Module 7: Assessing and Analyzing Family Functioning
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Time: 6 hours

Module Purpose: In this module, participants learn to key points in assessing the six domains of information collection.

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Agenda:
Unit 7.1: Information Domains
Unit 7.2: Assessing the Extent of Maltreatment and Circumstances Surrounding Maltreatment
Unit 7.3: Assessing Child Functioning
Unit 7.4: The Parent/Caregiver as a Functioning Adult
Unit 7.5: Parenting General
Unit 7.6: Parenting Discipline

Review the agenda with the participants.
Now that you learned about different types of maltreatment that children may have experienced, we turn our attention to the larger picture of family functioning so we need to know whether or not the maltreatment is a one-time only event that is not indicative of a child living in constant danger, or given family dynamics and conditions, a child is living in a constant state of danger.

We know from past experiences and tragedies that having a thorough picture of family functioning is the only dependable way to learn whether a child is safe or not, and if not safe, what in the family must be remediated. Collecting information about the family in six domain areas is the foundation for determining child safety.
Unit 7.1: Information Collection for the Family Functioning Assessment

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Time:

Unit Overview: In this unit participants are introduced to the six information domains.

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Review Objectives

Learning Objectives:
1. Identify the six information domains.
2. Identify the competencies related to information domains.
3. Explain sufficient information collection.
It is crucial to emphasize that sufficient information collection is the most essential ingredient for effective decision-making.

The ability to make effective decisions is directly dependent on the extent and quality of information that is available for Child Welfare Professionals to analyze and determine significance.

Nationwide, information collection during hotline assessments, investigator assessments, and case management assessments are consistently found to contain insufficient information for decision-making.

This contributes to rework, repeat investigations, poor resource management, lack of respect for the family to truly ‘help’ them achieve change, accountability and sustainability.

Typically there is far less attention given to the day-to-day functioning of children and caregivers in a family, the ‘why’ of maltreatment, the underlying conditions contributing to maltreatment without which, true and sustainable change is not possible.

The Family Functioning Assessment (FFA) is a family system assessment. The completion of the FFA requires workers to obtain sufficient information about child functioning, adult functioning and parenting in order to be able to understand what is occurring in the family day in and day out while also gathering information around the extent and surrounding circumstances of the maltreatment to effectively assess child safety.

The information domains are first gathered and critically analyzed by the Child Protective investigator.

In cases where at the conclusion of the assessment it is determined that the child is unsafe and requires ongoing case management, the case manager as part of the ongoing FFA will continue to build
on the information domains to assess the parent’s protective capacities which form the basis for the case plan development and progress assessment.

Case plans are developed using behaviorally based outcomes that are specific to enhancing diminished caregiver protective capacities to manage any identified danger threats.

Information collection that concentrates primarily on the extent of maltreatment and/or surrounding circumstances is in no way sufficient enough to judge whether a child is unsafe and whether a family is in need of ongoing case management involvement through protective supervision or community-based supports.

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These six domains are the foundation of all investigative and problem-solving efforts relating to child welfare in Florida. Interviews, observations, research and other information are all part of the information collection process, and the six domains provides a useful framework for that information collection process.

Once information is collected, assessed and analyzed in all domains, you as a child welfare professional can then consider all the evidence and determine whether or not a child is safe or unsafe. It is this information collection, assessment and analysis within these six domains that also supports your problem-solving and solution-finding efforts related to the child and the family.
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The domains include:
- Maltreatment
- Nature of, or Circumstances Surrounding the Maltreatment
- Child Functioning
- Adult Functioning
- General Parenting
- Parental Discipline

Activity: Information Collection

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Materials:
- **PG: 6-9, The Foundation of Family Functioning Assessment: Information Collection**

Trainer Instructions:
Review the handout with participants guiding them through each assessment area and leading a discussion around the following questions.
1. **Are participants clear about the kind of content that relates to each assessment domain?** These six domains frame information collection for the participants. The types of questions they will use in interviews to learn about these domains will be covered in Lab 5.

   - Domains are intended to prompt workers regarding what they must know about families assigned for an investigation as well as an ongoing FFA. The domains serve to guide information collection.
   - The assessment domains on functioning are neutral, meaning that they should focus information collection on understanding both positive and negative conditions.

2. **Can participants identify how or why specific content within the domain categories is important?** How it might relate to decisions they must make, and, in particular, the decision of whether a child is safe or unsafe?

   - How does understanding child functioning inform the safety assessment?
   - How does understanding adult functioning and parenting practice inform the safety assessment?

The six domains are directly associated with specific impending danger threats. Understanding child functioning is necessary for judging vulnerability. Parenting and adult functioning reveal both what is working for families and caregivers and what is threatening and compromising caregiver performance.

### The Foundation of Family Functioning Assessment: Information Collection

**MALTREATMENT**

This domain is concerned with the maltreating behavior and immediate effects on a child. It considers what is occurring or has occurred and what the results are (e.g., hitting, injuries, lack of supervision, etc.). The information in this also results in a finding/identification of maltreatment (as in an allegation or substantiation of the alleged maltreatment). This question is typically the primary focus of most hotline reports and investigations. So, it is very important. However relying only on information from this domain is inadequate for assessing safety.

Information that this domain provides includes:
• Type of maltreatment;
• Severity of maltreatment;
• Description of specific events;
• Description of emotional and physical symptoms;
• Identification of the child and maltreating caregiver;
• Condition of the child.

NATURE OF THE MALTREATMENT: SURROUNDING CIRCUMSTANCES
This domain is concerned with the nature of what accompanies or surrounds the maltreatment. It addresses what is going on at the time that the maltreatment occurs or occurred. It serves to qualify the maltreatment by placing it in a context or situation that 1) precedes or leads up to the maltreatment or 2) exists while the maltreatment is occurring. By selectively "assessing" this element separate from the actual maltreatment, we achieve greater understanding of how serious the maltreatment is. In other words, circumstances that accompany the maltreatment are important and are significant in themselves and qualify how serious the maltreatment is.

Information in this domain includes:
• The duration of the maltreatment;
• History of maltreatment;
• Patterns of functioning leading to or explaining the maltreatment;
• Parent/legal guardian or caregiver intent concerning the maltreatment;
• Parent/legal guardian or caregiver explanation for the maltreatment and family conditions;
• Unique aspects of the maltreatment, such as whether weapons were involved;
• Caregiver acknowledgement and attitude about the maltreatment and;
• Other problems occurring in association with the maltreatment.

CHILD FUNCTIONING
This domain is concerned with the child’s general behavior, emotions, temperament, and physical capacity. It addresses how a child is from day to day, rather than focusing on a point in time (i.e., CPI contact, time of maltreatment event). A developmentally appropriate standard is applied in the area of inquiry. This information element is qualified by the age of the child. Functioning is considered with respect to age appropriateness. Age appropriateness is applied against the “normalcy” standard. So, it is critical that you have a working understanding of child development given that you will be considering how a child is functioning in respect to what is expected given the child’s age. Among the areas you will consider in information collecting and "assessing" are trust, sociability, self-awareness and
acceptance, verbal skills/communication, independence, assertiveness, motor skills, intellect and mental performance, self-control, emotion, play and work, behavior patterns, mood changes, eating and sleeping habits and sexual behavior. Additionally, you consider the child's physical capabilities including vulnerability and ability to make needs known.

Information in this domain includes:
- General mood and temperament;
- Intellectual functioning;
- Communication and social skills;
- Expressions of emotions/feelings;
- Behavior;
- Peer relations;
- School performance;
- Independence;
- Motor skills;
- Physical and mental health;
- Functioning within cultural norms.

ADULT FUNCTIONING
This information domain has strictly to do with how adults (the caregivers) in a family household are functioning. This question is concerned with how the adults (parents/legal guardians or caregivers) in the family household typically feel, think, and act on a daily basis. The focus is on adult functioning separate from parenting. We are concerned with how the adults behave regardless of the fact that they are parents or caregivers. The question is concerned with life management, social relationships, meeting needs, problem solving, perception, rationality, self-control, reality testing, stability, self-awareness, self-esteem, self-acceptance and coherence. Remember it is important that recent (adult related) history is captured here such as employment experiences, criminal history, substance use/abuse history, previous relationships, and violence in relationships.

Information that this domain includes:
- Communication and social skills;
- Coping and stress management;
- Self-control;
- Problem solving;
- Judgment and decision making;
- Independence;
- Home and financial management;
- Employment;
- Citizenship and community involvement;
• Rationality;
• Self-care and self-preservation;
• Substance use;
• Mental health;
• Family and/or domestic violence;
• Physical health and capacity; and
• Functioning within cultural norms.

GENERAL PARENTING
This domain explores the general nature and approach to parenting which forms the basis for understanding caregiver-child interaction in more substantive ways. When considering this information element, it is important to keep distinctively centered on the overall parenting that is occurring and not allow any maltreatment incident or discipline to shade your study. Among the issues for consideration within this element are: parenting styles and the origin of the style, basic care, affection, communication, expectations for children, sensitivity to an individual child, knowledge and expectations related to child development and parenting, reasons for having children, viewpoint toward children, examples of parenting behavior and parenting experiences.

Information provided in this domain includes;
• Reasons for being a caregiver;
• Satisfaction in being a caregiver;
• Parent/legal guardian or caregiver knowledge and skill in parenting and child development;
• Parent/legal guardian or caregiver expectations and empathy for a child;
• Decision making in parenting practices;
• Parenting style;
• History of parenting behavior;
• Cultural practices; and
• Protectiveness.

DISCIPLINE OR BEHAVIOR MANAGEMENT
Discipline is considered in a broader context than socialization; teaching and guiding the child. Usually, staff focuses on discipline only within a punishment context, so emphasis on the importance of viewing discipline as providing direction, managing behavior, teaching, and directing a child are considered in answering this question. Study here would include the parent's methods, the source of those methods, purpose or reasons for, attitudes about, context of, expectations of discipline, understanding, relationship to child and child behavior, meaning of discipline.
Information provided in this domain includes:

- Disciplinary methods;
- Perception of effectiveness of utilized approaches;
- Concepts and purpose of discipline;
- Context in which discipline occurs; and
- Cultural practices.

**Activity STOP**

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Information Collection is a professional competency perhaps the most critical competency of the Hotline Counselor, CPI, and Case Manager. This competency has five components:

1. I know what I must learn about a family. I know what information I must collect on each family I am assigned.
   
   This is concerned with how the Child Welfare Professional proceeds in gathering information and their awareness of the information standards. Consider that knowledge is different than action, therefore consideration when assessing a worker’s competency regarding what they must learn, may or may not be reflective of their application. This is covered under the third competency.

2. I understand the purposes or reason for needing to know this information.
   
   This is concerned with the Child Welfare Professional’s understanding as to the significance of information.
collection in decision-making.

3. I demonstrate the ability to gather the information. This is concerned with the Child Welfare Professional’s ability to utilize effective communication skills to gather sufficient information along all six of the domains. This competency is concerned with engagement of families in the assessment process and the diligence that the worker demonstrates to gather, validate and reconcile information. This is the purpose for the communication labs.

4. I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect. This is concerned with the Child Welfare Professional’s self-awareness. How they conduct themselves before, during, and at the conclusion of information collection and the relationship between their actions or inactions on the effectiveness of information collection.

5. I can discuss and write about the information I collected logically, succinctly, and in a way that justifies my conclusions. This is concerned with the Child Welfare Professional’s ability to illustrate their conclusions regarding information collection and safety decision-making. This is demonstrated through their ability to generate a written assessment that justifies their decision-making. In addition, they are able to explain and justify their decision making. Skills associated with this competency include the Child Welfare Professional’s ability to analyze information and develop conclusions.
Activity: Competencies

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Materials:

Publications Guide (PG): 10, *Information Collection as a Competency*

This exercise involves having participants analyze the five worker competencies, and identify indicators of competency development for child welfare professionals.

*What would evidence of a competency look like? What would be the professional behaviors?*

- Each group will be assigned a competency.
- As a group they will identify:
  - Evidence of a competency.
  - Associated professional behaviors.
- Reconvene the group to debrief the competencies.
- Seek clarification and engage group in identifying other measures.
- Proceed through the five competencies, posting each flip chart as you proceed.

Activity STOP

Publications Guide (PG): 11

We will now move on to discussing how we determine whether information collection is sufficient.
Develop Sufficient Information Domains

The six information domains provide the fundamental basis for the safety decision making process. They inform the presence of impending danger threats, if a child is vulnerable to the identified threat, and whether there is a non-maltreating parent or legal guardian in the household who has sufficient protective capacities to manage the identified danger threat in the home. The sufficiency of this information and interaction of these components are the critical elements in the determination of a child being safe or unsafe.

Information gathered and assessed in the domains is essential in order to understand what is occurring in the family day in and day out and to effectively assess child safety and family risk. The domains support a continuous process over time to assess and take into account changing dynamics of the family over the life of their involvement in the child welfare system.

The completion or updating of the family functioning assessment at any point during a child welfare case requires workers to obtain sufficient information about six information domains: the extent of the maltreatment, circumstances surrounding the maltreatment, child functioning, adult functioning, approach to parenting and methods of discipline and managing their child’s behavior.

Trainer Notes: Refer participants to the All Staff Practice Guidelines pages 15-19, to discuss the guidelines for sufficient information collection. Also discuss with staff the importance of Validating and reconciling information.
Information documented in the domains will be considered **sufficient** when the information:

- Fully describes what has or is happening in each domain, providing a clear picture and accurate understanding of the domain without having to refer to additional material (e.g., FSFN notes, CPT report, completed assessments, etc.).
- Is relevant to that domain only (for example, aspects of child functioning are not described in the adult functioning domain, etc.).
- Is essential to gaining a full understanding or complete picture of the domain (e.g., “child has numerous healthy peer relationships” is relevant; providing names of friends is not relevant).
- Covers the core issues associated with the domain (e.g., Extent of Maltreatment – there is information on severity, maltreatment history, description of specific events, behaviors, emotional and physical symptoms, and identification of maltreating parent, etc.).
- Adequately describes the role of other persons in the home or the family resource network in the context of their relationship with the parent/legal guardian.
- Provides a clear rationale for the decision and provides confidence that the correct conclusion was reached.
- Supports the impending danger threshold criteria.
- Supports protective capacity assessment.
In the remaining units in this module we will take a deeper look into each of the 6 information collection domains.
Unit 7.2: Assessing the Extent of Maltreatment and Circumstances Surrounding Maltreatment

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Time:

Unit Overview: This unit builds participant skill in writing critically-thought, synthesized assessments regarding the extent maltreatment and circumstances surrounding maltreatment.

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Review objectives.

Learning Objectives:
1. Describe domains, “Maltreatment and Nature of, and Circumstances Surrounding Maltreatment”
2. Identify sufficient and insufficient information.
3. Determine the extent maltreatment and surrounding maltreatment circumstances exhibited in a case narrative.
The first domain is concerned with the maltreating behavior and immediate effects on a child. It considers what is occurring or has occurred and what the results are (e.g., hitting, injuries, lack of supervision, etc.). The assessment also results in a finding/identification of maltreatment (as in an allegation or verification of the alleged maltreatment). This question is used as the focus of most hotline reports and investigations. So, it is very important. However relying only on information from this question is inadequate for assessing safety.

In short, the information in this section answers the following question: What happened, or is happening, that led to DCF being called? This is straightforward information concerned with the facts and evidence that describe the specific maltreatment.

The specific questions you can use include the following:

1. What type of maltreatment is it?
2. How severe was the maltreatment?
3. What is the description of specific events that occurred when the child was being maltreated?
4. What are the child’s emotional symptoms? How about their physical symptoms?
5. Who is the alleged maltreated child? Who is the alleged maltreating caregiver?
6. What is the condition of the child?

Remember that every case is different, and because it is different, you will likely focus more or less strongly on each of these
questions. It all depends on the specific circumstances of this particular case.

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The second of the six domains is the Surrounding Circumstances of Maltreatment.

This question is concerned with the circumstances surrounding the maltreatment. It addresses what is going on at the time that the maltreatment occurs or occurred. It serves to qualify the maltreatment by placing it in a context or situation that 1) precedes or leads up to the maltreatment, or 2) exists while the maltreatment is occurring.

By "assessing" this element separate from the actual maltreatment, we achieve greater understanding of how serious the maltreatment is. In other words, circumstances that accompany the maltreatment are important and are significant in-and-of themselves and qualify how serious the maltreatment is. The focusing skills you are learning about in the labs are what you will use to gather the details necessary for understanding the surrounding circumstances.

The essential question that the information in Circumstances Surrounding Maltreatment solves is “Did surrounding circumstances, when combined, lead to and contribute to the alleged maltreatment?”
The following information when sufficient will give a clear understanding of the circumstances surrounding the maltreatment:

1. The duration of the maltreatment.
2. History of maltreatment.
3. Patterns of functioning leading to or explaining the maltreatment.
4. Parent/caregiver reasons concerning the maltreatment.
5. Parent/caregiver explanation for the maltreatment and family conditions.
6. Unique aspects of the maltreatment, such as whether weapons were involved.
7. Parent/caregiver acknowledgement and attitude about the maltreatment. What are their thoughts, feelings, attitudes, and beliefs about the maltreatment?
8. Other problems occurring in association with the maltreatment.

**Activity: Extent of Maltreatment**

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**Purpose:**
To identify whether the information for each is sufficient or whether there are any gaps.

**Materials:**
*PG: 14-17, Extent of Maltreatment Scenario and Worksheet*

**Trainer Instructions:**
1. Have participants read the case example.
2. Ask participants to assess the sufficiency of information by completing the worksheet provided.
3. Debrief each item in the worksheet when participants are finished. Ensure that participants know why the item is considered sufficient or not sufficient.

**Scenario**

**Extent of Maltreatment:**
On August 24th, 2014, Michael and Amy got into a verbal argument and Michael grabbed his mother's arm, leaving a bruise. When Amy told her paramour Eric about the argument, Eric became upset at Michael and they began to argue. The argument escalated to Michael throwing a chair at Eric. Eric punched Michael with a closed fist in the head and torso 15-20 times resulting in Michael sustaining a bruise on his right cheek and swelling to his right eye. Michael then stabbed Eric in the back, with a pocket knife, eight times. Eric had to be treated at the hospital as a result of the stab wounds. Law enforcement arrested Michael for this incident but did not arrest Eric.

**Surrounding Circumstances:**
Michael has a history of physical aggression as evident by his juvenile criminal record. There are also priors with the Department that involve Michael being physically violent toward his mother Amy, father Michael, and the father's paramour Karen. The four priors with the department involving violent arguments between Michael and his father Michael Sr. and father's paramour Karen. Allegations of mental injury and environmental hazards have not been closed verified however there was a verified physical injury prior with Michael as the victim and his father and father's paramour as the caregivers responsible.

On March 6th, 2014, Michael and Michael Sr. were involved in a dispute when Michael Sr. put Michael to the ground and left him with marks and bruises. Michael also reported that the father's paramour Karen cut him with a key. Karen's children reported seeing Michael take a knife out on Michael Sr. and physically fight with him. The investigation was closed verified for physical injury with the Michael Sr. as the caregiver responsible. Amy agreed to move the child to her home and wraparound services were placed in the home.

Due to Michael’s aggression, he has gone back and forth between living with his mother and living with his father. Michael has been physically violent towards both his parents and their paramours.

Amy began to have financial issues from being the custodial parent of Michael
as well as from medical bills she was paying. She was no longer able to pay for her car or house—she lost her car and received an eviction notice. Amy and Michael needed to move and Amy asked Michael Sr. if Michael could move in with him temporarily while she saves and moves into a new home. Michael Sr. agreed and Michael moved into his father’s home.

The tension in Michael Sr.’s home escalated when Michael started making threats to harm Karen and her children, although Michael denied making the threats. Amy picked up Michael after the threats were made and resumed being the custodial parent to Michael. This escalation eventually led up to this current incident.

Michael told law enforcement and the Department that Eric was beating him up and he used a knife to defend himself. He did not remember stabbing Eric and knows that he sometimes loses his temper.

*Extent of Maltreatment Worksheet*

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<td>3.</td>
<td>Patterns of functioning leading to or explaining the maltreatment.</td>
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<td>4.</td>
<td>Parent/caregiver reasons concerning the maltreatment.</td>
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<td>5.</td>
<td>Parent/caregiver explanation for the maltreatment and family conditions.</td>
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<td>6.</td>
<td>Unique aspects of the maltreatment, such as whether weapons were involved.</td>
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7. Parent/caregiver acknowledgement and attitude about the maltreatment. What are their thoughts, feelings, attitudes, and beliefs about the maltreatment?

8. Other problems occurring in association with the maltreatment.

**Activity STOP**

Does anyone have any last questions that they might want to have answered about the Maltreatment domain and the Circumstances surrounding maltreatment domain?

*Respond appropriately to comments.*

*We will now move into child functioning.*
Unit 7.3: Assessing Child Functioning

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Time:

Unit Overview: This unit broadens the focus beyond the child’s developmental stages, and the need for the child to be safe and experience well-being and permanency to look at the child’s functioning needs within his or her family, including assessment and analysis of this domain of information collection.

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Learning Objectives:
1. Explain the purpose of the child functioning (domain).
2. Explain how to obtain sufficient information for each characteristic of child functioning.
3. Produce a written analysis of the child’s functioning.

Trainer Notes: It is essential that you make the connection to child development throughout this unit.

You now have an understanding of child developmental stages and the ability to apply your knowledge to assess children’s
developmental stages. As the result, you have a foundation for how children grow physically, cognitively, emotionally and socially.

You are also now able to understand how children must not only be safe, but they must feel safe: physically, socially and emotionally. You also learned that to feel safe, children need to be attached in a healthy manner to their parent/caregiver, have their well-being needs consistently addressed, and have permanency in their lives.

As we turn to this unit, remember that your effectiveness as a child welfare professional will always hinge on your ability to gather, assess, evaluate, and clearly understand the meaning and implications of the information you gather. It is only by gathering sufficient information and using your critical thinking skills that you will have all that you need to make effective decisions on behalf of the child and the family.

In fluid situations, where judgment calls are constantly being made and the people from whom you are trying to gather this information are often unpredictable in what they say and do, as a child welfare professional, you must interview and observe them to gather sufficient, verifiable information in six different information domains. Not only that, but you must identify inconsistencies in the information you gather and reconcile that information effectively.

As you are learning in the labs, some reconciliation of the information begins during your interview. You will seek to clarify what you are learning from the family members and clear up any confusion you have. When you learn contradictory or conflicting information after an initial interview, you will return to the person to reconcile information gathered.
The domain of **Child Functioning** is strongly informed by the child’s developmental stage and what would and would not be considered ‘typical child functioning’. It was for that reason that we focused so strongly on the Child Development Stages.

**Child functioning** requires that you gather information related to the child’s general behavior, their emotions, temperament, and physical capacity. The goal of your information collection is to enable you to understand who the child is and how he or she behaves from day-to-day, rather than focusing on a moment in time.

In this unit, we will look at the concepts and skills related to gathering sufficient, verifiable, reconciled information later, but the important point to make here is that you must work to gather the **right kind of information** – and **enough** of the right kind of information – so that you can make effective decisions regarding the child’s safety.

Among the many areas related to Child Functioning that you must consider in information collection and assessment include: trust, sociability, self-awareness and acceptance, verbal skills/communication, independence, assertiveness, motor skills, intellect and mental performance, self-control, emotion, play and work, behavior patterns, mood changes, eating and sleeping habits and sexual behavior.

Additionally, you must consider the child's physical capabilities.
including vulnerability and ability to make needs known.

Similarly to the child developmental stages, Child Functioning can be broken down into the following areas: Social, Cognitive, Emotional, Psychological and Behavioral.

*Have participants turn to their Toolkit and find the Characteristics of Child Functioning tool. Point them to sections of the tool as you discuss them.*

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The child social functioning aspects of child functioning include: Communication and social skills, as well as peer relations and functioning within cultural norms.

Child cognitive functioning includes the child’s intellectual functioning. In the area of child emotional functioning, we look at general mood and temperament as well as expressions of emotions and feelings.

Child psychological functioning and behavioral functioning are very closely aligned, and include: behavior, school performance, independence, and motor skills, as well as physical and mental health.

Gathering information about child functioning is the first step, and it occurs as you are interviewing people who know the child – the parent/caregivers, other adults and/or significant individuals in the child’s life, and the child himself or herself. Information gathering on the child also requires that you observe the child’s behavior – often observations will tell you more about the child than what
people say about the child.

Once you believe you have sufficient information about the child’s functioning, your next step is to write a consolidating paragraph that speaks to the child’s functioning socially, cognitively, emotionally, psychologically and behaviorally. As you write this paragraph, you must not only make statements about the child’s social behavior, but you must also back up those statements with evidence.

Evidence can be in the form of statements that have been made – likely by more than one individual that corroborate each other – that are in alignment with each other, or behaviors that you or others have observed about the child. It is important to make sure that this evidence makes sense and is defensible. You will learn more about “evidence” in the child interviewing lab and in your advance specialty track.

For now, it is important for you to understand the following regarding child functioning:

- Gather sufficient information and observations on the various aspects of the child’s functioning from the child, the parent/caregiver, and other relevant individuals who know the child.
- It is never sufficient to depend only on the self-report of the parents.
- Develop an analysis paragraph that synthesizes what you have learned about the child’s functioning.

Developing these skills will be the work of the rest of this unit.
Activity: Analyzing Child Functioning

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Purpose: In this activity, participants build out as a group their version of Child Functioning domain analysis as they write their analysis of Michael’s child functioning. Participants should also identify information that, while important, would not be included in the child functioning domain as it belongs in another domain.

Materials:
- Highlighters/Markers (at least three per participant)
- PG: 22, Analyzing Child Functioning Scenario
- PG: 23-24, Characteristics of Child Functioning Worksheet (completed in prior activity)

Trainer Instructions:
- Have participants work in groups.
- Ask participants to discuss their findings about Michael – to work with the information to generate their conclusions, which include making the linkages among all aspects of child functioning and analyzing the related evidence to develop a robust picture of Michael’s child functioning.
- Each participant must then write their own version of Michael’s child functioning analysis.
- Debrief with entire class by having individuals share what they identified in each category, as well as why they identified it. Talk through their experience of figuring out how they identified and categorized the content.

Michael is a 16 year old child diagnosed with mood swing disorders and ADHD. He was Baker Acted in March 2014 and prescribed Divalproex to stabilize his
mood. Michael did not take the medication for long and is currently not on any medications. Michael refused to take the medication because they were too strong for him, they made him sick, drowsy, and gave him stomach pains. His mother Amy called the doctor about the side effects, which she reported they told her to stop the medication and make an appointment to go back to the doctor. Amy had difficulties getting an appointment, and had transportation issues after she lost her car and difficulties paying the co-pay for an appointment.

According to Michael and Amy, Michael only feels angry when he is around his father’s girlfriend Karen because she intentionally tries to anger him by calling his father “baby.” Karen moved into Michael and Michael Sr.’s home quickly after they met and this hurt Michael. He feels that Karen is trying to take his mother’s place. He feels that he doesn’t need the medication at his mother’s home and can cope with his anger by walking away or exercising.

Michael has a juvenile arrest record of battery touch/strike (11/9/13), battery touch/strike and aggravated assault with a deadly weapon without intent to kill (11/29/13), battery touch/strike (12/15/13) and aggravated battery cause bodily harm or disability (12/28/13), in addition to Michael’s new charges of battery on 8/24/14.

According to Michael, he was in a gang, two years ago, called the “Mob Boys” for 4-5 years. Michael left the gang because he wants to finish school, go to college, and eventually become a K-9 police officer to keep bad people off the streets.

According to Michael’s school records, his grades are below average. Michael has a lot of friends and he doesn’t talk to the gang anymore because he wants to stay out of trouble. Michael denied ever using drugs or alcohol. Michael used to play basketball and soccer in school, but this year he wants to play baseball. Michael aspires to find a part-time job to save for his own car.

Activity STOP

Great work! That brings us to the end of the last unit of Module 3.
Before we move to the next module, name one key ‘take-away’ that you have identified as being centrally important to you. How does that take-away apply to you as a child welfare professional?

Take at least five minutes to have people briefly share one thing they learned from this unit and how that applies to them as a child welfare professional. If people are not raising their hands, call on them.

Now that we have looked at the child, in our next unit we will turn our attention to the parent/caregiver, who is also the adult, in the family system.
Unit 7.4: The Parent/Caregiver as a Functioning Adult

Display Slide 7.4.1

Time:

Unit Overview: This unit will define the domain of adult functioning and help participants understand what information constitutes adult functioning, as well as how to assess and analyze this information. Participants will then review a completed Adult Functioning Domain and identify strengths and gaps in information.

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Learning Objectives:
1. Explain why it is important to look at the parent/caregiver as an adult first.
2. Define and describe adult functioning characteristics.
3. Explain how to assess an individual for adult functioning.
4. Explain how to analyze an individual’s adult functioning.
5. Explain the difference between assessing and analyzing adult functioning.
6. Identify strengths and gaps in assessment of Adult Functioning.
Before a parent can effectively care for another human being they need to be able to care for themselves. One of the critical elements of understanding whether or not a parent is able to keep their child safe is assessing how they function as an adult. In other words, how they think, feel and act.

There are many different aspects to adult functioning. There are three broad headings under which the characteristics of adult functioning fall and they are Cognitive, Emotional, and Behavioral. Each category has individual aspects that will comprise those categories. However, it is important to note that each of these factors may not always fall under the same heading and at times can be under multiple headings depending on how it is manifesting.

Display Slide 7.4.4 (PG: 25)
Let’s look first at aspects related to cognitive adult functioning.

*Display Slide 7.4.5 (PG: 26)*

Cognitive functioning includes:

- Problem Solving
- Decision Making and Judgment
- Rationality
- Substance Abuse
- Mental Health
Cognitive functioning refers to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging, and problem solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning.

Why would these characteristics be important for adult functioning?

*Encourage participants to speculate. Provide feedback on their responses.*

**Trainer Notes:** Participants responses should include that adults must make decisions all the time, and that it is important that they make appropriate, rational decisions given contextual factors. A simple example would be that an adult should not make the decision to stay out all night if they need to work the next morning. Substance Abuse and an unmanaged mental illness can impact an individual’s functioning in many ways, disruption of thought process and recognizing priorities. It could impact the way they view a situation and therefore, how they respond to it. It can, at times, dominate their daily life and impact all of the ways they typically function.

Adults have to solve problems and make decisions all of the time. If an adult can’t make a good decision, or has poor problem solving skills, this could lead to a number of problems in his or her day-to-day functioning.

Who can think of some situations where it might be a problem when an adult cannot make a good decision?

*Encourage participants to speculate. Provide feedback on their responses.*

**Trainer Notes:** Examples could include: Individuals who don’t make good decisions about obeying the law, following rules at work, or making decisions that keep them safe and healthy are not functioning well as adults.
Now let’s think about emotional functioning. This includes:
- Coping and stress management
- Intimate relationships (family or domestic violence)
- Independence
- Self-care and preservation.

For adults to function well, they need to be able to manage and cope when in stressful situations, maintain independence and implement self-care in their lives.

Think about emotional functioning, why do you think this is so important to adult functioning?

**Trainer Notes:** It is important to know how a person copes with grief, loss, frustration and all types of emotions and life circumstances to understand who they are as a person. Understanding how they manage stress is critical in understanding how they function. Do they have healthy coping strategies? Are they able to recognize when they are needed. We all know that life can be challenging and understanding how a person functions emotionally in the face of the challenges is critical in assessing not only adult functioning but family functioning.
Behavioral functioning includes:

- Self-Control
- Physical health and capacity
- Home and Financial Management
- Communication and Social Skills
- Citizenship and Community Involvement
- Functioning within Cultural Norms
- Income and Employment

Behavioral functioning is focused on how a person’s positive or negative actions relate to their self-control, physical health, financial management, communication and employment.

Why would it be important to assess behavioral functioning?
What would it tell us about a person?

**Trainer Notes:** Understanding behavioral functioning informs us on a person’s actions and inactions and how those impact them as a person. Examples include someone who takes poor care of their health and can’t manage their money or household obligations individually may struggle meeting the needs of young children who are active and often create messes when playing. Understanding someone’s ability for self-control will help us understand how they prioritize and how they may act in certain settings.

This is a lot to absorb. Does anyone have any questions about adult functioning before we begin an activity?

*Respond appropriately.*
Purpose: This activity begins to develop the participant’s skill in assessing adult functioning. Working through an adult functioning domain will provide participants with a greater understanding of how to do this work.

This activity will use Amy’s Adult Functioning, provided below:

Amy is 45 years old and was born in New Jersey. Her mother died when she was 5 years old. Her father was an alcoholic and Amy was disowned by her father after her mother died. Amy went into foster care at age 6 and eventually lived in over 20 foster homes. She was physically abused and neglected by multiple foster parents. Amy was adopted in the 4th grade. Amy has been diagnosed with anxiety separation disorder. Amy doesn’t believe in taking medication for her diagnosis but she has received counseling. Amy also has a medical condition that puts her at high risk for a heart attack triggered by stress and she takes medication for high blood pressure. After dropping out of high school, Amy got her GED and went to nursing school. She excelled in nursing school. Amy was working as a nurse in New York City and treated the victims of the World Trade Center attacks. Amy struggled with the trauma she witnessed due to the 9/11 attacks. She then moved to Florida and became a TSA agent. She has worked her entire life to support herself and her family and has no criminal history. Due to her upbringing and diagnosis, Amy does not have a significant support system of family and friends. Amy loves her family and enjoys going to theme parks or beach with her son. Amy copes with stress by going tanning or walking her dog. Amy was in a long term relationship with Michael Jr.’s father, Michael Sr. They were together for over 20 years but they were never married. Amy and Michael never married because Michael did not want to remarry after his first marriage ended in an ugly divorce. Michael Sr. and Amy separated a couple of years ago due to his physical violence toward her. The violence began approximately 5 years ago when Michael Sr. began drinking heavily. Amy has
never lived on her own before and she is adjusting to financially supporting herself without Michael Sr. Michael Jr. feels bad for his mother because she is dealing with health complications and struggles financially. He thinks his mother is a good person who works hard to provide for their family.

Materials:
- **PG: 27-29, Adult Functioning Activity**

Trainer Instructions:
The purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Advise them that there does not always have to be the exact same information in every area and that there may not always be specific information covered as we are writing this about individuals, so they can look different from person to person.

1. The first step in this activity is to have each participant read the Adult Functioning domain and divide the information into the three categories (cognitive, emotional, behavioral) for type of information. They should only select information that they think informs the areas provided. If they have information that they think is important that does not “fit anywhere” then have them highlight it.

2. When they complete their individual work, have them compare with their small table. They will likely have different information in different areas and you should encourage discussion around this. Try focus their discussions on why each piece of information is important, what does it tell us about Amy. Have the table come to a consensus on where the information should go.

3. After the tables have reached a consensus, open the discussion up to the large group, there again will likely be disagreements, continue this discussion focusing on why the information is important. Discuss any “facts” that don’t appear to have a place and as a group determine where they would best fit.

4. Be sure to debrief with the group after this activity. What did they take away? Are their questions they still need to explore? Remind them that Adult Functioning will be covered more in depth in Specialty.

Activity STOP
Great work! Now that we have thoroughly discussed the information provided in the Adult Functioning domain, let’s work on analyzing it.

**Activity: Analyzing Adult Functioning**

*Display Slide 7.4.9*

**Trainer Instructions:**

*Just like the first activity, the purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Not every person will think of the same information the same way.*

1. Ask the class to re-read the domain and then ask them to write any lingering questions they may have about Amy’s adult functioning. There will likely be many different ones but here are some possibilities that should be covered.
   a. Once Amy was adopted in the 4th grade, how did her childhood change, if at all?
   b. What is her current relationship with her adoptive parents?
   c. As to her anxiety condition, she says she does not believe in taking medication.
      i. How does she manage her anxiety? Has she ever been prescribed medication and if so, what kind? Did she ever try taking it? Did she notice a change in her behavior/thoughts/feelings? How does her anxiety affect her day to day functioning?

2. Now that they identified areas where they would like more information, have them discuss why they need that information, what would knowing that information tell them? During this discussion have them discuss what type of functioning this information, Behavior, Cognitive or Emotional.

3. Once you have thoroughly discussed the information the group feels is needed to analyze this information, you come up with answers to the
questions. You can do this by providing the information to them or pretending to be Amy and having them ask you the questions.

4. As a group update the domain and create a written analysis section for this domain.
Unit 7.5: Parenting General

Display Slide 7.5.1

Time:

Unit Overview: The purpose of this unit is to help participants understand the basic concepts associated with the Parenting General domain and understand why this information is important in the overall assessment of Family Functioning. Historically we have focused on a specific maltreatment and when we did ask questions about parenting we centered them on how the parents disciplined. We rarely explored how they came to be parents, what they think about being parents and what type of parent they are. In this domain we will explore all of this and build on the picture we have of Amy as a person.

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Learning Objectives:
1. Discuss the characteristics of the general parenting domain of information collection.
2. Given a narrative, identify within them characteristics of general parenting.
3. Given identified characteristics of general parenting, prepare a written
Let’s return to a previous discussion we had about the Adverse Childhood Experiences Study, also called ACE.

As you may recall, the study indicated that individuals who have adverse childhood experiences including abuse, neglect, and dysfunctional household environments are at much greater risk of emotional, physical, and behavioral problems as adults.

The role of the parent/caregiver is essential to ensuring that their child is safe and that he or she grows up in a home that nurtures and supports the child’s development into highly-functioning protective adults. It is only when parents are able to provide this that children will be protected from the kinds of childhood experiences that will lead to the results discussed in the ACE study. (http://www.cdc.gov/violenceprevention/acesstudy/)

If a child lives in a home where the parents don’t consistently take care of his or her basic needs for food and shelter, what do you think the impact would be when they become an adult?

Pause and give participants an opportunity to respond.

Children who don’t have their basic needs met may also experience a range of problems through adulthood. Their cognitive and physical development may have been delayed, their education may have been negatively impacted, and they may experience ongoing anxiety because of the instability in their early life.

By contrast, an effective, nurturing and protective parent is one who consistently meets the physical, emotional, and behavioral needs of their child sends the child the message that the world is safe.
Who wants to provide an example of something your parents did when you were growing up that you either do or plan to do with your children?

Endorse:
If participants do not respond, the trainer should be prepared with their own examples. These might include:

- The use of time out as a discipline tool.
- Doing homework before being allowed to watch television or play outside.
- Bedtime rituals such as reading a book, saying prayers, tucking into bed.

These are just a few of the many examples of how we are likely to parent our children in the same way as we were parented.

However, sometimes people aim to parent opposite to how they were if they have a negative view of their childhood and how they were parented.

Now let’s look at the type of information that makes up the Parenting General domain.

- Reasons for Being a Caregiver
- Satisfaction in Being a Caregiver
- Parent/Legal Guardian or Caregiver knowledge and skill in parenting and child development
- Parent/Legal Guardian or Caregiver expectations and empathy for a child
- Decision Making in parenting practices
- Parenting Style
- History of Parenting behavior
- Cultural Practices
- Protectiveness

Let’s break these out into the three broad headings under which the characteristics of parenting general can fall . . . Cognitive, Emotional, and Behavioral. Remember, that each of these factors...
may not always fall under the same heading and at times can be under multiple headings depending on how it is manifesting.

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**Activity: General Parenting**

*Display Slide 7.5.4 (PG 31-32)*

**Purpose:** This activity begins to develop the participant’s skill in assessing general parenting. Working through the domain will provide participants with a greater understanding of how to do this work.

*Refer participants to PG 31-32, Amy's Parenting General.*

Amy has 4 children with Michael Sr. Two of her children are adults, ages 20 and 21, both of whom live in New York and are in the military. Amy felt that due to her upbringing that she strived to offer her children a better childhood than the childhood she had. While raising her children was difficult as a result of her troubled childhood, she tried to show them as much love and affection as she could. Amy has always wanted to be a parent and have a family of her own. She wants the best for all of her children, but has struggled with Michael Jr.’s behaviors. She would like to see him in treatment for his behaviors, but has struggled financially and has difficulty understanding what his needs are. Amy feels very close and she enjoys going to theme parks or the beach with her son. Michael Jr. feels very close to his mother and shows remorse for acting out his behaviors and threatening his mother. Michael Jr. feels that his mother is doing the best that she can do under the circumstances, including her own upbringing and now being a single working mother. Amy realized that the situation with Michael Sr. was having a direct impact on Michael Jr. and his behaviors and chose to leave the relationship to protect herself, as well as Michael Jr. She understands that Michael Jr.’s behaviors
may be attributed to the violence and alcohol abuse he witnessed in the home as a child, and Amy is remorseful about that.

Materials:
- Parenting General Activity

Trainer Instructions:
The purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Advise them that there does not always have to be the exact same information in every area and that there may not always be specific information covered as we are writing this about individuals, so they can look different from person to person.

1. The first step in this activity is to have each participant read the Parenting General domain and divide the information into the three categories (behavioral, emotional, cognitive) for type of information. They should only select information that they think informs the areas provided. If they have information that they think is important that does not “fit anywhere” then have them highlight it.

2. When they complete their individual work, have them compare with their small table. They will likely have different information in different areas and you should encourage discussion around this. Try focus their discussions on why each piece of information is important, what does it tell us about Amy. Have the table come to a consensus on where the information should go.

3. After the tables have reached a consensus, open the discussion up to the large group, there again will likely be disagreements, continue this discussion focusing on why the information is important. Discuss any “facts” that don’t appear to have a place and as a group determine where they would best fit.

4. Be sure to debrief with the group after this activity. What did they take away? Are their questions they still need to explore? Remind them that Parenting General will be covered more in depth in Specialty.

Activity STOP
Activity: Analyzing Parenting General

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Trainer Instructions:
1. Just like the first activity, the purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Not every person will think of the same information the same way.
2. Ask the class to re-read the domain and then ask them to write any lingering questions they may have about Amy’s parenting. There will likely be many different ones but here are some possibilities that should be covered.
   a. Amy reported a negative upbringing as a child. How did she learn and/or develop her skills as a parent when she had children?
   b. Did she parent her now adult children any differently than she parented Michael Jr. If so, how?
   c. What shapes how their family functions? Do they have a religious or cultural belief that shapes how they parent?
3. Now that they identified areas where they would like more information, have them discuss why they need that information, what would knowing that information tell them? During this discussion have them discuss what type of functioning this information informs, Behavior, Cognitive or Emotional.
4. Once you have thoroughly discussed the information the group feels is needed to analyze this information, you come up with answers to the questions. You can do this by providing the information to them or pretending to be Amy and having them ask you the questions.
5. As a group update the domain and create a written analysis section for this domain.

Activity STOP
Unit 7.6: Parenting Discipline

Display Slide 7.6.1 (PG 40)

Time:

Unit Overview: The purpose of this unit is to help participants understand the Parenting Discipline domain and understand why this information is important in the overall assessment of Family Functioning.

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Learning Objectives:
1. Discuss the characteristics of the parenting discipline domain of information collection.
2. Given a narrative, identify within them characteristics of parenting discipline.
3. Given identified characteristics of parenting discipline, prepare a written analysis, with related evidence.
Historically we have assessed the type of discipline a parent used, but to understand how discipline impacts a family’s functioning, you have to look a little deeper. According to the definition of the Parenting Discipline domain:

**Discipline is considered in a broader context than socialization; teaching and guiding the child.** Usually, staff focuses on discipline only within a punishment context, so emphasis on the importance of viewing discipline as providing direction, managing behavior, teaching, and directing a child are considered in answering this question. Study here would include the parent’s methods, the source of those methods, purpose or reasons for, attitudes about, context of, expectations of discipline, understanding, relationship to child and child behavior, meaning of discipline. Information that answers this question includes:

a. Disciplinary methods  
b. Approaches to managing child behavior  
c. Perception of effectiveness of utilized approaches  
d. Concepts and purpose of discipline  
e. Context in which discipline occurs  
f. Cultural practice

**Why do you think it is important to collect all of this information about how a parent approaches discipline?**

Allow participants time to respond and encourage discussion throughout this section.
Significant amounts of maltreatment occur when there are differences between children’s behaviors and adult’s expectations. So understanding how a parent manages those will further help you assess for safety.

If you go back to The Child module, you will remember we discussed normal child behaviors at various ages. Each age group comes with their own challenges for parents and how those parents plan for and respond to those challenges is very important to understanding family functioning. For example, the toddler years can be trying as children are potty training and exerting independence. Pre and Early Teens are beginning puberty. Older teenagers are exerting independence and preparing to leave home. All of these behaviors have the possibility to create conflict between parents and children.

If you remember, when we discussed Adult Functioning and Parenting General, we talked about how the parent’s upbringing can shape how they parent, or discipline their children. You will hear, “I was spanked with a belt when I was a child and it worked on me, so it will work for my child.” You may also hear “I was spanked with a belt when I was a child and I will never discipline my children that way.” Both of these parents discipline practices were shaped by their childhood experiences but for some reason, each one views it differently.

This is why it is critical that we not only understand how a parent disciplined or punished their child, but what led to their choice of intervention. What behavior did that child exhibit that resulted in the parent taking disciplinary action? Also, how does the parent communicate and reinforce expectations to the child before a perceived misbehavior results in punishment? Is that age appropriate? Does the parent perceive this disciplinary approach to be effective? What does discipline mean to that parent and what shapes that meaning?
Like we have done with the other domains, let’s break these down into Cognitive, Emotional and Behavioral categories.

Display Slide 7.6.4 (PG: 34)

Now let’s look at Amy’s Parenting Discipline domain.
Activity: Parenting Discipline

Display Slide 7.6.5

Purpose: This activity begins to develop the participant’s skill in assessing parenting discipline. Working through the domain will provide participants with a greater understanding of how to do this work.

This activity will use PG: 34-35, Amy’s Parenting Discipline.

Amy has never believed in physical discipline due to the physical abuse she suffered as a child. Amy believes in taking away privileges as a form of punishment. She will take away Michael’s PlayStation or phone, depending on what he did. She explains to him what he did that was wrong and will not buy him what he wants in the near future. Most of the discipline that Amy has to provide for Michael is due to his lack of respect for her at times. Amy is trying to guide Michael on the right path because she understands that he has made some poor decisions in life and feels responsible for not providing earlier guidance, due to her own current and past unresolved trauma. Amy also provides positive reinforcement by treating him to things when his behavior is good or he does well in school.

Materials:
- Parenting Discipline Activity (4 Pages)

Trainer Instructions:
The purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Advise them that there does not always have to be the exact same information in every area and that there may not always be
specific information covered as we are writing this about individuals, so they can look different from person to person.

1. The first step in this activity is to have each participant read the Parenting Discipline domain and divide the information into the three categories (behavioral, emotional, cognitive) for type of information. They should only select information that they think informs the areas provided. If they have information that they think is important that does not “fit anywhere” then have them highlight it.

2. When they complete their individual work, have them compare with their small table. They will likely have different information in different areas and you should encourage discussion around this. Try focus their discussions on why each piece of information is important, what does it tell us about Amy. Have the table come to a consensus on where the information should go.

3. After the tables have reached a consensus, open the discussion up to the large group, there again will likely be disagreements, continue this discussion focusing on why the information is important. Discuss any “facts” that don’t appear to have a place and as a group determine where they would best fit.

4. Be sure to debrief with the group after this activity. What did they take away? Are their questions they still need to explore? Remind them that Parenting General will be covered more in depth in Specialty.

Activity STOP
Activity: Analyzing Parenting Discipline

Display Slide 7.6.6

Materials:
- Amy’s Parenting General
- Paper or Whiteboard

Trainer Instructions:
Just like the first activity, the purpose of this activity is to facilitate a discussion, not determine a “right” or “wrong” answer. Not every person will think of the same information the same way.

1. Ask the class to re-read the domain and then ask them to write any lingering questions they may have about Amy’s adult functioning. There will likely be many different ones but here are some possibilities that should be covered.
   a. Amy states that the behavior she most has to manage is disrespect. What does that look like? What is Michael Jr’s specific behavior that she takes away privileges for? How does she determine the length of the punishment?
   b. She reports that she does not feel that her past efforts at discipline were effective? How does she feel about her current practices?
   c. What is her understanding of developmentally appropriate behavior for Michael Jr? Are Michael Jr’s behaviors in line with what is developmentally appropriate?

2. What does she hope to accomplish with her discipline and behavior management?

3. Now that they identified areas where they would like more information, have them discuss why they need that information, what would knowing that information tell them? During this discussion have them discuss what type of functioning this information informs, Behavior, Cognitive or Emotional.

4. Once you have thoroughly discussed the information the group feels is needed to analyze this information, you come up with answers to the
questions. You can do this by providing the information to them or pretending to be Amy and having them ask you the questions.
5. As a group update the domain and create a written analysis section for this domain.

**Activity STOP**

In the next module we will be learning about the safety constructs that are derived from sufficient information domains (danger threats, impending danger, vulnerable child, and caregiver protective capacities). You will also learn how sufficient information in each domain is linked to specific danger threats and caregiver protective capacities.