Show that you have a structured and methodical approach by clearly explaining the following:
- what is/are the precipitating events?
- what is/are the root cause(s)?
- what is the impact/harm to the child/adult?
- parents/family capacity to change?
- family alternatives?
- is removal the only viable option?

Critical incidents ➔ Critical incidents are those which cause us to think and reflect. They lead to learning about ourselves or others or about processes.

Most critical incidents are not at all dramatic or obvious but commonplace events that occur routinely in social work education and/or professional practice.
What makes them critical is that they’ve caused us to think and reflect at this particular time.

Critique:
- insufficient attention can be given to selecting specific critical incidents and events, leading to underlying causes and decision process being missed.
- particular accounts of incidents can suffer from selective memory, post rationalisation or deliberate alteration of details e.g.: to make the participant appear more competent or to avoid dwelling on uncomfortable or distressing situations.

Tools for critical thinking ➔
- Establishing the quality of knowledge (Pawson et al 2003, Social Care Institute for Excellence)

Knowledge should be tested for:
Transparency: are the reasons for it clear?
Accuracy: is it honestly based on relevant evidence?
Purposivity: is the method used suitable for the aims of the work?
Utility: do the answers provided assist in answering the question?
Propriety: is it legal and ethical?
Accessibility: can you understand it?
Specificity: does it meet any quality standards already used for this type of knowledge?