**CFIS Review / Exit Report**

**Family Composition:**

**Mosaic No:**

**Worry**: (This should include identifying the behaviours that are causing concern and need to change)

**Goal:** (This should include what needs to be seen to no longer be concerned about the worry)

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| **Dates of CFIS sessions and topics covered** | |
| **Date** | **Topics covered** |
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| **Motivation and Insight**  (engagement - sessions attended/communication/participation in the work/completing tasks outside of sessions/applying learning outside of sessions/reasons for attending sessions. Level of motivation to work on issues)  *(*changes in insight into the issue, taking an appropriate level of responsibility, changes as a result of improved insight/responsibility, priority parent gives the worry in the context of their life as a whole.) |
| **Evidence & Analysis** |

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| **Parental Sensitivity**  (Level of and changes in sensitivity – co-regulating child’s distress, responsive in synch with child’s cues, accurately reads child’s cues, consistency)  (Level of and changes in attunement - focussed attention, empathy, responding to child appropriately, understanding child’s needs)  (capacity to mentalize for self and child, changes following the intervention) |
| **Evidence & Analysis:** |

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| **Complicating Factors** (additional factors affecting change/impact of the intervention such as finance, housing, relationships, health) |
| **Evidence & Analysis:** |

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| **Conclusion re impact of intervention and capacity to change**  (Include the impact on the child such as observations of changes in the child’s lived experience \* following on from the intervention, frequency, consistent or inconsistent, sustainability, tested under stress frequency, significance, observed or self-reported by child/parent, areas of limited impact) |
| **Evidence & Analysis**  *(\*The* ***‘lived experience of the child’*** *is; ‘What a child sees, hears, thinks and experiences on a daily basis that impacts on their personal development and welfare whether that be physically or emotionally. As practitioners we need to; actively hear what the child has to say or communicate, observe what they do in different contexts, hear what family members, significant adults/carers and professionals have said about the child, and to think about history and context. Ultimately, we need to put ourselves in that child’s shoes and think ‘what is lifelike for this child right now?’)* |

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| **Support Required to Sustain Change and Recommendations:**  (This should include both short and long-term change and any relapse or safety plans required) |
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| **Views of Family and Child:**  (This should include feedback from parents on whether they consider their understanding of their children’s needs has changed, has their relationship with their child changed, whether their parenting responses have changed if so how, how life might be different as a result of the intervention for them and their children) |
| **Q1 - What has been your experience of the CFIS worker/s? Has the work you have undertaken with them made a difference? If so how?**  **Q2 - What has been your experience of the Children’s Social Care team as a whole? Has the involvement of Children’s Social Care made a difference? If so how?** |

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| **Views of Referrer:**  (This should include whether the intervention has informed decision making for the child / children, including their safety and permanency) |
| **Q1 - Do you consider that the work undertaken by CFIS with the family has made a difference? If so how?** |

**CFIS Worker:**

**Signature:**

**Date:**

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| **Managers Comments:** |
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**Manager:**

**Signature:**

**Date:**