for issues such as anger management, anxiety, depression, behavioral issues, etc.</li> </ul>  |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Counseling for abuse/trauma (child abuse, sexual abuse, etc.) May include counseling for abuser and/or abused</li> </ul>                                 |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Counseling for domestic violence May include counseling for abuser and/or abused</li> </ul>  |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Support to connect with extended family</li> </ul>   |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Parenting skills training May include individualized training with SW or group classes; identify skills needed</li> </ul>                                |                     |  |                 |  |
| <ul style="list-style-type: none"> <li>Assist with developing network in community</li> </ul>   |                     |  |                 |  |



| Needs   | Intervention | Progress |
|---|--------------|----------|
| <ul style="list-style-type: none"> <li>Need information on child protection risks and reporting procedures</li> </ul> |              |          |
| <ul style="list-style-type: none"> <li>Need education on importance of children's rights</li> </ul>                   |              |          |
| <ul style="list-style-type: none"> <li>Support for caregivers who are under 21 or very elderly</li> </ul>             |              |          |
| <ul style="list-style-type: none"> <li>Other:</li> </ul>  |              |          |

**HOUSEHOLD ECONOMY**

| <b>CURRENT STATUS:</b><br>Consider the impact of important events such as recent death of parent/caregiver, recent separation/divorce, change in caregiver, etc  | <b>In Crisis/Needs immediate attention</b> | <b>Vulnerable/ Needs attention but not urgent</b> | <b>Safe/Attention Helpful, but not necessary</b> | <b>Thriving/No attention needed</b> |
|--|--|---|--|-------------------------------------|
| <p><b>RED FLAG</b></p> <p><b>Secure income/employment -</b><br/>Employment can support the family's financial needs<br/>(Risk factor: Migratory workers, wage earners, farm laborer etc that is impacting the child's rights )</p> | 1  | 2   | 3  | 4                                   |
| Adults have education/skills for employment  | 1  | 2   | 3  | 4                                   |



| HOUSEHOLD ECONOMY  |              |   |          |   |
|--|--------------|---|----------|---|
| Ability to purchase supplies/tools for job   | 1            | 2 | 3        | 4 |
| Access to transportation for job   | 1            | 2 | 3        | 4 |
| Access to child care during working hours  | 1            | 2 | 3        | 4 |
| Ability to provide food, clothing and household supplies for family  | 1            | 2 | 3        | 4 |
| Ability to pay rent and bills regularly  | 1            | 2 | 3        | 4 |
| Ability to cope with contingency/emergency expenses (illness in family, pandemic situation, natural disaster, lean period, etc.)   | 1            | 2 | 3        | 4 |
| Claiming all entitled benefits - Accessing support from community, NGOs, government  | 1            | 2 | 3        | 4 |
| Needs  | Intervention |   | Progress |   |
| <ul style="list-style-type: none"> <li>Assistance with job seeking<br/>May include access to job postings, preparing job application, preparation for interviews, transportation to interviews, appropriate attire for interviews</li> </ul> |              |   |          |   |





| Needs  | Intervention | Progress |
|--|--------------|----------|
| • Assistance with obtaining necessary documents  |              |          |
| • Child care during work hours   |              |          |
| • Supplies/tools for job   |              |          |
| • Transportation for job   |              |          |
| • Budgeting skills training  |              |          |
| • Assistance in obtaining food, clothing and household supplies  |              |          |
| • Financial support to reduce debt   |              |          |
| • Financial assistance to pay rent/bills (one-off)   |              |          |
| • Assistance to claim benefits<br>May include accessing information, documentation on potential benefits, assistance with applications |              |          |
| • Access to adult education/literacy courses   |              |          |
| • Vocational training for adult  |              |          |
| • Other:   |              |          |



**LIVING CONDITIONS**

| <b>CURRENT STATUS:</b><br>Consider the impact of important events such as recent death of parent/caregiver, recent separation/divorce, change in caregiver, etc  | <b>In Crisis/Needs immediate attention</b> | <b>Vulnerable/ Needs attention but not urgent</b> | <b>Safe/Attention Helpful, but not necessary</b> | <b>Thriving/No attention needed</b> |
|--|--|---|--|-------------------------------------|
| Secure, stable housing (Risk factors: displacement of family/child - migration, frequent shifting family, risk of eviction)  | <b>1</b>                                   | <b>2</b>  | <b>3</b>   | <b>4</b>                            |
| <b>RED FLAG</b><br><b>Living situation safe for children</b> (Risk factors: high crime, alcoholism/substance abuse common in the community, parent or community engages as commercial sex workers, community trauma such as pandemic, flood) | <b>1</b>                                   | <b>2</b>  | <b>3</b>   | <b>4</b>                            |
| Basic amenities (safe water, sanitation, cooking facilities, food storage, sleeping arrangements)  | <b>1</b>                                   | <b>2</b>  | <b>3</b>   | <b>4</b>                            |
| Adequately furnished specific to cultural context  | <b>1</b>                                   | <b>2</b>  | <b>3</b>   | <b>4</b>                            |



| Needs   | Intervention | Progress |
|---|--------------|----------|
| • Permanent accommodations                          |              |          |
| • Improved safety                                   |              |          |
| • Refurbishing/repairs                              |              |          |
| • Access to basic amenities                         |              |          |
| • Purchase of furniture, household appliances, etc. |              |          |
| • Other:  |              |          |

**LIVING CONDITIONS**

| <b>CURRENT STATUS:</b><br>Consider the impact of important events such as recent death of parent/caregiver, recent separation/divorce, change in caregiver, etc | <b>In Crisis/Needs immediate attention</b> | <b>Vulnerable/ Needs attention but not urgent</b> | <b>Safe/Attention Helpful, but not necessary</b> | <b>Thriving/No attention needed</b> |
|---|--|---|--|-------------------------------------|
| <b>RED FLAG</b><br>All school age children attend school (remote education where applicable)  | 1  | 2   | 3  | 4                                   |
| Children attend higher education or vocational training if desired  | 1  | 2   | 3  | 4                                   |



**LIVING CONDITIONS**

|  |   |   |   |   |
|--|---|---|---|---|
| Children have appropriate school supplies/ educational toys, access to resources for remote education as needed  | 1 | 2 | 3 | 4 |
| Children have transportation to school   | 1 | 2 | 3 | 4 |
| Children receive educational support as needed (e.g. coaching teachers, testing and support for learning issues) | 1 | 2 | 3 | 4 |
| Children are involved in extracurricular activities (e.g. sports, dance, music, clubs)                           | 1 | 2 | 3 | 4 |

| Needs  | Intervention | Progress |
|--|--------------|----------|
| <ul style="list-style-type: none"> <li>Access to education for child(ren)</li> </ul>                           |              |          |
| <ul style="list-style-type: none"> <li>Transportation to school</li> </ul>                                     |              |          |
| <ul style="list-style-type: none"> <li>Assistance with purchase of school supplies/educational toys</li> </ul> |              |          |
| <ul style="list-style-type: none"> <li>Access to extracurricular activities</li> </ul>                         |              |          |



| Needs   | Intervention | Progress |
|---|--------------|----------|
| <ul style="list-style-type: none"> <li>Support for learning issues (LD, ADHD, physical disabilities, etc.)</li> </ul> |              |          |
| <ul style="list-style-type: none"> <li>Vocational training for child</li> </ul>                                       |              |          |
| <ul style="list-style-type: none"> <li>Other:</li> </ul>  |              |          |

**HEALTH AND MENTAL HEALTH**

| <b>CURRENT STATUS:</b><br>Consider the impact of important events such as recent death of parent/caregiver, recent separation/divorce, change in caregiver, etc         | <b>In Crisis/Needs immediate attention</b> | <b>Vulnerable/ Needs attention but not urgent</b> | <b>Safe/Attention Helpful, but not necessary</b> | <b>Thriving/No attention needed</b> |
|---|--|---|--|-------------------------------------|
| Access to health care facilities for routine health care and emergencies  | 1  | 2   | 3  | 4                                   |
| Recent or chronic health issues of child or family members (eg. high blood pressure, diabetes, anemia, epilepsy, cancer, etc.) and access to health care for the issue. | 1  | 2   | 3  | 4                                   |
| Significant dental or vision issues and access to dental/vision care  | 1  | 2   | 3  | 4                                   |



**HEALTH AND MENTAL HEALTH**

|   |   |   |   |   |
|---|---|---|---|---|
| Depression, anxiety, ADHD of child or family member   | 1 | 2 | 3 | 4 |
| Diagnosis of mental illness (e.g. psychosis, bipolar disorder, PTSD etc.) of child or family member | 1 | 2 | 3 | 4 |
| <b>RED FLAG</b><br>Alcohol/substance abuse in child or family                                       | 1 | 2 | 3 | 4 |
| Access to mental health services (for emotional issues, diagnosed illness, addiction, etc.)         | 1 | 2 | 3 | 4 |
| Access to medications/medical equipment   | 1 | 2 | 3 | 4 |
| Diagnosed impairments/disabilities/developmental delays and access to services                      | 1 | 2 | 3 | 4 |
| Personal hygiene, self-care skills  | 1 | 2 | 3 | 4 |
| Nutritional deficiency (unhealthy weight loss, malnutrition, anemia)                                | 1 | 2 | 3 | 4 |
| Access to nutritious food   | 1 | 2 | 3 | 4 |
| Health insurance  | 1 | 2 | 3 | 4 |



**HEALTH AND MENTAL HEALTH**

| Transportation for medical care/emergencies                            | 1            | 2 | 3        | 4 |
|--|--------------|---|----------|---|
| Needs  | Intervention |   | Progress |   |
| • Access to general health care services                               |              |   |          |   |
| • Access to family planning and counseling                             |              |   |          |   |
| • Access to dentist/vision care  |              |   |          |   |
| • Access to mental health services                                     |              |   |          |   |
| • Access to services for impairments/disabilities/developmental delays |              |   |          |   |
| • Access to medication   |              |   |          |   |
| • Attention to malnutrition/low weight/anaemia                         |              |   |          |   |
| • Transportation to health services                                    |              |   |          |   |
| • Attention to personal hygiene, self-care skills                      |              |   |          |   |
| • Health insurance   |              |   |          |   |
| • Access to de-addiction center/ Alcoholics Anonymous Groups (AA)      |              |   |          |   |
| • Other:   |              |   |          |   |



**STATUS SUMMARY**

|  | Initial Score<br>First Visit Date:   | Last Visit<br>Date:  | Current<br>Date:   |
|--|--|--|--|
| <b>Family and Social Relationships</b> | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ |
| <b>Household Economy</b>               | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ |
| <b>Living Conditions</b>               | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ |
| <b>Education</b>                       | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ |





**STATUS SUMMARY**

|                                 | Initial Score<br>First Visit Date:   | Last Visit<br>Date:  | Current<br>Date:   |
|---------------------------------|--|--|--|
| <b>Health and Mental Health</b> | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ | 4's: ____<br>3's: ____<br>2's: ____<br>1's: ____<br><b>TOTAL SCORE</b> ____<br><b>RED FLAGS</b> ____ |

Note: **Red Flags** indicate serious concerns about the placement and they should be considered as top priority. It is recommended that placement be postponed until **Red Flag** concerns are resolved.

| Recommendation  | Mark with X and specify |
|---|-------------------------|
| Preparing for Reintegration: Focus on planning/implementing support services, and preparation of child and family; resolve Red Flag items   |                         |
| Permanent Reintegration with birth family, kin, or other Family Based Alternative Care (FBAC) option; continue providing support services and follow ups                                  |                         |
| Consider returning child to CCI (eg: due to placement disruption)   |                         |
| Expedited Case Management (ECM) with safety concerns: Consider temporary placement with family or elsewhere until risk mitigates, adding more support to family and increasing follow ups | Specify:                |
| Consider other FBAC options: Respite care, Foster Care, Adoption, Group Living, Semi-Independent Living, Independent Living, Aftercare, etc.  | Specify:                |



| Recommendation | Mark with X and specify |
|----------------|-------------------------|
| Other          | Specify:                |
| Close case*    |                         |

Post-Reintegration follow up visits should be completed after the 1st month, 3rd month, 6th month, 1st year, 1.5 years, up to 2 years minimum, and the Home Thrive Scale™ should be completed after each follow up visit.

**Please indicate if more frequent follow ups are needed** (Home Thrive Scale does not need to be completed after these supplemental calls/visits).

|   |  |
|---|--|
| Weekly  |  |
| Fortnightly (Bi-weekly)   |  |
| Monthly   |  |
| Every 2 Months (Bi-monthly)                                       |  |
| No need for more frequent follow ups - stay with regular schedule |  |