Seeing the Warning Signs

A Cross-System Child Wellbeing Framework to Strengthen Communication, Accountability, and Early Protection.

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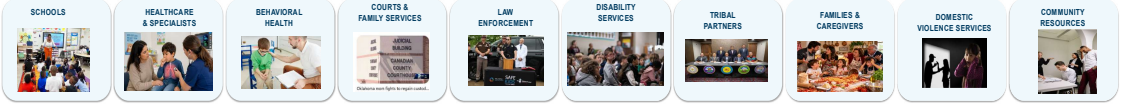
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PROFESSIONS & SYSTEMS INVOLVED

SCHOOLS | HEALTHCARE & SPECIALISTS | BEHAVIORAL HEALTH | COURTS & FAMILY SERVICES | LAW ENFORCEMENT | DISABILITY SERVICES | TRIBAL PARTNERS | FAMILIES & CAREGIVERS | DOMESTIC VIOLENCE SERVICES | COMMUNITY RESOURCES



PROBLEM / WHY IT MATTERS

Children often do not fall through the cracks because no one saw a problem.

They fall through because multiple systems see different warning signs, but no one connects the pattern.

This increases risk and can lead to serious and lasting harm.

A shared framework improves communication, accountability, and earlier protection.

PROJECT AUDIENCE

Interprofessional learners, educators, and professionals across:

- ✓ Education (K–12)
- ✓ Healthcare & Specialists
- ✓ Behavioral Health
- ✓ Child Welfare
- ✓ Law Enforcement
- ✓ Family Court / Judges
- ✓ Domestic Violence Advocacy
- ✓ Disability Services
- ✓ Tribal Partners
- ✓ Community Organizations
- ✓ Families and Caregivers

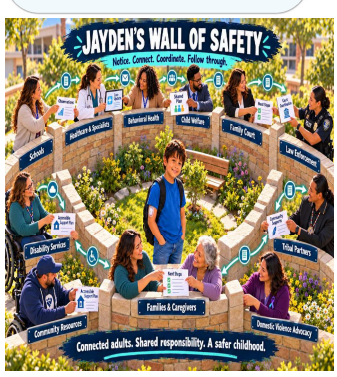
WHY SYSTEM CONNECTIONS MATTERS

Child safety requires **more than good intentions**. It requires shared language, shared responsibility, and **follow-through**.

At its core, this work is about **seeing the whole child**, honoring family experience, and reducing suffering through coordinated action.

PILOT LEARNING ACTIVITY

- Learners review a fictional wellbeing case (Jayden).
- Identify warning signs, information gaps, and role-based responsibilities.
- Use Ask–Clarify–Link and SBAR to build a coordinated response.
- Develop an action plan with assigned roles and timelines.
- Reflect on what worked, what was challenging, and how to improve cross-system collaboration.



FICTIONAL CASE EXAMPLE

Jayden – 8 years old
American Indian/Alaska Native third-grade elementary-school student

Jayden attends public school and receives school-based counseling. He manages diabetes and has a Section 504 plan. He is involved in a family court custody dispute and has been exposed to domestic violence. He has had multiple visits to the school nurse for headaches and stomach pain. There are concerns about changes in mood, attendance, and academic performance.



"I am trying my best... I just need the adults In my life to talk to each other."

-JAYDEN

WHAT DIFFERENT SYSTEMS MAY SEE

WHAT ARE WARNING SIGNS?

Warning signs are changes, observations, or circumstances that may indicate a child needs additional assessment, support, or protection. They may involve physical health, behavior, school attendance, emotional well-being, family circumstances, or unmet developmental needs.

Category	Examples
School / Teachers	Attendance changes, declining performance
Physical Health	Repeated headaches, unexplained symptoms
Emotional Wellbeing	Withdrawal, anxiety, behavior changes
Family Circumstances	Caregiver stress, family conflict
Disability and Access	Unmet accommodations, interrupted services
Tribal Partners	Barriers to culturally responsive services
Systems Coordination	Disconnected records, unclear responsibilities

Jayden — The lived experience connecting all of it.

SCAN AND EXPERIENCE THE CASE

Identify the warning signs. Discover the communication gaps. Explore how interdisciplinary collaboration could change the response.

One child. Multiple systems. Shared responsibility.

WITH GRATITUDE TO ALL WHO INVEST IN A HEALTHIER FUTURE

Thank you, Harold Hamm, for supporting Diabetes Research, Treatment & Discovery.

Thank you to the people, partners, and communities investing in Oklahoma's children.

CROSS-SYSTEM WARNING FRAMEWORK

1. **NOTICE THE SIGNAL** — Recognize a concern or warning sign.
2. **CONNECT THE PATTERN** — Link information across people and systems.
3. **TRIGGER TEAM REVIEW** — Engage the right people to review and assess.
4. **CLARIFY ROLES** — Confirm who does what and how work gets done.
5. **COMMUNICATE WITH STRUCTURE** — Use shared language and tools (Ask–Clarify–Link, SBAR).
6. **ASSIGN NEXT STEPS** — Agree on actions, leads, and timelines.
7. **DOCUMENT FOLLOW-UP** — Record decisions, actions, and outcomes.
8. **CLOSE THE LOOP** — Confirm follow-through and adjust plan as needed.

COMMUNICATION TOOLS

Ask–Clarify–Link

Ask: What concerns have been noticed?
Clarify: What information is missing?
Link: Who needs to be involved, and what happens next?

SBAR — Structured Communication

S — Situation: What is happening?
B — Background: What relevant information is known?
A — Assessment: What concerns need attention?
R — Recommendation: What action or follow-up is needed?

EVALUATION PLAN

- ❑ **Pre/post reflection survey**: learner confidence, role clarity, and communication.
- ❑ **Observation**: use structured checklist for team communication behaviors.
- ❑ **Debrief**: what worked, challenges, insights, and commitments.

EXPECTED IMPACT

- ✓ Stronger role clarity
- ✓ Improved cross-system communication
- ✓ Stronger accountability and follow-through
- ✓ Earlier identification of risk
- ✓ Disability and access awareness
- ✓ More culturally responsive, family-centered decisions
- ✓ Coordinated follow-up that centers the child

WORKING TOGETHER. SEEING EARLY. ACTING TOGETHER.

For every child. In every system. No one works alone. ♥ See, • Connect, • Protect, • Follow Through.