



# **Orientation Training Manual**

# Section I: Who We Are

## Key Points:

- *Citizen Review Boards are established by the Oregon Judicial Department.*
- *The CRB has a dual purpose:*
  - *Case Reviews: **To review cases of children and youth who are placed into substitute care.***
  - *Systems Advocacy: **To review and make recommendations concerning the substitute care system.***
- *The CRB reviews cases of children and youth age 0-21 in out-of-home placements through Oregon Department of Human Services (ODHS) Child Welfare.*

## Creation of the Citizen Review Board

In 1985, the Oregon Legislature passed House Bill 2333 creating the Citizen Review Board. Oregon Revised Statutes Chapter 419A provides that:

- Subject to the availability of funds, the Judicial Department shall establish local citizen review boards.
- There shall be at least one local citizen review board in each county with a population of 5,000 or more (except that for two or more contiguous counties, each with a population of fewer than 100,000, there may be joint local citizen review boards).
- Each local citizen review board shall be composed of at least three and not more than seven members appointed by the Chief Justice of the Supreme Court of the State of Oregon.
- Each member appointed shall be sworn in by a judge of the court to which the member is to be appointed to serve.

In addition to representing the CRB program, volunteer board members represent the Chief Justice of the Oregon Supreme Court, the Oregon Judicial Department, and their respective counties.

# Section I: Who We Are

## Administration

The CRB is a program within the Oregon Judicial Department. The CRB operates in 33 of Oregon's 36 counties with around 275 volunteers serving on 84 boards.

## Vision

“Citizens will shape public policy and actively promote conditions which ensure every child lives in a safe, secure, healthy and permanent home, preserving families whenever possible.”

## Mission

“We provide a citizen voice on the safety, stability and supervision of children in foster care through impartial case review and advocacy.”

## Dual Purpose

The Oregon Legislature provided the CRB with a “dual mandate” or dual purpose:

- Review and make findings and recommendations on the case of each child in substitute care. (ORS 419A.106)
- Review and make recommendations concerning substitute care services, policies, procedures, and laws. (ORS 419A.124)

Citizens review cases of children who are in substitute care within the ODHS Child Welfare system. The goal of the citizen review process is to provide community input as to whether appropriate plans and services are in place for children and their parents.

Each case being reviewed begins when the child is removed from their home and placed into substitute care. The case continues until the child is returned home or leaves substitute care through adoption, guardianship, or aging out of the system. The CRB also reviews guardianships at the direction of the court.

# Section I: Who We Are

The CRB invites parents, foster parents, attorneys for parents and children, caseworkers, the child/ren or young adult, if appropriate, and other interested parties identified by ODHS Child Welfare, to attend live case reviews. The board makes findings and recommendations regarding the case to the Court, ODHS, and the parties in the case.

The CRB also makes recommendations to juvenile courts, ODHS, and the legislature concerning services, policies, procedures, and laws that affect children and families.

## Supplemental Resources

- **Oregon Revised Statutes Chapter 419A, Sections 419A.090 to 419A.128** – See [https://oregon.public.law/statutes/ors\\_chapter\\_419a](https://oregon.public.law/statutes/ors_chapter_419a) and click on the individual sections 419A.090 to 419.A.128 to read these state laws.
- **Supreme Court Operating Rules** at [www.courts.oregon.gov/programs/crb/volunteer/Resource%20Guides/m%20Oregon%20Supreme%20Court%20Operating%20Rules.pdf](http://www.courts.oregon.gov/programs/crb/volunteer/Resource%20Guides/m%20Oregon%20Supreme%20Court%20Operating%20Rules.pdf)

## Section 2: The Law

### Federal Law

#### Key Points:

- *The phrase “dependency law” refers to the type of law that governs foster care.*
- *Federal law provides the framework for dependency law.*
- *The fundamental concepts contained in federal law include:*
  - *Permanency*
  - *Active Efforts under the Indian Child Welfare Act (ICWA)*
  - *Reasonable Efforts*
  - *Health, Safety, and Well Being*
- *The procedural requirements contained in federal law include:*
  - *Written case plans.*
  - *Periodic reviews.*
- *Cases under ICWA have special procedural requirements.*

Federal law provides the framework for Oregon’s juvenile dependency laws. The case review process contained in Oregon’s state law is part of how Oregon complies with federal law. There are two federal acts in particular that establish the underlying framework for the review of dependency cases:

- **The Adoption Assistance and Child Welfare Act.** Enacted in 1980 to address concerns regarding the nation’s child welfare system and to address the problem of “foster care drift.” The principles of the Act were:
  - **Prevent removal.** Prevent unnecessary removal of children from their homes and placement in foster care.
  - **Reunification.** Provide resources for timely and safe reunification of children with their parents when possible.
  - **Permanency Planning.** Provide permanent homes for children when reunification with their parents is not possible.
- **The Adoption and Safe Families Act (commonly known as ASFA).** Enacted in 1997 to clarify provisions and policies established under the Adoption Assistance and



## Section 2:

# The Law

Child Welfare Act of 1980, and to speed the process of finding permanent homes for children.

## Fundamental Concepts in Federal Law

Federal law established fundamental concepts that provide a framework for dependency law. These concepts are addressed in state dependency law.

- **Permanency.**
  - Every child needs a stable, permanent home.
  - Foster care is only a temporary situation.
  - Permanency for a child is achieved when a child can be maintained in a safe, stable home with the child's family.
  - When the child is unable to be safely reunified with the child's family, an alternative safe, stable, permanent home for a child is provided.
- **Reasonable Efforts.**
  - In cases involving non-Indian children, states are required to make reasonable efforts to:
    - Prevent the unnecessary removal of a child from the child's home. (See CRB Finding #1.)
    - Work toward safe reunification of a child with the child's parents. (See CRB Finding #4.)
    - Secure a permanent home for a child if reunification with the child's family is not the plan. (See CRB Finding #5.)
  - In cases where the parents subjected a child to aggravated circumstances, reasonable efforts to work toward safe reunification are not required. The court determines whether aggravated circumstances are present in a case; board members do not make this determination.
- **Health and Safety.** A child's health and safety are to be the paramount concern in making reasonable efforts.
- **Well-being.** The physical, mental health, and educational needs of a child in substitute care are to be addressed and family relationships and connections are to be preserved.

## Section 2: The Law

### Procedural Requirements

Federal law contains the following procedural requirements. These procedural requirements are addressed in state dependency law.

- For all cases, federal law requires:
  - **Case plans.** A written case plan (also called a “Family Report”) for each child in substitute care.
  - **Periodic review.** Review of the case of each child in foster care no less than once every six months to monitor the progress on the case plan as long as the child remains in substitute care.
  - **Time limits** for achieving permanency and the termination of parental rights so that a child is provided a safe, stable permanent home expeditiously.
    - Under ASFA, a permanency hearing must be held no later than 14 months after a child has entered care.
    - Under ASFA, the state, subject to certain exceptions, must file a petition for the termination of parental rights after a child has been in substitute care for 15 of the last 22 months.

### Indian Child Welfare Act (ICWA)

There is a specific federal law related to “Indian children,” or in other words, children with Native American or Alaska Native heritage who are enrollable in at least one federally recognized tribe.

- **The Indian Child Welfare Act of 1978 (ICWA).** Enacted in response to congressional hearings in the 1970’s that revealed a pattern of private and public removal of Indian children from their homes, undermining their families and threatening tribal survival and Native American cultures.
- **Active Efforts.** Active efforts are defined as affirmative, active, thorough, and timely efforts that involve assisting the parent(s) through the steps of a case plan and with accessing or developing the resources/skills necessary to satisfy the case

## Section 2: The Law

plan. In cases involving Indian children under ICWA, states are required to make active efforts to:

- Prevent the unnecessary removal of a child from the child's home. (See CRB Finding #1.)
  - Work toward the safe reunification of a child with the child's family. (See CRB Finding #4.)
- **Indian Children.** Under ICWA, special procedural requirements were established to protect the interests of Indian children and families, including:
    - Tribal determination of who is an Indian child.
    - Full tribal participation in planning and decision-making in the child protection case.
    - Placement preferences for extended family members and other Indian families identified by the child's tribe.
    - When requested, transfer of the child protection case to the child's tribal court.
    - A higher burden of proof for the state.

Please note that in 2020, Oregon passed its own version of ICWA often referred to as ORICWA. This state law would remain in place even if the federal law was altered or removed, ensuring protections for Indian children living in Oregon.

### Supplemental Resources

- **The following guides located at**  
[www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx](http://www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx):
  - **ICWA – ORICWA Technical Assistance Guide**
  - **Glossary – Child Welfare and Dependency Terms**
  - **Reasonable Efforts Guide**



# Section 2:

## The Law

### State Law

#### Key Points:

- *Cases of children and youth involved in the child welfare system who are in the custody of ODHS are dependency cases.*
- *ORS Chapter 419B is the dependency chapter of the Juvenile Code.*
- *ORS Chapters 419A and 419B contain fundamental concepts that arise out of federal law.*

#### Purpose of Reviews

The purpose of a review is to review the case plans of children involved in the child welfare system that are placed in substitute care in the custody of ODHS. Children in the custody of ODHS are dependent upon the state for their protection, care, placement, and supervision, so these cases are referred to as “dependency” cases.

Children in the custody of ODHS are placed in substitute care in two ways:

- **Involuntary.** This is the most common way that children enter substitute care in Oregon. In these situations, a child is removed from his or her home and taken into protective custody by either ODHS or a law enforcement agency when ODHS or the law enforcement agency has reasonable cause to believe that a safety threat exists, that the child is unsafe, or the child has been abused or neglected.
- **Voluntary.** In these situations, a family requests the assistance of ODHS for the placement, care, and supervision of a child.
  - In a Voluntary Placement Agreement, the parent or legal guardian retains legal authority over the child. The sole purpose of placement is the need to obtain services for the child's emotional, behavioral, or mental disorder or developmental or physical disability.
  - In a Voluntary Custody Agreement, the parent or legal guardian gives the Department the legal custody of the child. It is used when the parent or legal guardian is immediately and temporarily unable to fulfill his or her parental responsibilities due to a temporary crisis in the family, a diagnosed medical or mental health condition of a parent, or problems in the family that could

## Section 2: The Law

compromise the safety of a family member. It is not appropriate if there has been a founded disposition in the past 12 months or if the parent or legal guardian is unwilling to be a permanent resource for the child.

### Oregon Dependency Law

ORS Chapter 419B is the dependency chapter of the Juvenile Code and contains the juvenile court procedures for dependent children. ORS Chapter 419A contains the sections related to the CRB review of children in the custody of ODHS. Both ORS Chapters 419A and 419B contain the fundamental concepts and procedural requirements that arise out of federal law such as “reasonable efforts,” “active efforts,” and “permanency.”

### Oregon Dependency Procedure

After a child is removed from his or her home and placed into substitute care, the following procedures are required by the Juvenile Dependency Code:

- **Shelter Hearing.** A shelter hearing is required within 24 business hours of a child being placed in substitute care. A petition is filed with the court. The purpose of the shelter hearing is:
  - To review facts to ensure that efforts were made to prevent the removal,
  - To ensure that all the parties to the case have been identified and served,
  - To ensure that the petition is legally adequate,
  - To appoint counsel for the parties,
  - To review the placement of the child and the visitation plan,
  - To ensure that all of the front-end work is being done to avoid delays at later stages of the proceeding and,
  - To consider restraining or other orders that may make it possible for the child to remain in the home pending full litigation.
- **Preliminary Hearing (AKA: Settlement Conference).** This is an optional hearing. Each person about whom allegations have been made in the petition must admit or deny the allegations no later than 30 days after the petition is filed. In some (but

## Section 2:

# The Law

not all) counties, the juvenile court will hold a preliminary hearing or an “Admit or Deny” hearing. The purpose of the preliminary hearing is:

- To receive parents’ responses to allegations in the petition,
  - To settle the case, or
  - To complete discovery in advance of the jurisdictional hearing.
- **Jurisdictional Hearing.** Under ORS 419B.305, no later than 60 days after a petition has been filed, the court shall hold a hearing on the petition. This hearing may be contested (a trial) or uncontested (a settlement). The purpose of the jurisdictional hearing is:
    - To determine whether the allegations of abuse or neglect are true and sufficient to support government intervention into the family, and
    - To determine whether reasonable efforts (or active efforts if ICWA applies) have been made to prevent the need for placement or to safely return the child home.
  - **Dispositional Hearing.** Generally, a dispositional hearing is held on the same day as the jurisdictional hearing after jurisdiction is established. The purpose of the dispositional hearing is:
    - To develop short- and long-term plans for the child.
    - To determine the placement of the child.
    - To develop case plans.
      - Services in a case plan must bear a “rational relationship” to the allegations that were proven or admitted to by the parent in the jurisdictional phase.
      - No service may be required as a condition of return of the child to the parents or as a dismissal of jurisdiction that is not related to the basis for jurisdiction.
    - To make reasonable/active efforts determinations.

**CRB Review or Review Hearing.** ORS 419A.106 states that the CRB “shall review the case of each child in substitute care which is assigned by the court.” The first review is to be no more than six months after a child is placed in substitute care. Subsequent reviews are to take place no less frequently than once every six months thereafter until

## Section 2:

# The Law

the child is no longer within the jurisdiction of the court, no longer in substitute care, or until an adoption proceeding becomes final. ORS 419B.350 (1) states that:

- “At any review conducted under ORS 419A.106 or a court hearing conducted in lieu of that review, if the case plan is to reunify the family, the court or local citizen review board shall evaluate the efforts and progress the parent has made in adjusting the parent's circumstances, conduct or conditions to make it possible for the child to safely return home and the efforts of ODHS in supporting the parent's efforts.”
- The purpose of a review hearing is:
  - To review the progress of the family in services.
  - To review the efforts of ODHS to provide services to make it possible for the child to safely return to parents.
  - To consider whether to adjust the case plan.
- **Permanency hearing.**
  - A permanency hearing is held:
    - 12 months after jurisdiction is established or 14 months after placement, whichever is earlier, then at least every 12 months thereafter,
    - 30 days after an aggravated circumstance finding when the agency decides not to provide services, then at least every 12 months thereafter,
    - 90 days after disruption of a permanent foster care placement, then every 12 months thereafter, or
    - Anytime at the request of ODHS, any agency directly responsible for the care and placement of the child, a parent whose rights have not been terminated, an attorney for the child, a CASA, a tribe, or upon the court’s motion.
  - The purpose of a permanency hearing is:
    - To review the progress of both the family and ODHS in terms of the requirements of the case plan and/or to review the case plan for needed adjustments.
    - To determine the permanent plan.
    - To make findings regarding the 15/22-month rule.

## Section 2: The Law

### Supplemental Resources

- *The following guides located at [www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx](http://www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx):*
  - *CRB Findings Guide for Participants*
  - *Oregon's Child Abuse and Neglect Law: Underlying Policy*
  - *Lifecycle of a Dependency Case*

## Section 3: CRB Review Process

### The Nuts and Bolts of Conducting a CRB Review

#### Key Points:

- *The review process applies to all types of cases reviewed by the CRB.*
- *There are two parts to the review process:*
  - *Preparing for the review*
  - *Conducting the review*

#### Overview of the Review Process

The CRB review of cases follows a basic process that applies to all types of cases reviewed by the CRB:

- **Preparing for the Review: Document Review**
  - Reading the Case Plan and Case Materials
  - Summarizing the Background of a Case
  - Identifying the Main Issue(s) of the Case
  - Developing Questions for the Review
- **Conducting the Review: Live Review Process**
  - Introducing the Case:
    - Reading the Opening Statement
    - Reciting the Background of the Case
  - Findings: Discussion and Making Findings
  - Recommendations
  - Reading the Closing Statement



## Section 3: CRB Review Process

PREPARING FOR THE REVIEW: THE STEPS OF DOCUMENT REVIEW	
Step One	<b>Reading the case plan and case materials.</b> <ul style="list-style-type: none"><li>• An updated case plan and other case materials for each case being reviewed by the board are provided to the board members approximately seven to ten days prior to the day of the board meeting.</li><li>• Begin preparing for the review by thoroughly reading the case plan and other case materials provided.</li></ul>
Step Two	<b>Summarizing the background of the case.</b> <ul style="list-style-type: none"><li>• Summarize the background information of the case.</li><li>• The background information of the case includes the name and age of the child, the date the child was placed into substitute care, the names of the parties in the case, the date jurisdiction was established, the basis for jurisdiction or the reasons the child is in substitute care, the Indian Child Welfare Act (“ICWA”) status of the child, the permanency plan, and the concurrent plan, if applicable.</li></ul>
Step Three	<b>Identifying issues in the case.</b> <ul style="list-style-type: none"><li>• Identify issues in the case by outlining the information contained in the case plan and other case materials.</li><li>• The information contained in the case plan and other case materials is analyzed, organized, and noted under the appropriate finding.</li></ul>

## Section 3: CRB Review Process

<b>Step Four</b>	<b>Developing questions for the review.</b> <ul style="list-style-type: none"><li>• Develop questions for the review related to the issues identified.</li><li>• Questions are developed to fill gaps in the information provided, to clarify the information, and to collect the information the board needs to make the findings.</li><li>• Consider circumstances: How do we phrase questions about sensitive information? Who is likely to be impacted by our questions? How can we ask questions to get the information needed without causing harm/trauma? How do we demonstrate objectivity and fairness in our questions? How can we ask questions that give the parents/child an opportunity to be truly heard?</li></ul>
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## Section 3: CRB Review Process

CONDUCTING THE REVIEW: LIVE REVIEW PROCESS	
Step One	<b>Reading the opening statement.</b> <ul style="list-style-type: none"><li>• Each review is opens with the reading of a formal opening statement by the lead reviewer.</li><li>• The opening statement explains the role of the board and the purpose of the review, provides for all participants to be identified, and informs the participants of the review process.</li></ul>
Step Two	<b>Reciting the background of the case</b> <ul style="list-style-type: none"><li>• The lead reviewer briefly recites the background of the case.</li><li>• The recitation includes the name and age of the child, the permanency plan, and the ICWA (Indian Child Welfare Act) status of the case. It could also include the date the child was placed into substitute care and the date jurisdiction was established.</li></ul>
Step Three	<b>Discussing and making findings</b> <ul style="list-style-type: none"><li>• The lead reviewer reads the finding as a question, then asks questions related to the finding (ensuring legal parties have an opportunity to be heard) and asks other board members if they have any questions related to the finding.</li><li>• When the discussion on the finding is concluded, the lead reviewer will re-state or re-read the finding and ask the board to make the finding.</li><li>• The lead reviewer then moves to the next appropriate finding until all the appropriate findings have been discussed and made by the board.</li></ul>

## Section 3: CRB Review Process

<b>Step Four</b>	<b>Making recommendations</b> <ul style="list-style-type: none"><li>• After all of the appropriate findings have been discussed and made by the board, the lead reviewer will state any proposed recommendations (or ask the field staff to read back any proposed recommendations that the board made during the review).</li><li>• The lead reviewer will ask the other board members for any other proposed recommendations.</li></ul>
<b>Step Five</b>	<b>Reading the closing statement</b> <ul style="list-style-type: none"><li>• The lead reviewer closes the review by reading the formal closing statement.</li><li>• The closing statement informs the parties that the findings and recommendations will be provided to the parties in writing.</li></ul>

## Section 3: CRB Review Process

### Preparing to Conduct the Review

#### Document Review

##### Key Points:

- *Volunteer board members receive case plans and case materials for cases to be reviewed*
- *Volunteer board members are required to keep the case plans and case materials confidential*
- *An updated case plan is provided for each review*
- *Other case materials may also be provided.*
- *When reading the materials, the information falls into three basic issues:*
  - *Who is involved in the case?*
  - *Where is the case headed?*
  - *What is being done in the case?*

#### Process

ODHS provides the CRB with the case plan/family report and other case materials for each case to be reviewed. The CRB provides volunteer board members with copies of the case plan and other case materials for each case to be reviewed by their board, and they read these materials to prepare for the reviews.

- Approximately 14 days prior to the board review day, a packet of case materials is securely emailed to each volunteer board member.
- The packets contain an agenda for the board review day that lists the cases to be reviewed, copies of the case plans, and any other case materials for each case to be reviewed.
- If you do NOT receive your materials at least one week before the day your board meets, CALL field or support staff.

## Section 3: CRB Review Process

### Confidentiality

ORS 419A.100 requires board members to keep confidential the information reviewed by the board.

- Before beginning to serve on a local citizen review board, each volunteer board member shall swear or affirm to the court to keep confidential the information reviewed by the board and its actions and recommendations in individual cases.
- A member of a local citizen review board who violates the duty of confidentiality commits a Class A violation.
- Volunteer board members may discuss confidential information with other volunteer board members and staff of the CRB.
- Volunteer board members exercise appropriate security over confidential information stored on their personal computers/devices by ensuring that others do not have access to those files, that basic safety precautions are in place (password protected folders, logins, etc.), and that computers/devices containing confidential information are not left in places where that information could be accessed or the device could be stolen. Volunteer board members destroy/delete confidential documents when they no longer need them.

### The Case Plan (Family Report)

The ODHS case plan or family report outlines the parties in a case, the bases of jurisdiction, the permanency goal, the efforts being made to achieve the permanency goal, and the progress in the case. The information typically includes:

- Identified Safety Threats
- Safety Analysis
- Disposition
- Indian Child Welfare Act Summary
- Legal Information
- Relative Search and Current Placement
- Child Safety and Well Being
- Protective Capacity



## Section 3: CRB Review Process

- Reasonable/Active Efforts
- Ongoing Safety Plan
- Visitation Plan
- Permanency Planning
- Substitute Caregiver Information
- Face-to-Face Contacts
- Child and Family Information

### Other Case Materials

ODHS also provides other case materials to the CRB for reviews. ORS 419A.102 states that the CRB shall have access to “any records of ODHS that would be admissible in a permanency hearing..., including school records and reports of private service providers contained in the records of the department or other agency.” The CRB requests a standard list of case materials for every case reviewed by submitting an RCI (Request for Case Information) sheet to ODHS, which contains a list of requested documents. This list is agreed to by both ODHS and the CRB in the Memorandum of Understanding. A board may also make a request for specific case materials in its recommendations.

The additional case materials serve several purposes such as:

- Providing documentation for information contained in the case plan
- Providing information regarding services being provided to the family
- Providing background or additional information regarding the parties

## Section 3: CRB Review Process

Examples of Case Materials	
Document	Information Provided
<b>Petition, Amended Petition</b>	A legal document that includes the allegations against the parents. A petition is written and filed with the Court within 24 hours of a child being removed from his/her home. Amended petitions may be written later as issues in the case develop.
<b>Judgements/Court Documents</b>	Legal documents that include the findings and orders of the Court.
<b>Verification of ICWA Eligibility Form 1270</b>	An ODHS form on which a parent indicates the existence of American Indian or Alaskan Native ancestry.
<b>Action Agreement</b>	A written agreement between ODHS and a parent or legal guardian that identifies one or more services or activities that ODHS will arrange in which the parent will participate to achieve an expected outcome.
<b>Letter of Expectations (LOE)</b>	A Letter of Expectations is utilized when ODHS and a parent are unable to jointly develop a Child Welfare Case Plan or an Action Agreement. A Letter of Expectations outlines the services ODHS expects a parent to complete.
<b>Family Decision Meeting Report</b>	The minutes from a Family Decision Meeting. The document lists the strengths and weaknesses of the family and the services needed as identified by participants at the meeting.
<b>Placement History</b>	A computer printout that lists the dates and types of placements the child(ren) has been in throughout the case.
<b>Psychological Evaluation</b>	A report that summarizes an evaluation by a psychologist. A psychological evaluation typically includes a family history, information on cognitive ability/intelligence, a personality assessment, a mental health diagnosis, and recommendations regarding treatment.

## Section 3: CRB Review Process

<b>Treatment Reports</b>	Information from the child or parent's treatment program on the type of treatment that was provided, the treatment plan, and the progress being made.
<b>Individualized Education Program (IEP)</b>	Discussion of a child's eligibility for special education services, the disability identified by a school district, testing results, the education plan for the child, and the special education services provided by the school district for a child.

### Outline the Background Information of a Case

Outlining the background information for a case will help you begin the process of identifying the issues in that case, developing questions, and preparing to make findings. This work is part of your independent at-home document review and preparation for the CRB review day, and you will do this yourself for each case each month.

You can use the Case Notes Sheet to take notes and do your document review. *Note: You can edit your Case Notes Sheet document any way you like to make it more useful for you. Contact the CRB Trainer or your Field Manager for assistance if needed.*

The background information of a case is critical to establish before you identify the major issues in a case. The lead reviewer also will recite some of the background information (like the child(ren)'s name/age, ICWA status, and permanency plan) when introducing the case, whereas other background information (like the basis for jurisdiction, concurrent plan, specific dates, etc.) is not a necessary part of the introduction. The background information that will be helpful for you includes:

- **Names and ages of child(ren) being reviewed**
- **Date child(ren) placed into foster care**
  - Tells you how many months the child(ren) has spent in foster care and allows you to determine where the case is in relation to the ASFA timelines
- **Date of jurisdiction**

## Section 3: CRB Review Process

- Tells you how long it has been since the parents were provided notice of what issues they need to address
- **Basis of jurisdiction**
  - Tells you what issues the parents must ameliorate to safely reunify with their children
  - Tells you what issues ODHS is required to provide services to address (ODHS cannot require parents to participate in services that are not rationally related to a basis of jurisdiction)
  - The basis of jurisdiction is relevant to Findings 4, 6, 9 and 10
- **Permanency plan and concurrent plan**
  - Tells you which findings you will or will not make for this review based on what findings are relevant to certain permanency plans
- **ICWA (Indian Child Welfare Act) status**
  - Tells you whether the review will be conducted using the reasonable or active efforts standard

## Analyze the Case Materials

When initially reading the case plan and case materials, begin your analysis of the information provided by considering the three basic issues identified below.

- **Who is involved in the case?** Identify the parties involved in the case.
  - Legal Parties
    - Children
    - Parents or guardians
    - Attorneys for parents and children
    - If ICWA applies, often the child's Tribe becomes a legal party
    - A Court Appointed Special Advocate ("CASA")
    - ODHS
    - In rare cases, an intervenor (such as a former guardian or grandparent)
  - Essential Parties
    - Substitute Care Providers
    - Involved relatives/grandparents
  - Other Interested persons

## Section 3: CRB Review Process

- **Where is the case headed?** Identify the goals in the case.
  - Identify the permanency plan and the concurrent permanency plan
  - Consider how long the child has been in substitute care
  - Identify the bases of jurisdiction and consider how long it has been since jurisdiction was established
  - Consider whether the plans for the case are appropriate
- **What is being done in the case?** Determine what has been done by the parties in the preceding six months (the “review period”) of the case.
  - ODHS: Determine what the agency is doing for the child(ren) and the parents. Determine whether services and assistance were offered in a timely manner.
  - The parents: Determine whether the parents are making progress towards addressing the specific safety issues that resulted in their child being removed from their care (not whether parents are fully rehabilitated, just whether they are making progress on safety issues identified by the bases for jurisdiction).
  - Consider whether the services provided by ODHS address the identified safety threats and are rationally related to the bases for jurisdiction for each parent
  - Consider whether the placement and the services meet the child’s specific needs
  - Consider what progress is being made in the case in general

### Possible Difficulties with Case Materials

When attempting to read case materials, there may be a variety of difficulties that may hinder the reading of the case materials. Some of the difficulties include:

- Documents that are not arranged in any sequential or chronological order
- Documents that are undated, outdated, or irrelevant
- Handwritten documents that are difficult to read
- A large volume of case materials
- Inaccuracies in case materials
- Incomplete case materials

Attention to detail/dates during document review, and active discussion in your Board Business meeting on review day will help you navigate some of these difficulties. Any gaps in *needed* information will also typically point towards questions that should be

## Section 3: CRB Review Process

asked during the live review. However, if the above difficulties create significant challenges for you, be sure to reach out to your field manager for assistance in advance of the CRB review day.

### Supplemental Resources

- **ORS 419A.100, “Confidentiality of information; penalty.”** at [https://www.oregon.public.law/statutes/ors\\_419a.100](https://www.oregon.public.law/statutes/ors_419a.100).
- **ORS 419A.102, “Access to confidential information by boards; procedure.”** at [www.oregon.public.law/statutes/ors\\_419a.102](http://www.oregon.public.law/statutes/ors_419a.102).
- **ODHS-CRB Memorandum of Understanding** at [www.courts.oregon.gov/programs/crb/about/Documents/2020MOUsigned.pdf](http://www.courts.oregon.gov/programs/crb/about/Documents/2020MOUsigned.pdf)

### Understanding the CRB Findings

#### Key Points:

- *There are 10 findings made by the board in each ODHS review that arise out of the law.*
- *The findings are the foundation of the review.*
- *The findings frame the issues in a case, and address the fundamental concepts contained in the law.*
- *Focus on the findings when analyzing the case materials and identifying issues.*

### Findings in General

A finding is a conclusion drawn from the information received in the case plan and the case materials, and from the information gathered during the review. The findings are the foundation of the review. They help to frame the issues in a case and to address the fundamental concepts, such as “reasonable efforts” and “permanency,” contained



## Section 3: CRB Review Process

in state and federal law. The findings made by a board compel action by ODHS, the parents, the Court, and others involved in the case.

During your preparation for a review, focus on the findings when analyzing the case materials and identifying issues. The findings provide a format for the review process. The findings address the efforts made and steps taken by ODHS, the action taken by the parents, the necessity and sufficiency of the placement, and the progress in the case.

### Making the Findings

The findings can be grouped into the following categories: Placement efforts, services to the child, efforts ODHS has made toward the permanency plan, progress and compliance, appropriateness of the plan and additional findings.

Your Case Notes Sheet will help you to prepare for a review in a findings-driven way by organizing your notes according to each of the findings.

Ultimately the findings are made only during the live review; you do not need to make findings in your notes beforehand. At the review, considering all the information available to the board, the board members come to a decision together about each finding.

On the following pages, you will learn:

- The wording of all 10 findings
- When to make each finding (not all findings are made in every case, as some findings apply to only certain types of cases)
- The purpose of each finding
- Application: How to apply various principles to your analysis of each finding
- How to make each finding: What to consider and how to weigh the facts

There will never be a formula, checklist, or black-and-white approach to making findings. In the end, the findings are made by board members, not by the parties, the judge, or the CRB field staff, and should simply reflect the best judgment of an objective group of citizen volunteers, based on the information available at the time of the review.

## Section 3: CRB Review Process

### Placement Efforts

#### *Finding #1: Has ODHS made reasonable efforts to prevent or eliminate the need for removal of the child from the home?*

This finding is made only at the first review of every case.

- **Purpose**

- Documents efforts made by ODHS to prevent the child's removal from the home
- Determines whether efforts made by ODHS were "reasonable" (or "active" if an Indian Child Welfare (ICWA) case) given the facts of the case

- **Application**

- The finding only applies to efforts made between the time of the report to CPS and the Shelter Hearing, covering the comprehensive CPS investigation, child safety assessment, and any resulting efforts/services offered including any in-home safety plan or Protective Action Plan attempted.
- The reasonable efforts standard is the most important legal standard used by the courts and CRB to assess whether ODHS is doing their part in a child welfare case to preserve families (Finding 1) or reunify families (Finding 4).
- "Efforts" include referrals, services, assessments, and assistance provided by ODHS for the child, and for all persons with parental/custodial rights to the child. The efforts being assessed are only those of ODHS, not those of the parents or any other party. Efforts are an attempt, a strong try, and do not need to be successful in order to be reasonable.
- "Reasonable" efforts are efforts that are not extreme. They are timely, for a specific reason, and sensible. Services must be accessible to the parents in order to be reasonable.
- The child's health and safety are the paramount concerns in determining the reasonableness of ODHS's efforts.
- It may be reasonable to make no efforts if a child was in imminent/present danger at the time the child was placed in substitute care.
- The finding is made only at the first review of a case.
- The finding is made at the first review of both voluntary and involuntary cases.

## Section 3: CRB Review Process

- Note: ODHS's efforts must include notifying the consulate and providing a copy of the petition if the child or the child's parent is a foreign national.
- **To make this finding:**
  - Determine efforts made by ODHS to prevent removal of the child.
  - If there was a protective action plan or in-home safety plan, determine whether it was adequate to address the safety issues identified.
  - If a parent requested services or if the agency received previous CPS referrals, determine whether accessible, appropriate services were offered.
  - Determine whether the efforts made by ODHS were reasonable given the safety threats that were identified.
  - If the efforts were "reasonable" (or "active" if ICWA applies), the finding is "yes." If ODHS made no efforts, but the child was in imminent/present danger, the finding is "yes."
  - If ODHS made no efforts and the child was not in imminent/present danger, or if ODHS made efforts but the efforts did not meet the test of reasonable, or active if ICWA applies, the finding is "no."
  - **Note:** In cases where ICWA applies, there are some sub-findings that must be made within Finding #1. Please see the ORICWA Technical Assistance Guide on the OT website for more information about making these sub-findings. The law changes periodically and the ORICWA Technical Assistance Guide will provide you with the most up-to-date information on this topic.

## Section 3: CRB Review Process

### *Finding #2: Has ODHS made diligent efforts to place the child with a relative or person who has a caregiver relationship?*

This finding is made at every review for every case.

- **Purpose**

- Documents the efforts made by ODHS to place the child with a relative or person who has a caregiver relationship with the child
- Determines whether those efforts were “diligent”
  - **Note:** “Diligent” efforts are more than reasonable efforts; They fall somewhere between “reasonable” efforts and “active” efforts.
- Analyzes relative search efforts, which are continual throughout the life of the case

- **Application**

- The agency is required to contact a child’s relatives and extended family within 30 days of the child coming into foster care, document those efforts, and continue to reach out to relatives regularly throughout the life of the case because circumstances often change. The agency must also reach out to relatives at various junctures in the case (such as when a child is going to experience a placement change, whenever the child or parent requests the agency contact a relative, etc.).
- Relatives include siblings and half-siblings, as well as both maternal and paternal family members, regardless of whether the parents are involved.
- A caregiver relationship is:
  - A relationship that existed for 12 months immediately preceding the dependency case; for 12 months *during* the case; or at least half the child’s life if the child is less than six months of age; in which the person provided for the child on a daily basis with love, nurturing and necessities to meet the psychological and physical needs of the child and on which the child depended to meet those needs.
  - A caregiver relationship can exist with a nonrelative resource parent if the relationship continued at least six *consecutive* months and for a

## Section 3: CRB Review Process

total of at least 12 months during the case (or for half the child's life if the child is less than six months of age).

- **To make this finding**
  - Determine whether the child is placed with a relative or a nonrelative.
  - Determine what efforts were made by ODHS to locate and contact identified relatives and to address barriers to placement of the child with those family members.
  - Determine if the efforts made by ODHS were diligent and timely.
  - If the child is placed with a relative, the finding is "yes."
  - If the efforts were diligent and timely (whether or not the child was successfully placed with a relative), the finding is "yes."
  - If ODHS made no efforts, or if the efforts made were not diligent, and the child is placed with a nonrelative, then the finding is "no."
  - The *sufficiency* of the child's placement is covered next, under Finding #3A, which addresses services that ODHS is providing to the child. Finding #2 is only focused on ODHS's efforts to find relatives that the child may be placed with now or in the future.
  - If the child is placed with a relative but the board feels that the agency's relative search efforts are lacking, address this under Finding #7 (which looks at the agency's efforts to develop the concurrent permanency plan, including relative search).

## Section 3: CRB Review Process

### Services to the Child

***Finding #3A: Has ODHS ensured that appropriate services are in place to safeguard the child's safety, health, and well-being?***

This finding is made at every review for every case.

- **Purpose**
  - Documents the specific needs of the child.
  - Determines services ODHS has provided and whether the services are appropriate to safeguard the child's safety, health, and well-being.
- **Application**
  - Certain evaluations and assessments are required to identify the specific needs of the child.
  - Services must be appropriate to meet those needs and to safeguard the child's safety, health, and well-being.
  - Placement and visitation with parents are both considered services to the child.
- **To make the finding:**
  - Determine whether appropriate referrals, evaluations and assessments were made to determine the child's specific needs.
  - Determine if appropriate services are in place to meet the child's physical, developmental, mental health, cultural, educational, and attachment needs.
  - Determine if services recommended by evaluators have been provided.
  - Remember that you are reviewing the services in place over the previous six months, not just those which are in place on the day of the review.
  - Determine if services and assessments were offered in a timely manner.
  - Determine if services are in the best interests of the child.
  - Determine if the placement is the least restrictive, most appropriate to meet the child's needs, and has been confirmed as a safe environment for the child.
  - Placement types from least restrictive to most restrictive:
    - In-home: Care provided by a parent or legal guardian
    - Relative family foster care: Care provided by a relative



## Section 3: CRB Review Process

- Family shelter care: Temporary care provided in a family setting by a licensed resource family
- Family foster care: Care provided by a resource family
- Family group home: Care provided by a foster family selected to provide a therapeutic group living situation for three or more youth
- Professional shelter care: Temporary care provided by a treatment facility when there is a need for more intensive supervision or skilled behavior management than can be provided in family shelter care. The child's functioning is assessed, and recommendations are made for further care and treatment.
- Residential treatment: Care and treatment provided by a treatment facility supervised on a 24-hour a day basis
- Determine if child's medication is being monitored and coordinated by a medical provider.
- If ODHS has ensured that timely, appropriate services are in place to meet all the unique needs of the child, the finding is "yes." If they are not, the finding is "no."

## Section 3: CRB Review Process

***Finding #3B: Has ODHS taken appropriate steps to ensure that 1) the substitute care provider is following the reasonable and prudent parent standard, and 2) the child has regular, ongoing opportunities to engage in age appropriate or developmentally appropriate activities?***

This finding is made only in cases where a child being reviewed is age 16 or older, and their permanency plan is APPLA (Another Planned Permanent Living Arrangement).

- **Purpose**

- Documents the steps ODHS has taken to ensure that parents of teenagers in permanent foster care treat them like any reasonable and prudent parent of a teenager would.
- Documents the steps ODHS has taken to ensure teenagers in APPLA plans have access to normal, age and developmentally appropriate extracurricular activities (consider access to cultural activities, religious service/group participation, tribal gatherings, etc.).

- **Application**

- This finding is only made in APPLA cases where the child is age 16+.
- The “reasonable and prudent parent standard” means the standard, characterized by careful and sensible parental decisions that maintain the health, safety and best interests of a child while encouraging the emotional and developmental growth of the child, that a substitute care provider shall use when determining whether to allow a child in substitute care to participate in extracurricular activities. ORS 419B.194.
- Age and developmentally appropriate activities are defined as activities that are determined to be developmentally appropriate for a child, based on the development of cognitive, emotional, physical and behavioral capacities of the age group or the specific child. ORS 419A.004.
  - Such activities for a teenager might include drivers education training, getting a job, joining teams or clubs, participating in afterschool activities, attending religious services/groups, applying to college or trade school, volunteering, internships, ROTC, working out at a gym, attending tribal gatherings, joining social groups, family functions, etc.

## Section 3: CRB Review Process

- A reasonable and prudent parent of a teenager would give a teenager both correction and guidance, as well as privacy and freedom to try new things and make some choices for themselves.
- Preparing a teenager for safe adulthood includes ensuring that they do not miss out on life lessons that a reasonable and prudent parent would teach them. Life lessons are things such as how to shave or care for their hair, having safe relationships, registering/voting, reconciling hurt friendships, exercising online safety, recognizing how not to get scammed, scheduling their own medical and dental appointments, etc.
- **To make the finding**
  - Determine what activities the child is interested in.
  - Determine if there are any barriers to providing access to those activities.
  - Determine what steps have been taken by ODHS.
    - Steps might include having conversations with the placement/foster parents or engaging the teenager in certain activities or life skills training.
  - Using the “reasonable and prudent parent standard,” assess the steps ODHS has taken.
  - If ODHS has taken appropriate steps to accomplish the two goals of this finding, whether the teenager has availed themselves of the opportunities or not, the finding should be “yes.”
  - If ODHS has not taken any steps or the steps were not appropriate to the teenager’s interests, talents, developmental stage or other circumstances, then the finding should be “no.”

## Section 3: CRB Review Process

### Efforts ODHS Has Made to Accomplish the Permanency Plan

#### *Finding #4: Has ODHS made reasonable efforts to provide services to make it possible for the child to safely return home?*

This finding is made in every case where the permanency plan is reunification.

- **Purpose**

- Documents the efforts made by ODHS to reunify the child with the child's family.
- Determines whether the efforts were "reasonable," or "active" if the case is an Indian Child Welfare Act case.

- **Application**

- The finding is made when the permanency goal is or has been reunification (AKA: "Return to Parent") at any time during the review period (the preceding 6 months).
- Please see the discussion of "Reasonable Efforts" under Finding #1 earlier in this section, as well as any reasonable efforts guides on the OT website.
- The finding only applies to the efforts made by ODHS; Efforts/progress made by the parents are irrelevant to this finding.
- The law requires that the case planning (and efforts made) bears a rational relationship to the jurisdictional findings of the court. ODHS must make efforts to provide parents resources/help to ameliorate every basis of jurisdiction.
- The child's health and safety are the paramount concerns. The child's long-term health and safety includes having healthier and safer parents who have been supported and provided with services to meet their own needs.

- **To make the finding**

- Determine what efforts were made by ODHS.
- If the efforts meet the test of "reasonable", or "active" if ICWA applies, the finding is "yes," and if not (or if no efforts were made), the finding is "no."

## Section 3: CRB Review Process

***Finding #5: Has ODHS made reasonable efforts in accordance with the case plan to place the child in a timely manner, and complete the steps necessary to finalize the permanent placement, including an interstate placement if appropriate?***

This finding is made in every case in which the permanency plan is not reunification.

- **Purpose**
  - Documents the efforts made by ODHS to place the child in their permanent placement in a timely manner and to complete the steps necessary to finalize that placement.
  - Determines whether the efforts made were “reasonable.”
  - Determines whether the efforts made were in a timely fashion.
  - Ensures continual effort and a sense of urgency toward finalization of the permanency goal throughout the life of the case.
- **Application**
  - The finding is made any time the permanency goal is *not* reunification or “Return to Parent” at the time of the review.
  - Efforts are required to identify and place the child in a permanent placement as quickly as possible.
  - Once placed, efforts are required to finalize the permanency plan so that the child can achieve permanency.
  - Efforts that the agency is making to assist the parents (even though the plan is no longer reunification) can be included here, because those efforts are required throughout the life of the case and recent, continued efforts to assist the parents are necessary to make adoption finalization possible.
  - The standard of “active efforts” under ICWA does not apply to this finding. In ICWA cases, the standard here is still “reasonable efforts.”
- **To make the finding**
  - Determine what efforts were made by ODHS.
  - If the efforts meet the test of “reasonable”, or “active” if ICWA applies, the finding is “yes,” and if not (or if no efforts were made), the finding is “no.”

## Section 3: CRB Review Process

### *Finding #6: Have the parents made sufficient progress to make it possible for the child to safely return home?*

This finding is made in every case where the permanency plan is reunification. In other cases where the permanency plan has already been changed to a plan other than reunification, board members may choose to ask questions about parents' progress and compliance under Finding #9. Finding #9 asks, "Is the permanency plan the most appropriate plan for the child?" so that is where the board may make a statement about whether a parent is doing well enough that the permanency plan should be changed back to reunification.

- **Purpose**

- Documents jurisdictional issues and safety threats needing to be addressed by the parent.
- Determines whether the parents have made sufficient progress in those areas for the child to safely return home.

- **Application**

- This finding is made in all cases where the plan is reunification or "Return to Parent."
- ORS 419B.343(1) requires that ODHS "ensure that the case planning in any case:(a)For the reunification of the family bears a rational relationship to the jurisdictional findings that brought the child within the court's jurisdiction . . ." and means that the board cannot require the parents to do things or accomplish goals unrelated to the bases of jurisdiction, nor assess the parents' progress on that basis.
- Parents are expected to make progress on ameliorating the unsafe conditions outlined by their bases of jurisdiction. That is usually done by making progress on the requirements outlined in an Action Agreement (or if the parents are unwilling to sign an Action Agreement, then a Letter of Expectation).
- Progress is measured in accordance with ASFA timelines.
- Consider parents' progress in meeting Conditions for Return (but note that whether parents have met Conditions for Return is relevant information but not

## Section 3: CRB Review Process

determinative in making Finding #6, which is about parents' progress in addressing their bases of jurisdiction. Conditions for Return are more determinative in making Finding #10, which is about whether out-of-home placement continues to be necessary at all).

- Sufficient progress does not mean the child can immediately return home. (That is what Finding #10 addresses.) Instead, progress is determined by the *rate* of parental improvement in required areas only. This finding may be conceptualized as a *progress report*.
- The finding is made separately for each legal parent.

- **To make the finding**

- Consider the basis for jurisdiction, the Action Agreement or Letter of Expectation, and the identified safety threats to determine if the parents have made sufficient progress towards ameliorating those specific issues.
- This finding is “yes” if a parent has made sufficient progress for this point in the case.
  - Sufficient progress has been made if the parent is making progress at a rate which, if they continued to make progress at that same rate, the child could likely be returned to the parent in a reasonable amount of time.
    - What constitutes a reasonable amount of time is dependent on the facts of the case, including the child's unique needs/age, but is usually approximately the amount of time permitted by ASFA (15 of the last 22 months).
- The parent need not be perfect or even ready for reunification in order to make a finding of “yes” as to their progress.
- If a parent has made no progress or has not made sufficient progress on the needed actions for this point in the case, the finding is “no” as to that parent.

## Section 3: CRB Review Process

### *Finding #7: Has ODHS made sufficient efforts in developing the concurrent permanency plan?*

This finding is made in every case where the concurrent plan has not yet been implemented (or in other words, this finding is made only in cases where the permanency plan is still reunification).

- **Purpose**
  - Identifies the concurrent permanency plan selected by ODHS / the Court.
  - Determines efforts ODHS has made in developing the concurrent plan.
- **Application**
  - This finding is only made when the permanency goal is reunification or “Return to Parent.”
  - ODHS is required to identify and make efforts toward developing a concurrent plan for a child so that if the child is unable to safely return home, another permanency option can be achieved in a timely manner. ODHS must continue concurrent planning efforts even if a trial reunification is also being planned.
  - Some examples of efforts you may analyze include: Relative search, discussing concurrent planning with the parents/resource parents/relatives/tribe, obtaining birth/medical/genetic records and evaluations, obtaining Father’s Questionnaire, ICWA eligibility documentation/letters, notifying the consulate when relatives are out of the country, discussing financial considerations with potential permanent placement resources, etc.
- **To make the finding**
  - Determine the concurrent plan.
  - Determine if ODHS has made sufficient efforts at this point in the case to develop the concurrent plan; If sufficient efforts have been made the finding is “yes.” If not or if ODHS made no efforts, the finding is “no.”
  - In cases where ICWA applies, there are several sub-findings that must be made within Finding #7. Please see the ICWA - ORICWA Technical Assistance Guide on the OT website.



## Section 3: CRB Review Process

### *Finding #8: Is ODHS in compliance with the case plan and court orders?*

This finding is made at every review of every case.

- **Purpose**

- Documents actions required of ODHS.
- Determines whether ODHS is in compliance with applicable laws, court orders, prior CRB recommendations, and administrative rules/policies.

- **Application**

- ODHS is required to comply with court orders.
- ODHS must implement previous CRB recommendations into the case plan unless they notified the board within 17 days of the recommendation that they did not intend to implement the recommendation.
- ODHS is obligated to provide referrals and services outlined in the Action Agreement or Letter of Expectation.
- ODHS is governed by Oregon Administrative Rules and policies related to case planning. *(ODHS policy can be accessed at:*  
[www.ODHS.state.or.us/policy/childwelfare/cross\\_index.htm](http://www.ODHS.state.or.us/policy/childwelfare/cross_index.htm)*)*
- Consider the other findings that the board has made during this review and whether a “no” on a previous finding indicates that this finding should also be a “no.”
  - For instance, if the board made a “no” finding on Finding #4 due to a lack of services provided to parents to make reunification possible, then ODHS is not in compliance with the case plan (reunification).
  - If the board made a “no” finding on Finding #3A because ODHS failed to comply with a court’s order for ODHS to refer the child for family counseling, then ODHS is not in compliance with court orders.

- **To make the finding**

- If ODHS has followed through with the actions/expectations, the finding is “yes.” If not, the finding is “no.”
- If a finding for reasonable efforts (Finding 1, 4 or 5) or Finding 3 is “no,” it is likely that Finding 8 will also be “no.”

## Section 3: CRB Review Process

### Appropriateness of the Plan

#### *Finding #9: Is the permanency plan the most appropriate for the child?*

This finding is made at every review of every case.

- **Purpose**
  - Determines whether the stated plan is the most appropriate/in the child's best interests.
- **Application**
  - The child's health and safety (the child's best interests) are of paramount consideration.
  - The child's wishes are important to this determination.
  - The finding is made on an individual basis for each child.
  - There is a presumption that it is in a child's best interest to be with a parent, if the parent is capable of providing "minimally adequate" care.
  - There is a hierarchy of permanency plans. ODHS must rule out each permanent plan above the child's permanency plan in the hierarchy and document why each of those plans is not achievable for the child. The permanency hierarchy is:
    1. Reunification / Return to Parent (Most preferred / Usually best for children)
    2. Adoption (Highly permanent)
    3. Guardianship (Permanent but reversible if needed – provides flexibility)
    4. Permanent Placement with a Fit and Willing Relative
    5. APPLA (Another Planned Permanent Living Arrangement) (Least preferred)
  - ODHS must file a petition to terminate parental rights when a child has been in care 15 of the last 22 months unless a documented compelling reason exists.
  - ODHS does not need to wait 15 months to file a petition to terminate parental rights in a case, or to implement the concurrent plan.
  - Making a finding of "no" here will not change the child's permanency plan that day. It is simply information for the court to use at the next permanency hearing.
  - The board may find "no" here without articulating another more appropriate plan, but it is usually preferable if the board is able to note which plan(s) would be more appropriate for the child.

## Section 3: CRB Review Process

- **To make the finding:**
  - Determine if ODHS assessed and ruled out permanency plans in accordance with the hierarchy.
    - Consider the parents' current status and progress to determine if a goal of reunification is appropriate.
    - Determine if there is a compelling reason not to file a petition to terminate parental rights if the child has been in care 15 of the last 22 months.
    - Determine the child's preferred permanency plan (asking the child's attorney is often the best way to do this).
    - Consider CASA's position on whether the current permanency plan is in the child's best interests.
    - Consider the child's relatives' position on whether the current permanency plan is in the child's best interests, if available.
  - If in the board's judgment the permanency plan is the most appropriate one available for the child and is in the child's best interests, the finding is "yes;" If the board feels that the current plan is not the most appropriate one for the child or is not in the child's best interests, the finding is "no."

## Section 3: CRB Review Process

### *Finding #10: Is there a continuing need for placement?*

This finding is made at every review of every case.

- **Purpose**
  - Documents whether placement in substitute care is still necessary.
- **Application**
  - This finding is asking whether out-of-home placement continues to be necessary. In other words, can the remaining safety threats be adequately managed with an in-home safety plan at this time?
  - This finding is *not* asking whether all safety threats have been ameliorated, whether the case should be dismissed, or whether ODHS supervision should cease.
  - A child should be back with their own parents as soon as all identified safety threats can be adequately managed with an in-home plan. This is not only best for children and their families, but also frees up scarce foster home resources for other children who need out-of-home placements.
- **To make the finding**
  - Determine what safety threats have been ameliorated and what safety threats remain.
  - Determine if the child could safely return home at this time on an in-home plan with continued ODHS oversight and assistance.
  - If out-of-home placement is still necessary to meet the child's needs and is in the child's best interests, the finding is "yes."
  - If the Conditions for Return have been met, the safety threats have been eliminated, or the remaining safety threats could be appropriately managed by an in-home plan with ODHS supervision, the finding is "no."
  - In cases where ICWA applies, there are some sub-findings that must be made within Finding #10. Please see the ICWA - ORICWA Technical Assistance Guide on the OT website.

## Section 3: CRB Review Process

### Additional Findings

- **Purpose**
  - Documents any other conclusions made by the board related to the case.
  - Documents whether any special circumstances exist.
- **Application**
  - Additional findings may relate to any issue in the case, such as:
    - The length of time the child has been in substitute care.
    - Whether a permanency hearing has been held or scheduled.
    - Whether a petition for the termination of parental rights has been or is expected to be filed or if there is an exception to the requirement.
    - The need for a permanency hearing if the child has been legally free for 6 months and has not been placed for adoption.
    - Commendations from the board to any party or entity.

### Supplemental Reading

- **ORS 419A.116, “Findings and recommendations; Judicial review”** at [https://oregon.public.law/statutes/ors\\_419a.116](https://oregon.public.law/statutes/ors_419a.116).
- **The following guides at** [www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx](http://www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx):
  - **Reasonable Efforts**
  - **Permanency Plans Choices**
  - **ICWA – Active Efforts Principles and Expectations**
  - **ICWA – ORICWA Technical Assistance Guide**

## Section 3: CRB Review Process

### Preparing to Ask Questions

#### Key Points:

- *A major function of the live CRB review is to gather information needed to make the findings and recommendations.*
- *Effective questions are essential for gathering that information.*
- *The quality of the questions, including the way questions are asked, affects the quality of the information gathered.*
- *The quality of the information gathered affects the quality of the review.*
- *Questions should focus on information necessary to make the findings.*
- *Board members should be able to explain their reasoning for asking any question by showing how the answer will help them make a finding or recommendation.*
- *All effort should be made to ask questions with professionalism, objectivity, and an awareness of the trauma that has been experienced by others at the review.*

### Purpose of Questions

You now understand how to review documents to prepare for a review and you understand which findings you will need to make at the live CRB review. The primary goal of the live CRB review is to make the required findings and recommendations to address issues in the case. A major function of the review is to gather information needed to make the findings and recommendations. Effective questions are essential for gathering any remaining information that you need to make findings and recommendations, but which was not included in documentation.

### Developing Questions

- Develop questions while you read the materials for the case.
- Focus on the findings when developing questions.
- During preparation for the review:

## Section 3: CRB Review Process

- Determine what information you will need in this case to make the finding.
- Determine if that information is available in the case plan/materials or if there is information lacking that would prevent you from making the finding.
  - Example: If a psychological evaluation was arranged for a parent, but that evaluation was not provided to the board, it would be appropriate to ask what the recommendations of the psychological evaluation were.
  - Example: If a psychological evaluation of a child recommends residential treatment and the case plan states that the child is placed in a family foster home, it would be appropriate to ask how the placement in a foster home addresses the recommendations of the psychological evaluation and meets the child's needs.
- Develop questions to gather the needed information that is lacking. While you may not be able to write out every question word for word ahead of time, you can identify questions that must be asked but which may potentially cause discomfort, anger or other difficulties for a party/parties at the review. It can be helpful to consider these situations ahead of time and write yourself suggested wording.
- Know and be able to explain the reason for your question.
  - Questions are developed to gather *needed* information to make the findings.
  - Being able to articulate the *reason* for asking a particular question provides credibility for the question and for the CRB review process. When preparing to ask a question, ask yourself first whether the question will help gather relevant information that is *needed* to make the findings. If your answer is “no,” then the question may be inappropriate. If your answer is “yes,” then you can feel confident about asking the question.
  - Questions are to gather information that the board needs to know rather than merely *wants* to know.
- Determine who at the review may best provide the information.
  - Example: The ODHS caseworker may provide information regarding whether a parent has been referred to substance abuse treatment, but the parent or therapist may best provide information regarding participation and progress in treatment.

## Section 3: CRB Review Process

- *Ask questions in a respectful, objective manner. Questions designed to catch someone off guard, trick someone into admitting something, teach/show someone something, or make someone feel ashamed about past actions are never appropriate questions regardless of the information sought.*

### Types of Questions

The type of questions asked affects the quality of the information gathered. Consider the value of different types of questions. The table below compares three types of questions.

Comparison of Types of Questions			
Issue	Open-ended Questions	Directed Questions	Closed-ended Questions
<b>General</b>	<ul style="list-style-type: none"> <li>• Better for obtaining general information.</li> <li>• Allows responder to provide the information.</li> <li>• Encourages the responder to speak.</li> </ul>	<ul style="list-style-type: none"> <li>• Best for obtaining specific information.</li> <li>• Allows responder to provide the information.</li> <li>• Encourages the responder to speak.</li> </ul>	<ul style="list-style-type: none"> <li>• Less effective for obtaining information.</li> <li>• Helps to focus on a specific issue or lead the discussion into a different area.</li> </ul>
<b>Focus and Scope</b>	<ul style="list-style-type: none"> <li>• The scope or focus of the question may be too broad</li> <li>• Responses may fail to provide needed information</li> </ul>	<ul style="list-style-type: none"> <li>• Narrows the scope or focus of the question</li> </ul>	<ul style="list-style-type: none"> <li>• Limits information provided by the response</li> <li>• May be leading and suggest the answer</li> </ul>



## Section 3: CRB Review Process

Comparison of Types of Questions			
Issue	Open-ended Questions	Directed Questions	Closed-ended Questions
<b>Wording</b>	<ul style="list-style-type: none"> <li>Questions generally begin with words such as “what” or “how.”</li> </ul>	<ul style="list-style-type: none"> <li>Questions generally begin with words such as “what” or “how</li> <li>Avoid questions beginning with “why”, as they tend to sound judgmental</li> </ul>	<ul style="list-style-type: none"> <li>Questions generally begin with words such as “did,” “is,” or “are.”</li> <li>Avoid leading questions (e.g., “You wouldn’t leave your child alone, would you?”)</li> </ul>
<b>Response</b>	<ul style="list-style-type: none"> <li>Responses are generally longer</li> <li>Questions are generally answered with a statement</li> <li>Responses may be too broad or off the point</li> </ul>	<ul style="list-style-type: none"> <li>Responses are generally longer</li> <li>Questions are generally answered with a statement</li> <li>Response may be closer to the point</li> </ul>	<ul style="list-style-type: none"> <li>Responses are generally shorter</li> <li>Questions are generally answered with “yes” or “no.”</li> <li>Responses may not provide information on the issue</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>Asking a caseworker: “What would you like to tell the board?”</li> <li>Asking a parent: “How are you doing?”</li> </ul>	<ul style="list-style-type: none"> <li>Asking a caseworker: “What information did the parents provide regarding any Native American heritage?”</li> <li>Asking a parent: “What are you</li> </ul>	<ul style="list-style-type: none"> <li>Asking a caseworker: “Does ICWA apply to this case?”</li> <li>Asking a parent: “Did you begin substance abuse treatment?” or “Are you in a</li> </ul>

## Section 3: CRB Review Process

		doing in your inpatient substance abuse treatment program?” or “How are you progressing in your inpatient substance abuse treatment program?”	substance abuse treatment program?”
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### Supplemental Reading

- **Findings Questions Guide** at [www.courts.oregon.gov/programs/crb/volunteer/Resource%20Guides/f%20Findings%20Questions%20Guide.pdf](http://www.courts.oregon.gov/programs/crb/volunteer/Resource%20Guides/f%20Findings%20Questions%20Guide.pdf)

## Conducting the Live CRB Review

### Key Points:

- *Field staff is present during reviews to assist the board.*
- *It is important for board members to be present for the board business time.*

## The Basic Schedule of Board Review Day

Generally, boards meet on a monthly basis. In counties with smaller populations, boards meet less frequently. All boards meet on a set day of the month, such as the first Tuesday or the third Wednesday. At every board review day, CRB field staff are present. CRB field staff provide professional support and guidance for the board. CRB field staff also assists the board in facilitating the review.

## Section 3: CRB Review Process

The board review day is divided into three main sections.

- **Board Business Time.** At the beginning of the board review day, there is designated board business time when the volunteer board members meet with field staff.
  - During the board business time, the board:
    - Discusses the cases being reviewed.
    - Discusses any conflict of interest.
      - ORS 419A.108 requires a volunteer board member to declare any potential conflict of interest prior to participating in the case review.
    - Makes the decision whether a volunteer board member is to be removed from participating in a review.
    - Reviews any correspondence to the board.
    - Receives updates from field staff on issues of concern to the board and to the CRB.
    - Discusses any other business.
  - It is important that all volunteer board members be present for the board business.
    - It allows the board to prepare for the reviews as a group.
    - Additional information may be provided on cases being reviewed.
    - New law or policy issues that affect reviews are discussed.
  - After the conclusion of the board business time, the board begins case reviews.
- **Reviewing Cases.** The structure of case reviews is discussed below. This is the core part of the review day and includes introductions of parties, reading the opening statement, reciting/confirming background information, making each finding, making recommendations, and reading the closing statement.
- **Debrief Time.** The board has some time at the end of each review day to speak with each other and field staff to debrief the day's events.

## Section 3: CRB Review Process

### Structure of the Review: In More Detail

#### Key Points:

- *There is a basic structure to the review process.*
- *The structure for reviews helps to achieve efficient and thorough reviews.*
- *Field staff is present during reviews to assist the board.*

#### Findings

As discussed earlier, a finding is a conclusion drawn from the information received in the case plan and the case materials, and from the information gathered during the review. The findings that the board is required to make are determined by state statute and are not changeable. The findings made by a board prompt action by ODHS, the parents, the Court, and others involved in the case.

- Each finding is made by the board after the needed information is gathered and the board discusses the issues raised.
- Findings are made by the board, not by the parties.
  - The findings are made in the presence of the parties.
  - In making the findings, the board responds to each finding with a “yes” or a “no.”
- A board must always be able to:
  - Explain or articulate the reasons for its finding.
  - Document the reasons for its findings.
- When a board is able to explain the reasons for its findings, the board can be confident in its findings.

#### Case Review Structure

There is a basic structure followed for all reviews. The structure of the review provides for efficient gathering of needed information, and for thorough and effective reviews.

## Section 3: CRB Review Process

- **Opening Statement**

- When instructed to do so by field staff, the lead reviewer or other designated board member opens the review by reading a formal opening statement.
  - The opening statement sets expectations for the review and explains the role and the function of the board and the review process. It informs the attendees that they will have opportunity to provide input and gives parties an opportunity to object to a board member serving on that case.

- **Background Information**

- The lead reviewer introduces the case, stating basic background information:
  - Names and ages of child(ren) being reviewed
  - Permanency plan
  - ICWA (Indian Child Welfare Act) status
    - The lead reviewer states the current ICWA status according to documentation, and asks a question that is required to be asked of every participant in every dependency hearing: “Does anyone present here today have any reason to know that this child is an Indian child?”
- The lead reviewer then may, but does not have to, confirm/mention:
  - Date child(ren) placed into foster care
    - [If it is a voluntary case, which is rare, mention that as well.]
  - Date of jurisdiction [board members should not read the basis for jurisdiction out loud]
  - Concurrent plan

- **Findings**

- The board addresses findings that are applicable to the case being reviewed.
  - For instance, Finding #5 is never made in cases where the permanency plan is reunification, and Finding #3B is only made in cases where the permanency plan is APPLA and the child is age 16+. You will have already determined during your document review and case preparation which findings are relevant to each case.
- The lead reviewer makes a general statement about the finding category.

## Section 3: CRB Review Process

- For instance, the lead reviewer may say, “And we will start off by addressing placement of the child in foster care,” or “And now we will address services to the child,” before reading the finding.
  - The lead reviewer reads the finding out loud as a question.
    - For instance, “Finding 1: Has ODHS made reasonable efforts to prevent or eliminate the need for removal of the child from the home?” as opposed to: “Finding 1: ODHS has made reasonable efforts to prevent or eliminate the need for removal of the child from the home.”
  - The lead reviewer may summarize the finding to be discussed.
    - For instance, “In this finding we look at efforts the agency made to prevent the need for Sally to be placed into foster care.”
  - The lead reviewer asks questions of the parties present at the review in order to obtain additional information needed to make the finding.
  - The lead reviewer asks other board members if they have any additional questions.
  - The lead reviewer states whether they recommend a “yes” or “no” finding and asks fellow board members to weigh in/vote.
  - The lead reviewer states what finding the board has made.
    - If the finding is “no,” the lead reviewer briefly states a reason for the “no” finding.
  - The board repeats this process for each of the required findings.
- **Recommendations**
    - The board may make their recommendations in the course of discussion/questioning, following each finding, or at the end of the review after all of the findings are made. Follow the practice of your local board.
    - Recommendations address negative findings and other issues that were raised during the review.

## Section 3: CRB Review Process

- **Closing Statement**
  - The lead reviewer or other designated board member closes the review by reading a formal closing statement.
  - The closing statement informs the parties that written findings and recommendations will be provided to the parties. Your field staff will complete a findings and recommendations report and send it to all legal parties and the Court. ODHS follows up on recommendations that the board made and the Court reviews the findings and recommendations report to determine if further action is needed. The judge has an opportunity to respond to the findings and recommendations as well.

### Supplemental Resources

- ***Opening and Closing Statements***
- ***ORS 419A.108, “Procedure for conflicts of interest”*** at [https://oregon.public.law/statutes/ors\\_419a.108](https://oregon.public.law/statutes/ors_419a.108).
- ***“What Happened to You?: Conversations on Trauma, Resilience, and Healing”*** book by Bruce D. Perry and Oprah Winfrey

## Section 3: CRB Review Process

### Making Recommendations

#### Key Points:

- *The CRB Findings and Recommendations document is the end product of the review.*
- *The findings and recommendations made by the CRB prompt action by those involved in the case.*
- *The recommendations indicate who is to do what by when.*
- *There is a relationship between the findings and the recommendations.*

### Logistics of Making Recommendations

The findings and recommendations constitute the final product of a case review. ORS 419A.116 provides that “..., the local citizen review board shall make written findings and recommendations...” ORS 419A.118 provides that:

“...The local citizen review board shall send copies of its written findings and recommendations to the following:

- (1) The court;
- (2) The Department of Human Services; and
- (3) Other participants in the review.”

Your field staff will do all of the above for you by writing the findings and recommendations report and submitting it to all legal parties and the Court.

There is a relationship between the findings and the recommendations in that the findings made by a board lead to specific recommendations and the recommendations made by a board generally flow from the findings made.



## Section 3: CRB Review Process

### How to Make Recommendations

The recommendations made by a board flow from the findings made by the board.

- Recommendations are made to reflect a board's agreement with the permanency goal or the placement.
  - Example: A board may make a recommendation to continue the current plan.
  - Example: A board may make a recommendation to continue the current placement.
- Recommendations are also made to address negative findings made by a board.
  - Example: When a board makes a "no" finding regarding reasonable efforts, the board makes recommendations regarding what additional efforts are needed by ODHS.
  - Example: When a board makes a "no" finding regarding a parent's progress, the board makes recommendations regarding what action is needed by the parent.
- Recommendations are directed at the appropriate party.
- One issue may lead to recommendations for more than one party.
  - Example: The board makes a recommendation that ODHS arrange a psychological evaluation for a parent and makes a recommendation that the parent complete the psychological evaluation.
  - Example: The board makes a recommendation that a youth complete a residential treatment program and makes another recommendation that a parent participate in the youth's residential treatment program.
- When making a recommendation, indicate:
  - Who the recommendation addresses
  - What specific action is required
  - When the action is to be completed
- The format for recommendations is WHO is to do WHAT by WHEN.
- Keep in mind that at subsequent CRB reviews the board will follow up with ODHS to ensure that recommendations were implemented. If you have not adequately articulated the recommendation, it will be more difficult for you to tell if the agency has complied.

## Section 3: CRB Review Process

### Supplemental Resources

- **ORS 419A.118, “Records; disclosure of findings and recommendations”** at [https://oregon.public.law/statutes/ors\\_419A.118](https://oregon.public.law/statutes/ors_419A.118).
- **ORS 419A.120, “Court use of findings and recommendations”** at [https://oregon.public.law/statutes/ors\\_419a.120](https://oregon.public.law/statutes/ors_419a.120).
- **ORS 419A.122, “Use of findings and recommendations by Department of Human Services”** at [https://oregon.public.law/statutes/ors\\_419a.122](https://oregon.public.law/statutes/ors_419a.122).

## Section 3: CRB Review Process

### Professionalism and Conduct at CRB Reviews

#### Key Points:

- *Board members are representatives of the Oregon Judicial Department and the Citizen Review Board program and must conduct themselves at reviews in a professional, objective manner.*
- *In order to conduct an effective review, it is essential to create an atmosphere that encourages the participation of the parties.*
- *The manner in which a board operates sets the tone for the review.*
- *The demeanor of the board affects the level and the quality of the participation by the parties, and the accuracy of the information elicited.*
- *Be aware of your perspectives and perceptions, and how they affect your actions and decisions.*
- *Be aware of how your cultural background affects your perspectives and perceptions.*
- *Be aware of the parties' perspectives and perceptions, and how they affect the participation of the parties.*

### The Review Environment

In order to conduct an effective review, it is essential to create an environment that encourages the participation of the parties in a case. The manner in which a board operates sets the tone for the review and has an impact on the level and the quality of the participation in the review by the parties, as well as the accuracy of the information elicited by board questions. The effectiveness of the review depends upon the board's ability to encourage open and thorough discussion of the case.

## Section 3: CRB Review Process

### Setting the Tone

The manner in which the board operates sets the tone for the review.

- **General Professionalism.** Remember the opening statement and principles of professionalism (e.g. each party will have an opportunity to speak, all parties are treated equally, questions are respectful and directed to the appropriate person, etc.).
  - **Consult with your field staff about appropriate board member attire.** Some counties have different court cultures and it is important to be aware of that. Try to show respect for the process by not underdressing (t-shirts, clothing with holes, dirty clothing, etc.) but try not to overdress (wearing suit/tie, expensive attire, flashy jewelry, etc.).
  - **Personal Stories or Advice.** At CRB reviews, it is never professional for a board member to discuss their personal life or stories, compare themselves to someone else at the review, or dispense advice.
- **Equality.** The way that the board approaches questioning/discussion will demonstrate equal treatment of all at the review.
- **Listening.** The manner in which a board listens to parties affects the quality of participation by the parties.
  - **Allow a party the opportunity to answer the question.**
    - Do not interrupt except in emergencies.
    - Before moving on to another question, allow a party the opportunity to answer the question that was asked.
    - Balance the concern of allowing a party to answer a question with the concern of the party dominating the review or going off-track.
  - **Practice active listening.**
    - Acknowledge verbally or physically what the party is saying.
      - Example: Make short, appropriate comments.
      - Example: Nod your head.
  - **Reflect or rephrase what was said.**
    - Example: Telling a caseworker that it sounds like the caseworker has done a lot to find an appropriate placement for a child.
    - Example: Telling a mother that it sounds like she is working hard in her treatment program.

## Section 3: CRB Review Process

- **Do not miss a chance to follow up on vague or concerning statements.** Clarify any unclear statements by following up on comments made or issues raised.
  - Example: Ask a youth what the youth means when he or she states that the placement is “okay.”
  - Example: Ask a parent for an example or description when a parent states that the caseworker was uncooperative or hostile.
- **Body Language and Voice Tone.** Whenever there is a discrepancy between the verbal and nonverbal aspects of a message, the receiver of the message will tend to believe the nonverbal first and foremost. This is one way in which “actions speak louder than words.” Therefore, be aware of your body language and tone of voice. We communicate much more through our body language and our tone of voice than through the words we speak. Our body language and tone of voice can encourage or discourage a participant to share information with the board.
  - **Avoid negative body language** such as the crossing of arms, rolling your eyes, inappropriate facial expressions.
  - **Make appropriate eye contact with parties.**
- **Role.** Stay focused on your role. Your role is to ask questions to gather information to make required findings and recommendations.
  - **Avoid making statements or recapping information from documents.**
  - **Avoid giving advice and/or reassurance.**
    - Example: “If I were you...”
    - Example: “Don’t worry, everything’s going to be ok.”
    - Example: “I think what you should do is...”
  - **Avoid making judgmental statements.**
    - Example: “You shouldn’t/should [do XYZ].”
    - Example: “You’re lucky for [XYZ].”
  - **Avoid lecturing or verbal finger-wagging.**
  - **Avoid insults disguised as compliments.**
    - Example: Telling a caseworker “We don’t usually get complete information from ODHS, so your case plan was a refreshing surprise!”
  - **Avoid using emotionally charged words or labels.**
    - Example: “You’re acting crazy”
    - Example: “He’s a drug addict/sex offender/etc.”
  - **Avoid telling your own story.**

## Section 3: CRB Review Process

- Example: “I used to be an alcoholic, but I got into treatment and I’ve been clean for two years now.”

### Perspectives and Perceptions

We all have different experiences and different backgrounds that lead to different perspectives and perceptions.

- **Perspective**

- Our point of view.
- The aspect from which we view things.
  - Consider how you would see the situation differently if you were in the parent’s situation or the caseworker’s situation.
  - Consider how your experiences and background affects your own perspective.

- **Perception**

- How we receive and interpret information we receive.
- We select what information we are receiving.
  - We may not be listening as diligently for whatever reason (external or internal distractions).
  - We may not be open to what a person is saying and “tune them out.”
  - Consider what information you may not have received or how you may have excluded some information.
- We may not see what the other person sees.
  - We may interpret the information or situation differently than others although we are looking at the same information or situation.
  - Consider what the other person sees in the situation or how the other person interprets the information or situation.
- We make assumptions that affect our perceptions.
  - We may make assumptions to fill in the information gaps, rather than ask questions to obtain the information.
  - We may make assumptions because the information or situation appears similar to other information or situations in the past.
  - Consider how to test the validity of the assumptions that you make.

## Section 3: CRB Review Process

- **Your Perspectives and Perceptions in the Review**
  - Understand that your perceptions are subjective.
    - Your perspective affects your perception of a situation.
    - Check whether your perceptions are correct. Ask the parties to clarify the information rather than making assumptions or attempting to read the parties' minds.
  - Be aware of how your perspective and perceptions affect the manner in which you interact with the parties at the review or creates bias on your part.
  - Be aware of whether your perspective and perceptions affect the determinations you make in a case.
- **Cultural Considerations**
  - Culture is not race or ethnicity.
  - Culture relates to learned and shared behaviors and values.
  - Your cultural background (e.g., where you were raised, when you were born) affects your perspective and perceptions and influences how you interpret information or assess a situation.
  - Be aware of how your interpretation of the information or assessment of a situation may differ from someone of a different cultural background.
  - Be aware of how the determinations you make are affected by your cultural background or your view of the parties' cultural background.
- **Parties' Perspectives and Perceptions**
  - A party's perspectives and perceptions affect the level and the quality of the participation by the party.
    - If a party has the perception that the board has already made a judgment about the party or the case, the party may be less likely to participate in the review.
    - If a party has the perception that the board is not courteous or respectful of the party, the party may be less likely to meaningfully participate.
  - A party's perspectives and perceptions affect the value that the party places on the review.
    - If a party has the perception that the board did not provide the party with the opportunity to be heard, the party may be less likely to follow through with the board's recommendations.

## Section 4: Becoming a Board Member

### Becoming a Board Member

#### Key Points:

- *The orientation training is only the beginning of your learning.*
- *Continuing education is required while serving on the CRB.*
- *Report your training hours as you complete them so that you do not lose track.*
- *Regular attendance, thorough preparation, and active participation are essential to your service on the CRB.*

The orientation training provides a basic understanding of the CRB review process. It is only the first step in your learning process.

#### Next Steps

Once your Orientation Training is complete, your Field Manager and CRB Trainer will discuss whether each volunteer in training should move forward with the appointment process.

### Ongoing Training Requirements

Orientation training covers all ongoing training requirements for the calendar year in which you complete orientation training. After the first calendar year, you must record your ongoing training hours (see below).

ORS 419A.092 (2) requires that:

- Prior to reviewing cases, all persons appointed to serve as local citizen review board members must participate in a 16-hour orientation training program.
- In addition, each local citizen review board member must receive [a minimum of] eight hours of training annually.

It is the policy of the CRB that one hour of the annual training requirement must address cultural responsiveness.



## Section 4: Becoming a Board Member

The CRB provides various training opportunities such as monthly statewide trainings, the annual statewide CRB conference, and various regional and local trainings put on by your local CRB field staff and our community partners in your home region. Field staff serve as an additional resource for training, advice, and consultation. Eight hours per year of continuing education is required by statute, although the CRB provides far more training opportunities than that each year for your personal and professional enrichment.

There is a web page where you can report your training hours throughout each year as you complete them. When you are ready to start reporting training hours, ask your field staff, CRB Trainer or Volunteer Resource Coordinator for a link to the current form.

### Board Member Position Description

The Board Member Position Description lists responsibilities of volunteer board members.

Responsibilities include:

- Regular attendance
- Thorough preparation
- Active participation
- Ongoing training

### Supplemental Resources

- *The following guides at*  
[www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx](http://www.courts.oregon.gov/programs/crb/volunteer/Pages/Resource-Guides.aspx):
  - *CRB Board Member Position Description*