



Safety Decision Making Methodology

Trainer Guide

Training Workshop: Documenting a Sufficient Family Functioning Assessment

**Office of Child Welfare In-Service Training
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Documenting a Sufficient Family Functioning Assessment



Documenting a Sufficient Family Functioning Assessment

Estimated Time 8 Hours

Order/Overview

Start Time TBD by the Trainers/Facilitators and Dependent Upon the Structure of the Learning Circle

Learning Circle Session #1

1. Introductions -15 Minutes
 - a. Purpose and focus of the learning circle;
 - b. Organization of the learning circle;
 - c. Expectations of participation for participants.
2. What is a Family Functioning Assessment? - 45 Minutes
 - a. Assessment versus “documentation;”
 - b. How do I get information to inform my assessment;
 - i. Skills and Competencies of Staff;

- ii. Understanding sufficiency of information;
 - iii. Focus of the assessment.
- 3. Small Group Work- 1 Hour
 - a. Supervisors:
 - i. Supervisor consultation during learning circle process and focus;
 - ii. Review of case example where sufficient information has been obtained and FFA reflects sufficient information;
 - iii. Address supervisor consultation questions for clarification of process.
 - b. CPI:
 - i. Assignment of reports they received and group discussion regarding plan of action moving forward;
 - ii. Review of case example where sufficient information has been obtained and FFA reflects sufficient information;
 - iii. Homework assignment for Session #2.

Learning Circle Session #2

- 1. Welcome Back - 5 Minutes
- 2. What is Maltreatment? - 20 Minutes
 - a. Review of maltreatment domain
- 3. What is the Extent of Maltreatment? - 20 Minutes
 - a. Review of extent of maltreatment domain
- 4. Small Group Work: 1 Hour 15 Minutes
 - a. Groups will work within small groups on writing both domains for their assigned case.
 - b. Facilitator to provide guidance and feedback during the writing process for the CPI regarding their domains and development.

Learning Circle Session #3

- 1. Welcome Back- 5 Minutes
- 2. What is Child Functioning? - 20 Minutes
 - a. Review of child functioning;

- b. Ages and Stages;
 - c. Use of CFOP 170-1
- 3. What is Adult Functioning? -20 Minutes
 - a. Review of adult functioning;
 - b. Use of CFOP 170-1.
- 4. Small Group Work: 1 Hour 15 Minutes
 - a. Groups will work within small groups on writing both domains for their assigned case. Facilitator to provide guidance and feedback during the writing process for the CPI regarding their domains and development.

Learning Circle Session #4

- 1. Welcome Back- 5 Minutes
- 2. What is Parenting General? - 20 Minutes
 - a. Review of parenting general;
 - b. Use of CFOP 170-1.
- 3. What is Parenting Discipline? - 20 Minutes
 - a. Review of parenting discipline/behavior management.
- 4. Small Group Work:
 - a. Groups will work within small groups on writing both domains for their assigned case. Facilitator to provide guidance and feedback during the writing process for the CPI regarding their domains and development

Each Learning Circle Session: 2 Hours for a total of 8 Hours

Logistics

- 1. Flip chart/markers
- 2. LCD projector and screen

Trainer/Facilitator Preparation

The learning circle format is intended to have each participant complete the series of four (4) learning circles with an understanding of the process and documentation of completing a family functioning assessment. The learning circle format requires that participants have an active or recently completed assessment process to participate in the learning circle. The CPI to Trainer/Facilitator ratio is recommended to be no more than 1:4. Learning circles can choose to have two facilitators, which will allow for a total participation of 8 participants, ensuring the 1:4 ratio. This is in part due to the preparation time that will be required of the trainer/facilitator, as well as the small group work that will be completed during the learning circle sessions. Each participant will complete the learning circle with a sufficiently documented family functioning assessment, as well as three-seven examples of sufficiently documented family functioning assessments completed by their learning circle co-participants.

In preparation for the learning circle, trainers/facilitators will need to identify the format that they will be using for the learning circle. The trainer guide outlines all four of the learning circle sessions and is accompanied by two power point presentations that reflect the format for the learning circles. Below is a description of each of the learning circle formats, preparation and expected ongoing oversight of the process associated with each of the formats. Trainers/Facilitators should identify their small groups prior to the start of the learning circle and arrange the training location with the group locations for ease of facilitating the small group activity and to decrease time in organizing the groups during the course of the learning circle sessions.

Weekly Learning Circle:

1. The weekly learning circle will be four (4) days (day to be determined by the trainer/facilitator) over four consecutive weeks.
2. The trainer/facilitator will identify the participants (to be determined by the Region) and will schedule the first learning circle. Participants and their supervisors will need to attend the first learning circle session. The trainer/facilitator will need to inform the Supervisors that the staff will need to be prepared to identify a case that was recently assigned for use within the learning circle. Cases should be cases that have no less than two children, and

no more than two parents/caregivers in the household. This is for the purpose of being able to facilitate the writing of the family functioning assessment as part of the learning circle.

3. Supervisors need are required to attend the first learning circle session at least one time for staff, and subsequently do not need to attend for additional staff during subsequent learning circle sessions.
4. Following the first learning circle session, trainer/facilitators will be responsible for weekly review of the identified cases for their groups to ensure that the case is being assessed and will need to receive confirmation from the participant supervisor that the participant has obtained information that is sufficient for the corresponding domain that will be discussed and written during the learning circle sessions. Failure for the CPI to gather information or failure of the supervisor to confirm the information with the CPI will result in the CPI not being able to attend the learning circle session for that week.

Daily Learning Circle:

1. The weekly learning circle will be for four (4) days during one week (days to be determined by the trainer/facilitator).
2. The trainer/facilitator will identify the participants (to be determined by the Region) and will schedule the first learning circle. Participants and their supervisors will need to attend the first learning circle session. The trainer/facilitator will need to inform the Supervisors that the staff will need to identify a case where the FFA has not been documented, but that the CPI and Supervisor confirm that there is sufficient information to document the family functioning assessment. The case must be selected prior to the first learning circle session and case number should be submitted to the trainers/facilitators a minimum of one week in advance of the first learning session. Cases should be cases that have no less than two children, and no more than two parents/caregivers in the household. This is for the purpose of being able to facilitate the writing of the family functioning assessment as part of the learning circle.
3. Prior to the first learning circle session, trainer/facilitators will be responsible for review of the identified cases for their groups to ensure that the case information supports the CPI and Supervisors decision regarding information collection. If the case does not contain information, then the trainer/facilitator will immediately contact the CPIS and CPI for a

discussion regarding information that may not be contained in the case record, but that the CPI has obtained to verify the information collection and ability to participate in the learning circle. Failure of the CPI to gather information or failure of the supervisor to confirm the information with the CPI will result in the CPI not being able to attend the learning circle sessions for that week.

One Day Learning Circle:

1. The learning circle will be conducted during one full training day.
2. The trainer/facilitator will identify the participants (to be determined by the Region) and will schedule the learning circle. The trainer/facilitator will need to inform the Supervisors that the staff will need to identify a case where the assessment has been completed, but has not been documented. The case must be selected prior to the first learning circle session and case number should be submitted to the trainers/facilitators no later than one week prior to the learning circle session. Cases should be cases that have no less than two children, and no more than two parents/caregivers in the household. This is for the purpose of being able to facilitate the writing of the family functioning assessment as part of the learning circle.
3. Prior to the learning circle session, trainer/facilitators will be responsible for review of the identified cases for their groups to ensure that the case information supports the CPI and Supervisors decision regarding information collection. If the case does not contain information, then the trainer/facilitator will immediately contact the CPIS and CPI for a discussion regarding information that may not be contained in the case record, but that the CPI has obtained to verify the information collection and ability to participate in the learning circle. Failure for the CPI to gather information or failure of the supervisor to confirm the information with the CPI will result in the CPI not being able to attend the learning circle sessions for that week.

Trainer/Facilitator Trainer Guide Information:

The trainer guide is provided to each trainer/facilitator as a guide to the facilitation of the learning circle series. Throughout the trainer guide, there will be notes for the trainer/facilitator regarding the facilitation of the series that are dependent upon the structure of the learning circle series. These notes will be designated using ***BOLD/ITALICS***.

Workshop Introduction

- ▶ Context for the Learning Circle
- ▶ Fidelity of the Family Functioning Assessment
 - Philosophy of practice
 - Intervention purpose and framework
 - Conceptual and criteria basis for practice and decision making
 - Process, practice and outcomes



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Workshop Introduction

Slide Purpose:

1. This slide is intended to provide the background as well as the context for this learning circle series.
2. The introduction should provide an explanation for this learning circle series within the larger context of what is happening with respect to supporting the implementation of a systematic safety assessment practice that engages families.

Trainer Narrative:

1. The “Practice Model” emphasizes:
 - a. A common language for safety assessment
 - b. A common set of constructs for identifying children who are unsafe;
 - c. A standardized risk assessment;
 - d. A common set of constructs that guide non-negotiable safety interventions and remediation for unsafe children;

- e. A common set of constructs that guide development of case plan outcomes that are focused on change.
2. Practice Model practice, **information collection and decision making provides the essential foundation of all intervention that occurs as part of the Practice Model, and continues throughout our engagement with families.**
 3. The topic for this learning circle series was identified based upon feedback from regional staff in correlation with analysis statewide and regional data.
 4. This learning circle series is one activity within the statewide and regional plans to assure that the Practice Model is implemented with fidelity.
 - a. (*Fidelity* refers to standardized practice and decision-making that is performed and occurs in the field as originally designed and intended.)
 5. Transition to next slide.

Participant Introductions



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Introductions

Slide Purpose:

1. Each trainer/facilitator should introduce himself or herself.

Trainer Narrative:

1. Begin by each trainer/facilitator providing his or her own introduction.
2. Introduce yourself; indicate experience in child welfare and in training/facilitation.
3. Mention personal experience; interest and preparation related to Practice Model and leading this learning circle series.

Activity/Exercise:

1. Participant Introductions.
2. The trainer may choose to develop a warm-up approach to introductions or simply conduct the introductions straight out.
3. Participants should indicate who they are, their agency, their position, and their experience.

4. Sometimes it is useful to ask participants to also indicate expectations they have for the learning circle series.
 - a. Due to the number of participants consisting of eight (8) or less and acknowledgement that the learning circles will be conducted regional/locally, most participants will already be familiar with each other. Therefore, the introductions should not exceed more than 5 minutes.

Workshop Training Objectives

- ▶ As a result of this training, participants will be able to:
 - Identify and explain the purpose and focus of the family functioning assessment;
 - Identify the structure of the family functioning assessment;
 - Identify and explain sufficient information collection;
 - Identify a sufficient family functioning assessment;
 - Complete the documentation for a sufficient family functioning assessment.



Objectives


Slide Purpose:

1. The purpose of this slide is to provide the overview of the learning objectives for the learning circle series.

Trainer Narrative:

1. This learning circle will review the definition of family functioning assessment and the purpose and focus of the assessment.
2. As we review the definition of a family functioning assessment, review of the two types of danger that occur will be conducted.
3. Participants will be able to recognize the core set of skills and competencies that they must possess to engage families and collaterals in obtaining sufficient information to inform their family functioning assessment.
4. Participants will review each of the information collection domains, and will be able to identify when information presented is sufficient for the corresponding domain.

5. At the conclusion of the learning circle series, participants will be able to demonstrate that they can complete, including the documentation, a sufficient family functioning assessment to inform child safety.
6. Review objectives on slide with participants.
7. Transition to next slide.

Learning Circle Structure	Workshop Agenda
<ul style="list-style-type: none"> ▶ Participant Expectations: <ul style="list-style-type: none"> ◦ Commitment to structure of the learning circle: <ul style="list-style-type: none"> • Weekly learning circle sessions. ◦ Identify a case that has been recently assigned. ▶ Supervisor Expectations: <ul style="list-style-type: none"> ◦ Assist in identifying a case for use within the learning circle; ◦ Ensure full participation from staff; ◦ Provide weekly consultation for participants regarding the assessment process; ◦ Participate in the review of work product from learning circle. 	

Learning Circle Structure/Agenda

Slide Purpose:

1. Provide visual for participant orientation to the logistics and agenda.

Trainer Narrative:

1. Inform participants that this training is a _____, (*trainer/facilitator will need to identify the structure of the learning circle prior to the series beginning*) and in particular the focus is on enhancing the participant's skills in completing a family functioning assessment, with focus on the documentation of their assessment.
2. Each participant will have a participant guide, which contains the PPT material, as well as relevant handouts.
3. Review the agenda with participants. *Trainer/facilitator will need to identify the dates of the learning circle series, start times, and anticipated end times. Agenda for four day sessions is developed, however is NOT contained in the participant guide. There are no breaks accounted for in the overview agenda. Should you choose to include breaks, please update the agenda overview to reflect those breaks. The trainer/facilitator will need to amend/update the agenda and insert into the participant guide prior to printing the participant guide*
4. Remind participants regarding cell phone usage, distractions, etc.
5. Familiarize the participants with the logistics of the facility, to include exits and bathroom facilities.
6. Transition to next slide.

Documenting a Sufficient Family Functioning Assessment
Learning Circle Series
Agenda

Time to be determined by the trainer/facilitator

Learning Circle Session #1:

1. Introductions
2. Objectives
3. Agenda/Planning
4. What is a Family Functioning Assessment?
5. Sufficient vs. Not Sufficient Family Functioning Assessment
6. Homework for Learning Circle Session #2

Learning Circle Session #2:

1. Welcome Back
2. What is Maltreatment?
3. What is the Nature of Maltreatment?
4. Practice: Documenting Maltreatment and Nature of Maltreatment
5. Homework for Learning Circle Session #3

Learning Circle Session #3

1. Welcome Back
2. What is Child Functioning?
3. What is Adult Functioning?
4. Practice: Documenting Child Functioning and Adult Functioning
5. Homework for Learning Circle Session #4

Learning Circle Session #4

1. Welcome Back
2. What is Parenting General?
3. What is Parenting Discipline/Behavior Management?
4. Practice: Documenting Parenting General and Parenting Discipline/Behavior Management

Questions?



Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the agenda and structure of the learning circle series.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.



Learning Circle Session #1 What is a Family Functioning Assessment?



Learning Circle Session #1: What is a Family Functioning Assessment?

45 Minutes

Slide Purpose:

1. To provide an introduction for what is a family functioning assessment.

Trainer Narrative:

1. The learning circle session one will focus on review of core concepts that most of us should be familiar with, however we want to take the time to provide clarification regarding the concepts and application of the concepts before we proceed in the next learning circle sessions and as you prepare to begin your assessment process with your families. *The underlined narrative will need to be altered for learning circle series that are conducted during one day or four days in one week.*
2. In addition, we will be discussing the worker competencies and skills that are associated with the family functioning assessment process.
3. Transition to next slide.

Two Types of Danger: Present Danger

PRESENT DANGER

- ▶ Immediate
- ▶ Significant
- ▶ Clearly Observable
- ▶ Family condition that is occurring in the present tense



Two Types of Danger: Impending Danger

- ▶ State of Danger in which family behaviors, attitudes, motives, emotions, and/or situations pose a threat to a child which may not be currently active, but can be anticipated to have severe effects on a child.
- ▶ Child living or being in a position of continual or pervasive danger.
- ▶ Threats are not immediate, obvious or active at the onset of investigation.
- ▶ Are identified and understood upon gathering sufficient family functioning information.



Two Types of Danger: Present and Impending Danger

Slide Purpose:

1. To provide the visual for the definitions of present danger and impending danger.

Trainer Narrative:

1. The mission of child welfare is to identify when children are safe or when they are unsafe. The actions of the agency and the needed actions to ensure child safety are based upon the core decision of safe versus unsafe.
2. The first critical safety decision that is in regards to present danger.
3. Review present danger definition with participants.
4. Emphasize the key words in this definition are:
 - a. **Immediate** – The dangerous family condition is active, occurring, and/or operating in the present tense. The family condition is in the process of occurring, may have just occurred, or occurs all the time. You are in the midst of the danger the child is subject to. The threatening family condition is in operation.
 - b. **Significant** - Referring to a family condition, this means that the nature of what is out of control and immediately threatening to a child is onerous, vivid, impressive, and notable. Can you get the feeling for what we are saying here about significant? The family condition exists as a dominant matter that must be dealt with. As we look at examples of present danger threats, the idea of significant will come through to you.
 - c. **Clearly Observable** - Present danger family conditions are totally transparent. You see and experience them. There is no guesswork. The actions, behaviors, emotions

and/or behaviors can be specifically and explicitly explained. Observable can be provided by others, witnessed by the CPI/CPIS, visibly seen or attested to with validation.

5. Present danger, the dangerous situation **is in the process of occurring**, which means it might **have just happened** (e.g., child presents at the emergency room with a serious unexplained injury); **is happening** (e.g., an infant is left unattended in a parked car with outside temperatures of 105F); **or happens all the time and is reasonably expected to happen again immediately or in very near future** (e.g., young children (7, 5, 3) were left home alone every night from 10p – 7a) for the past 2 weeks while mom goes to work, were left home last night and will be left again tonight).
6. In present danger, **the danger threat is active-it exists or is occurring**.
7. When children are in present danger, the fact of danger itself **is sufficient** for you to act—intervene.
 - a. Notice the use of the word sufficient-the danger is immediate, significant and clearly observable-when we qualify the danger and can articulate how the family condition is occurring, may have just occurred, or occurs all the time-we have provided sufficient information to support the present danger or the absence of present danger. Information drives the decision of present danger-what is known at that time is used to make a decision to act or not act.
8. In contrast, impending danger is determined based upon what we have **learned through the course of our assessment with and of the family**.
9. Review definition of impending danger with participants.
10. Ask participants what they notice about the manner in which impending danger is described in the slide.
11. How does impending danger differ from present danger? Why the distinction between present and impending danger?
12. Present and Impending Danger manifest within a family differently. Present danger is active and in the process of happening. A child that is in danger constantly, versus a child that is always subject to danger, impending danger.
13. Impending danger and the determination of impending danger is based **upon gathering information to understand how the family condition manifests within the household**

that results in danger to the children.

14. Information along the six domains informs the danger threats based upon what we know about how the family functions, how as adult's parents may or may not be acting, and as parents how their parenting may result in children being in danger.
15. Unlike at present danger, we **should** know more about the family dynamics, the underlying family conditions and ultimately how danger is manifested.
16. The information **we** gather during the family functioning assessment informs us regarding the family condition and how the family condition results in danger and ultimately an unsafe child—so that we can take action that is focused and will ensure child safety—avoiding the train crash or the shark attack.
17. We emphasize this distinction here, as present danger and impending danger are different.
18. A family may have been in present danger and not be unsafe at the conclusion of the FFA and vice versa. The ability to focus our assessment and to explore the family condition to ensure sufficient information is obtained is necessary to ensure that we are accurately identifying children that are safe or unsafe.
19. Transition to next slide.

Family Functioning Assessment (FFA)

Purpose	Practice Objectives
<ul style="list-style-type: none">Identify families in which <u>children are unsafe</u> and in need of ongoing protective supervision (whether non-judicial or judicial in-home or out of home)	<ul style="list-style-type: none">Determine children who are unsafeProtect children who are unsafeEstablish and manage safety plansVerify the occurrence of maltreatmentIdentify problems associated with impending danger threats and caregiver protective capacitiesRefer families for community-based supports based upon risk assessment determination



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Family Functioning Assessment

Slide Purpose:

1. Provide the visual foundation for FFA

Trainer Narrative:

1. The purpose of the family functioning assessment:
 - a. To determine safe or unsafe for children.
2. Provide the objective of the FFA to participants:
 - a. The objective of the FFA is to determine if what is happening, i.e. the family condition, in the family meets the definition for “safe” or “unsafe.”
 - b. To rule in or out families where children are unsafe.
3. Ultimately, to determine which families Department of Children and Families MUST serve through full case management.
4. Provide contextual foundation for the Family Functioning Assessment:

- a. Begin with the emphasis of the FFA being specialized with respect to purpose, authority, and the limits (focused primarily on safety) in what is done.
 - b. The Family Functioning Assessment design, structure, order of information presentation practice philosophy, practice concepts and criteria are intended to result in a **common framework** for safety assessment and decision making to **consistently identify child, parent/caregiver, and/or family conditions which require protective supervision or community-based supports.**
 - c. Reinstate the definition of the family functioning assessment as being precise and focused, with the purpose of identifying how children are or are not safe-utilizing the common definitions and processes to make that determination.
 - d. **The Family Functioning Assessment is a process that is designed to assess the pervasiveness or on-going “state of danger” that characterizes the household that the child is living in. The family functioning assessment is NOT the document complete, but the assessment you conduct.**
 - e. The assessment begins with the precision of identifying the focus of our assessment. In order to determine safety for children, we also must ensure we are focused on the right household.
5. Transition to next slide.

“Focus” of the Family Functioning Assessment

- ▶ Focus
 - Whom are we assessing?
 - What Household are we focusing on?



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Focus of the Family Functioning Assessment

Slide Purpose:

1. To articulate the focus of the family functioning assessment through clearly identifying the household of focus.

Trainer Narrative:

1. The focus of the family functioning assessment and of our interventions remains constant - **the household of the alleged maltreater and/or where the alleged maltreatment has occurred. We are concerned with the parent/caregivers who are potentially creating conditions that affect child safety.**
2. This at times can be a confusing when determining the focus of the household due to the dynamics of some of our families. Ensuring that we are referencing our operating procedures is imperative when assessing for the household of focus for the family functioning assessment. The reference for this is CFOP 170-1 Chapter 2 (2-3). In addition, during the family functioning assessment, we may identify that there is the need for two

family functioning assessments based upon the family dynamics.

3. Inform participants that we will reviews some scenarios regarding the focus of the family functioning assessment to ensure that we are all understanding the complexity at times, and providing clarity of the application of the concept for focus of the assessment.
4. Example 1: Mom and Dad divorced three years ago. The parents share joint custody of the children, ages 7 and 9. The children spend Sunday through Wednesday with their mother and Wednesday night to Sunday night with their father. While at the father's home, the children disclose that their mother's boyfriend had slapped their mother in the face during dinner at their house and that they had heard the boyfriend yelling at the mother and that the boyfriend makes them scared. The focus of the assessment is the mother's home, the children while in the mother's home, the role of the boyfriend in the mother's home, and the father would be used as a collateral to assist in informing the child functioning, adult functioning, parenting general, and parenting discipline for the mother's home and focus of the assessment. ***The focus of the household is the mother's household and the roles of the participants within the household. The role of the boyfriend would need to be explored to determine if he is either a frequent home visitor or caregiver to the children in the home.***
5. Example 2: Mom, Dad, three children (ages 2, 4, 5), paternal grandmother and grandfather are reported to live under the same "roof." However, the mother and father reside in the downstairs apartment in the home that was created by the family through building a wall and separate entrance. They have their own entrance, kitchen, furnishings, and will use the grandparents on occasion to baby sit the children if they need. Report is received regarding the child, age 5, with bruises on her buttocks due to the father hitting the child with a belt. The household is the mother, father, and three children. While physically the father, mother, children, and relatives all reside under one "roof", they have distinct separate households and would be assessed for the parent's household. ***The clarification regarding the household is significant in qualifying the household members. While the family all lives under one roof, they have separate household compositions and locations within one physical structure. The roles of the families, function as separate households-therefore-the focus of the family functioning assessment would be on the mother, father and the three children.***

6. Example 3: Same scenario as above, but no separate residence established-all living in the same household and grandparents offer daily support and caregiving to the children, such that they feed, bathe, and supervise the children daily. The household of focus is the mother, father, three children, and parental grandparents. ***The clarification of the role of the grandparents as caregivers is significant in qualifying the focus of the household members-reference to the definition of household members, and significant caregiver responsibilities.***
7. It is imperative to understand that the family functioning assessment is a process.
8. Transition to next slide.

An Assessment:

▶ Is NOT:

- A one time occurrence
- Myopic
- Deficit driven
- Legally driven
- One dimensional

▶ Is:

- Process, not a destination
- Multi-dimensional
- Strength and child focused
- Drives decision making for child safety



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An Assessment: Is and Is Not

Slide Purpose:

1. To provide a visual for focus of an assessment, what is and is not an assessment.

Trainer Narrative:

1. Often times in child welfare, the assessment process is viewed as a one-time occurrence with a limited scope of reference.
2. We know that is not true, but some of the common errors that we see in child welfare are:
 - a. Assessments of parents being completed in a single session;
 - b. Lack of home visits;
 - c. Using few sources of information other than the parent;
 - d. Failure to consider previous assessments;
 - e. Over-reliance on previous assessments;
 - f. Rarely using behavioral methods (such as observations of behaviors of the parents);

- g. Stating static statements, such as “parent has a substance abuse issue” in general terms rather than providing descriptions of the parental behavior;
 - h. Emphasizing weaknesses over strengths;
 - i. Neglecting to describe the parent’s care-giving qualities or child’s relationship with the parent.
3. The Family Functioning Assessment is:
- a. Process, not a destination:
 - i. Meaning that our engagement, our keeping an open mind are continual throughout our work with families;
 - ii. Ultimately informing our decision regarding safe or unsafe, as well as the need for service intervention for high risk, safe children.
 - b. Multi-dimensional:
 - i. Meaning that we are seeking to view the family through a variety of lenses and not just in the context of “child welfare.” Who the family is through other’s observations is an integral part of the assessment process.
 - c. Strength focused:
 - i. Meaning that we are not just seeking the negative, but also identifying how the strengths of the family can assist in building **caregiver protective capacities** and allow the parent to parent where they are successful.
 - d. Informs our decision-making:
 - i. Meaning that the information we gather with and about families is used to inform the ultimate decision of safety and for children that are unsafe, to inform how best to provide for safety of the children.
4. We emphasize the family functioning assessment as an **ASSESSMENT** here, as this is the basis for informing our decision-making and also the process all staff will continually use throughout their work with families.
5. *Ensure that all staff understand the concept of focus of the family functioning assessment, as the focus can affect the final safety determination and actions needed to ensure child safety.*
6. Transition to next slide.

Information Collection

Sufficient Information: How Much is Enough?

- ▶ Definition of Sufficient:
 - Enough to meet the needs of a situation or a proposed end
 - What is our proposed end?
 - What are we trying to answer?
 - Safety
 - Impending Danger
 - Planning for Safety

Information Collection Domains

Sufficient Information: How Much is Enough?

Slide Purpose:

1. To provide the visual for the definition of sufficient.

Trainer Narrative:

1. Information drives safety decision-making.
2. In order to understand how decisions are made, we must first know what information we need—the six domains of information collection and secondly know if that information is sufficient to inform the decisions.
3. The six domains are the foundation of the family functioning assessment process.
4. Review the six domains with the participants.
5. What does it mean to say that we have sufficient information, what is sufficiency?
6. Transition to next slide.
7. Sufficiency is enough information to meet the needs of a situation or proposed end.
8. Sufficiency refers to gathering the necessary amount of information for each of the six domains to inform the safety determination. And subsequently being able to document the sufficient information that was obtained through your assessment to support your decision regarding child safety. It's not too much and it's not too little.
9. This requires that as professionals we are reconciling information between what is known about the family and what has been assessed within the domains.
10. The family functioning assessment is the agency's process decision making.
11. The documentation of assessment is the agency's record of decision-making.
12. Sufficiency refers to whether the information is logical and supports the decision making,

or whether there are pieces of information that are missing that are essential to the safety decision.

13. The information associated with an information domain can be judged to be sufficient to the extent that it:
 - a. Describes the domain (by definition) in full and acceptable ways so that a picture of what has or is happening can be understood;
 - b. Is relevant to the domain only;
 - c. Is pertinent to gaining/possessing a full/reasonable understanding of the domain;
 - d. Is essential to understanding the domain in order to draw conclusions about the domain;
 - e. Is adequate, which means enough information to have confidence about conclusions one can reach about the domain;
 - f. Covers the principal or core issues associated with the domain (i.e., extent of maltreatment would include things listed in the definition such as kind of maltreatment, severity, symptoms.);
 - g. Supports the identification of the family condition and determination of how the family condition has resulted in impending danger.
14. Judging sufficiency, both during consultation and when we begin to document our assessment, at times can be a difficult task because we have more information based upon our knowledge of the case so we might view the information as being more than what it really is.
15. Throughout the learning circle series, we will be reviewing sufficiency, both through consultations that are held on your cases, as well as when we document the assessments that you are conducting currently or have recently concluded.
16. Understanding sufficiency of information and the family functioning assessment process, requires skills and competencies that assist us with focusing our assessment, to ensure that we are engaging families, collaterals, and other sources of information to ensure that we are obtaining sufficient information to inform our decision making.
17. There are five core competencies that we want to briefly revisit as a reminder of the role that each of you play in the family functioning assessment process.
18. Transition to next slide.

Assessment: Information Collection as Competency

- ✓ I know what I must learn about a family. I know what information I must collect on each case I am assigned.
- ✓ I understand the purposes or reason for needing to know this information.
- ✓ I demonstrate the ability to gather the information.
- ✓ I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect.
- ✓ I can discuss and write about the information I collected logically, succinctly, and in a way that justifies my conclusions.



Information Collection as a Competency

Slide Purpose:

1. To provide the visual for the five core competencies associated with information collection.

Trainer Narrative:

1. Information Collection is a professional behavior. It is a competency and perhaps the most critical competency for CPI and CPIS.
2. Inform participants that we will be reviewing each of the five competencies.
3. Review each competency with participants.
 - a. I know what I must learn about a family. I know what information I must collect on each CPI case I am assigned.
 - i. This is concerned with how the worker proceeds in gathering information and their awareness of the information collection standards and protocol.

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.

- b. I understand the purposes or reason for needing to know this information.
 - i. This is concerned with the worker's understanding of the Florida Safety Decision Methodology and the significance of information collection in decision-making.
 - c. I demonstrate the ability to gather the information.
 - i. This is concerned with the worker's ability to utilize the information collection protocol and information standards 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 information.
 - d. I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect.
 - i. This is concerned with the worker'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.
 - e. I can discuss and write about the information I collected logically, succinctly, and in a way, that justifies my conclusions.
 - i. This is concerned with the worker's ability to illustrate their conclusions regarding information collection and safety decision-making. This is demonstrated through their ability to generate an assessment that justifies their decision-making. In addition, they are able to explain their decision making, while justifying their decision making verbally. Skills associated with this competency include the worker's ability to analyze information and develop conclusions.
4. All five of these competencies are essential to be successful in conducting family functioning assessments and reiterate that the family functioning assessment is a process

and not the document that records the assessment. One must first know what to gather, gather, analyze, and then document.

5. Transition to next slide.

Questions?



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Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

Practice: Sufficient Information Analysis

- ▶ In small groups of 4:
 - Review written case information: FFA;
 - Determine if each domain is sufficient;
 - Provide justification for decision and if determined not sufficient-what information is needed.



Learning Circle Session #1: Take Away

- ▶ Plan for Learning Circle Session #2:
 - Focus on Maltreatment and Nature of Maltreatment Domains;
 - Prepare for discussion and writing of two domains for Learning Circle Session #2.
- ▶ Take Away from today:
 - What did you find helpful?
 - Questions still needing to be answered?
 - More time on....



Practice Application

Learning Circle Session #1: Take Away

Slide Purpose:

1. Practice Application Slide: To provide the overview of the practice application.
2. Learning Circle Session #1: Take Away: To provide closure for the learning circle, clarify the homework assignment for Learning Circle Session #2.

Trainer Narrative:

1. Inform participants that for the remainder of the learning circle session, that we will be working in small groups of four, with one trainer/facilitator per small group.
2. Groups will be provided with the Francisco intake and completed family functioning assessment to review as a large group. The groups will be utilizing their CFOP 170-1, regarding information collection domains and the definition of sufficient information to analyze the documented family functioning assessment for sufficiency of information to inform the overall safety determination.
3. Groups will work on developing consensus on how each domain is sufficient, and the trainers/facilitators will assist the groups in their discussion.
4. Groups will have approximately 40 minutes to review the completed family functioning assessment within their groups.
5. Inform participants that following the small group work, that the large group will reconvene.
6. ***The Walker FFA that is provided is sufficient for information collection along all the domains. The trainer/facilitator should review the Walker Intake and FFA, to ensure that they can articulate how each of the domains are noted to be sufficient. Participants***

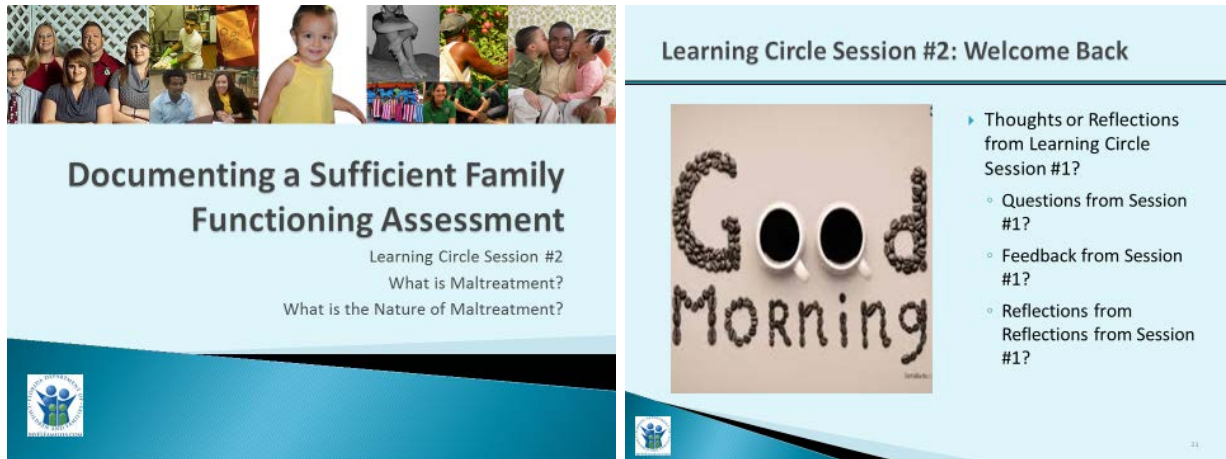
may want to challenge the sufficiency, or are unclear regarding sufficiency. The focus of the exercise is to build consensus among the participants in their understanding of sufficient in relation to the Walker case and to focus their assessment regarding the information collection domains.

7. *Trainers/Facilitators should be aware of the time during the activity and ensure that the group remains focused on the definition of sufficient and utilization of their CFOP to guide to the discussion.*

Trainer Narrative:

1. Reconvene the large group for wrap up discussion.
2. Inquire of participants their take away from the learning circle session #1.
3. Inquire regarding any thoughts or feedback for the learning circle or considerations moving forward.
4. Inform participants regarding the outline for Learning Circle Session #2, with the focus on maltreatment and the nature of maltreatment. *Trainers/facilitators will need to clarify for participants the expectations for the homework assignments based upon the structure of the learning circle. For the weekly learning circles, emphasis on the gathering of information along the domains, review of the CFOP for the domain of maltreatment and nature of maltreatment as they engage with families. For daily or consecutive days within the week learning circles, emphasis on preparation for the learning circle to review case information to confirm that they have gathered the necessary information within each domain for learning circle session #2.*
5. Clarify for participants that during the next learning circle session that they will be completing the maltreatment and nature of maltreatment domains via their own documentation, to arrive at a sufficiently documented domains therefore they will need to ensure that they are gathering the necessary and relevant information to complete the activities during the second learning circle session.
6. Inform participants that before their next learning circle, they are also to review the Francisco Intake and FFA provided to them that represents a sufficient, safe family functioning assessment. Inform the participants that both of the FFA's will be used throughout the learning circle for reference, so they will need to ensure that they bring the FFA's with them to the next learning circle.

7. End the learning circle by inquiring if there are any questions or areas for further clarification.



Learning Circle Session #2: Maltreatment and Nature of Maltreatment

Learning Circle Session #2: Welcome Back

Slide Purpose:

1. To provide a visual for the opening of the second session of the learning circle.

Trainer Narrative:

1. *The first slide is for visual purposes only - as an opening to the session. If the structure is a one day learning circle series, the welcome back slide is removed from the PPT and trainers/facilitators should provide for the transition to the second session, and disregard the trainer/facilitator narrative associated with the welcome back.*
2. Introduce the focus of the second session: maltreatment and nature of maltreatment. Inform participants that we will be doing a brief check in before we begin our discussion and exploration of maltreatment and nature of maltreatment. Confirm with participants that they are prepared for the session, with their case information.
3. Inquire from participants regarding any insights, thoughts, or reflections regarding the first learning circle session that they would like to share or have addressed. Clarify, validate, or confirm with participants regarding their questions, reflections, or statements.
4. Inform participants that we will be working our way through the information collection domains over the course of the next three learning circles. We will be starting with maltreatment and nature of maltreatment for this learning circle.
5. Transition to next slide.

Family Functioning Assessment: Maltreatment

- ▶ What is the Florida definition of Maltreatment?
 - Behavior that is harmful and destructive to a child's cognitive, social, emotional or physical development (Rule 65C-30.001 (72), F.A.C). **Maltreatment is harm that occurred as a result of the maltreating behavior.**



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Family Functioning Assessment: Maltreatment

Slide Purpose:

1. To provide the visual for Florida definition of maltreatment.

Trainer Narrative:

1. Maltreatment is a standard concept within child welfare. For Florida, we have defined maltreatment as behavior that is harmful and destructive to a child's cognitive, social, emotional, or physical development. This definition can be located in CFOP 170-4.
2. When we verify maltreatment, we are verifying that harm - whether that be to the child's cognitive, social, emotional or physical development-has occurred to a child **DUE** to the parents/caregivers behaviors.
3. When we say no indicators, we are validating that harm has not occurred to the child due to the parent/caregiver's behaviors.
4. The **maltreatment domain is informing the maltreatment and the rationale for our findings** that are associated to the alleged maltreatment or maltreatment that was identified

during the course of the family functioning assessment.

5. Transition to the next slide.

Maltreatment Domain Informs.....

- **What** is the maltreatment that is alleged and/or occurring?
 - Type AND Finding
 - Child Maltreatment Index
- **Who** is responsible for the maltreating behavior (alleged or confirmed)?
- **Who** is alleged to have been harmed or who has been harmed?
 - **How** were they NOT harmed or **how** WERE they harmed?
 - Condition of the child(ren)
 - Emotionally and physically
 - Description of the events - either supporting OR negating the maltreatment



Maltreatment Domain Informs

Slide Purpose:

1. The purpose of this slide is to provide the visual for what information comprises the maltreatment domain and how the information assists in informing the overall family functioning assessment.

Trainer Narrative:

1. As we have discussed, each domain has key components that are necessary in order to ensure that we have and are **DOCUMENTING** sufficient information to answer the question regarding how the family functions and what if any safety threats are manifesting.
2. In regards to the maltreatment domain, when considering how to document the information obtained to inform this domain, consider the key factors of:
 - a. **WHAT:** What is the alleged maltreatment and/or the maltreatment that was identified as part of my assessment? Did the maltreatment happen? And if so, what was the maltreatment?

- b. **WHO:** Recall the definition of maltreatment - harm to a child based upon the parent/caregiver behaviors. Who was harmed and who is responsible for the harm? For cases where there was no harm, who was alleged to have been harmed and who was alleged to be the one causing the harm?
- c. Lastly, **HOW:** How was the child harmed to support the maltreatment or how was the child not harmed to support the maltreatment? How did the parents act that was harmful? What were the effects of the maltreatment on the child?

Examples of Sufficient Maltreatment Domains

Sufficient Domains Answer:

- The WHAT
- The WHO
- The HOW
 - Incidents of maltreatment;
 - How bad is bad?
 - How what is alleged is NOT occurring.

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Maltreatment Domains

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the maltreatment domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. The maltreatment was substance misuse - illicit drugs;
 - b. The mother, Cassandra, was the maltreating caregiver;
 - c. Her use during and after the baby was born resulted in harm to the child;
 - d. Particular harm in that the child did not have a caregiver that was able to provide

for his needs and he was experiencing physical symptoms due to the drug exposure.

4. Inquire of participants regarding what information was contained in the maltreatment domain for the Francisco family that support that the domain was sufficient?
5. Participants should identify:
 - a. The mother and father both were alleged to have maltreated the children;
 - b. No maltreatment was identified;
 - c. There are concerns regarding the drinking of the mother, however the father has been providing for the children;
 - d. Current marital discord occurring;
 - e. Child and collaterals support that there was no maltreatment;
 - f. No effect on the child noted in regards to maltreatment.
6. Validate and reinforce with participants their recognition of sufficient information for both the safe and unsafe case for the maltreatment domain.
7. Validate that we all agree that the maltreatment domain was sufficient for each of the case examples. Reinforce with participants that while the names on the cases were changed, that these were actual Florida cases - with minimal changes.
8. Transition to next slide.

Questions?



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Questions

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

Nature of Maltreatment Domain Informs.....

- **How long (DURATION and HISTORY)** the maltreatment that is alleged has been occurring;
 - What has been occurring in the home that has led to maltreatment?
- **EXPLANATION** - What does the family, friends, collaterals say about the maltreating behavior (alleged or confirmed)?
 - What was occurring during the alleged/confirmed maltreatment?
- **OTHER FACTORS** - What is going on in the family that may assist in explaining either the occurrence of maltreatment or the reason for maltreatment being alleged?



Nature of Maltreatment Domain Informs...

Slide Purpose:

1. The purpose of this slide is to provide the visual for what information comprises the nature of maltreatment domain and how the information assists in informing the overall family functioning assessment.

Trainer Narrative:

1. As we have discussed, each domain has key components that are necessary in order to ensure that we have and are **DOCUMENTING** sufficient information to answer the question regarding how the family functions and what if any safety threats are manifesting.
2. In regards to the nature of maltreatment domain, when considering how to document the information obtained to information this domain, consider the key factors of:
 - a. **HOW LONG-DURATION:** How long has the alleged maltreatment and/or the maltreatment that was identified as part of my assessment been occurring within the family? Are there other types of maltreatment that have been occurring,

currently or historically within the family?

- b. **HOW and WHY:** What is the explanation for how maltreatment has been occurring within the home or how the alleged maltreatment is not occurring in the home. When considering the explanation, this considers not only the family's explanation, but also the information provided by others in regards to the maltreatment that may or may not be occurring.
 - c. Lastly, **OTHER FACTORS:** Ensuring that we are considering if there are other factors that are occurring within the home that could contribute to the overall explanation of the maltreatment. Such things as harassment by others, recent loss of home or job, recent separation of parents/caregivers, etc. harmful?
2. Remind participants that we are looking through the lens of the nature of maltreatment as a separate domain-that in the overall assessment informs how maltreatment is or is not occurring.
 3. Transition to next slide.

Examples of Sufficient Nature of Maltreatment Domain

Sufficient Domains Answer:

- The HOW and WHAT
- The HISTORY
 - Incidents of maltreatment;
 - Prior maltreatment;
 - Negative conditions in the home.

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Nature of Maltreatment Domain

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the nature of maltreatment domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. Drug use by the mother has been occurring for the past 8 years;
 - b. There are five older children that were removed from her care and are not in her care currently;
 - c. She uses, and recognizes her use and has little remorse for her use;

- d. Collaterals are aware of her use and collaborate her use;
 - e. Her use has affected her criminally;
 - f. There is no indication that she is going to stop using or wants to stop using.
4. Inquire of participants regarding what information was contained in the nature of maltreatment domain for the Francisco family that support that the domain was sufficient?
5. Participants should identify:
 - a. Current and ongoing marital discord;
 - b. Overall dissatisfaction by the mother and father with their relationship;
 - c. Current legal involvement by both parents for divorce;
 - d. History of mother leaving the family in the past;
 - e. Concern by father for relationship and mother's current choice to spend time with friends;
 - f. Increased absence by the mother from the home and returning intoxicated;
 - g. Other hired caregiver in the home to assist in managing the children;
 - h. Collateral support that mother's actions towards father are hostile when drinking, but children unaware of events in the house.
6. Validate and reinforce with participants their recognition of sufficient information for both the safe and unsafe case for the nature of maltreatment domain.
7. Validate that we all agree that the nature of maltreatment domain was sufficient for each of the case examples. Reinforce with participants that while the names on the cases were changed, that these were actual Florida cases - with minimal changes.
8. Transition to next slide.

Questions?



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Questions

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

<p>Practice: Documenting YOUR Domains</p> <ul style="list-style-type: none"> ▶ Working within your small groups: <ul style="list-style-type: none"> ◦ Review your case information; ◦ Document YOUR maltreatment and nature of maltreatment domain; ◦ Share your domain with your group for feedback and analysis; ◦ Refine domain if applicable for sufficiency. 	<p>Learning Circle Session #2: Take Away</p>  <ul style="list-style-type: none"> ▶ Plan for Learning Circle Session #3: <ul style="list-style-type: none"> ◦ Focus on Child Functioning and Adult Functioning; ◦ Prepare for discussion and writing of child functioning and adult functioning domains for Learning Circle Session #3 ▶ Take Away from today: <ul style="list-style-type: none"> ◦ What did you find helpful? ◦ Questions still needing to be answered? ◦ More time on....
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Practice Application
Learning Circle Session #2: Take Away

Slide Purpose:

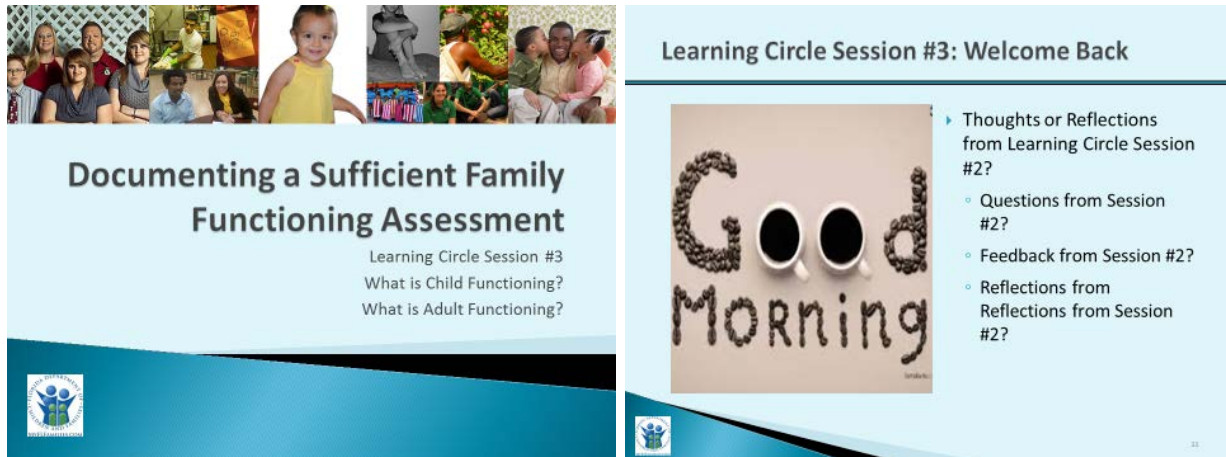
1. Practice Application Slide: To provide the overview of the practice application.
2. Learning Circle Session #1: Take Away: To provide closure for the learning circle, clarify the homework assignment for Learning Circle Session #3.

Trainer Narrative:

1. Inform participants that for the remainder of the learning circle session, that we will be working in small groups of four, with one trainer/facilitator per small group. These are the same groups that they were working within during the first learning circle session.
2. The groups will be utilizing their CFOP 170-1, regarding information collection domains and the definition of sufficient information to complete their own domains for maltreatment and nature of maltreatment.
3. The trainers/facilitators will assist the participants in their documentation of their information to ensure sufficiency.
4. Groups will have approximately 1 hour and 15 minutes to complete their two domains. Emphasis on participants utilizing their time wisely, and consider the definition of sufficiency to ensure that they are being concise in their documentation.
5. Inform participants that following the small group work, that the large group will reconvene.
6. ***Trainers/Facilitators should be aware of the time during the activity and ensure that the group remains focused on their own documentation. Frequent review by the trainer/facilitator may be necessary and redirection as necessary.***

Trainer Narrative:

1. Reconvene the large group for wrap up discussion.
2. Inquire of participants their take away from the learning circle session #2.
3. Inquire regarding any thoughts or feedback for the learning circle or considerations moving forward.
4. Inform participants regarding the outline for Learning Circle Session #3, with the focus on child functioning and adult functioning. *Trainers/facilitators will need to clarify for participants the expectations for the homework assignments based upon the structure of the learning circle. For the weekly learning circles, emphasis on the gathering of information along the domains, review of the CFOP for the domain of child functioning and adult functioning as they engage with families. For daily or consecutive days within the week learning circles, emphasis on preparation for the learning circle to reivew case inforation to confirm that they have gathered the necessary information within each domain for learning circle session #3.*
5. Clarify for participants that during the next learning circle session that they will be completeing the child functioning and adult functioning domains, via their own documentation to arrive at a sufficiently documented domains.
6. End the learning circle with inquiring regarding any questions or areas for further clarification.



Learning Circle Session #3: What is Child Functioning and What is Adult Functioning?


Learning Circle Session #3: Welcome Back

Slide Purpose:

1. To provide a visual for the opening of the third session of the learning circle.

Trainer Narrative:

1. *The first slide is visual purposes only-as an opening to the session. If the structure is a one day learning circle series, the welcome back slide is removed from the PPT and trainers/facilitators should provide for the transition to the second session, and disregard the trainer/facilitator narrative associated with the welcome back.*
2. Introduce the focus of the third session: child functioning and adult functioning. Inform participants that we will be doing a brief check in before we begin our discussion and exploration of child functioning and adult functioning. Confirm with participants that they are prepared for the session, with their case information.
3. Inquire from participants regarding any insights, thoughts, or reflections regarding the second learning circle session that they would like to share or have addressed. Clarify, validate, or confirm with participants regarding their questions, reflections, or statements.
4. Transition to next slide.

<p>"How do you Function?"</p>	<p>Child Functioning</p>
	<ul style="list-style-type: none"> ▶ Who is this Child? ▶ What do we know about the child? ▶ What do others know about this child? ▶ What do we see? ▶ What do others see? ▶ OVERALL functioning-day to day-not just the one time we see them! <ul style="list-style-type: none"> ▶ Things to Consider: <ul style="list-style-type: none"> ◦ AGE ◦ MILESTONES ◦ HABITS ◦ LIKES/DISLIKES ◦ DAILY ABILITIES ◦ NEEDS ◦ GOALS-Older youth ◦ SCHOOL/SOCIAL EXPERIENCES ◦ FAMILY INTERACTION

Child Functioning

Slide Purpose:

1. How do you function? Slide purpose is to open the discussion regarding child functioning domain.
2. The purpose of the child functioning slide is to provide a visual for the things to consider in assessing and documenting child functioning.

Trainer Narrative:

1. Child functioning is not about asking children “how do you function?” It is about us engaging and assessing through the use of collaterals and observations to articulate how children function on a daily basis.
2. Transition to the next slide.
3. The child functioning domain applies to all children in the household of focus who are operating as a family unit. Each child will have a complete narrative regarding how each of them are functioning.
4. When assessing for child functioning, we need to consider:
 - a. Observations we complete as well as others;
 - b. What the child is able to provide to us;
 - c. What do others know about the child-currently and historically;
 - d. Parent/caregiver’s perceptions;
 - e. Collaterals - school, relatives, friends, etc.
5. When assessing and documenting child functioning, we need to ensure that we are capturing:

- a. The age of the child and how the child is or is not developing representative of their age and stage;
 - b. Milestones that the child has achieved; Walking, talking, attending school, driving, first job, etc.
 - c. Habits such as the daily schedule or pattern of behavior;
 - d. Likes/dislikes;
 - e. Needs-does the child have needs such as mental health management, behavior management, or physical needs due to medical needs;
 - f. School and Social Interactions: how do children function outside of their home environment and how are they developing in regards to educational development.
6. Why do we focus on each child and focus on obtaining and documenting a sufficient domain for each child? What are we answering?
 7. Transition to next slide.

What are we answering?

- ▶ Child functioning answers:
 - Whether or not children are developing on target or if they have needs related to maltreatment that may need to be addressed;
 - Gives us an understanding of how the child is developing in regards to family and social relationships;
 - Gives us an understanding of how others view the child.



What are We Answering?

Slide Purpose:

1. To provide a visual for the what child functioning is answering.

Trainer Narrative:

1. A sufficient child functioning domain informs how children function on a daily basis, pervasively with regard to their social and familial relationships and developmental milestones achievement.
2. In addition, for children who have been identified as having needs, that those needs are understood and how those needs affect the child's daily functioning and developmental achievements.
3. In addition, we explore child functioning to inform if children that have been exposed to maltreatment are experiencing trauma that may be affecting their social and familial relationships, and/or their developmental milestones.

4. We also explore child functioning to inform our decision making regarding danger threats that may be associated to the child functioning, such as a child with serious emotional symptoms or behaviors that the parents or caregivers are unable or unwilling to manage.
5. Why do we need this information in the overall determination of safety for children and how families function?
6. Transition to next slide.

Why we NEED to KNOW



▶ Why do we need to know?

- Children that are **safe** - we need to confirm that their needs are being met by their parents/caregivers
- Children that are **unsafe** need to have their needs addressed (Well-Being):
 - Mental Health
 - Physical Health
 - Social Interaction



Why We Need to Know

Slide Purpose:

1. To provide the visual for why we need to know the information regarding adult functioning.

Trainer Narrative:

1. Recall that the focus of the family functioning assessment - process and final documentation - is the assessment of child safety.
2. Child functioning informs us in regards to how children are safe - in that the needs of the children are being met by their parents/caregivers.
3. Child functioning informs us in regards to how children are unsafe in two ways. One is if the child has needs that the parent/caregiver is not meeting—such as children who have exceptional medical needs or children that have emotional needs that the parents or caregivers are unable or unwilling to meet.

4. Our assessment also informs the family condition - the child's needs - and how the needs are or are not being managed by the parent/caregiver. ***Reference handout with cross walk of information collection domains and danger threats, if necessary.***
5. For children that are unsafe, we are responsible for ensuring that their needs are met and if their needs are associated to a danger threat, then we have to understand how to control for that danger threat. This requires that we have sufficient information to inform the needs of the child.
6. Transition to next slide.

Examples of Sufficient Child Functioning

Sufficient Domains Answer:

- Who is this child?
 - What are the needs of this child?
 - What are the strengths of this child?

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Child Functioning

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the child functioning domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. Child current development-age related;
 - b. Medical needs, at birth and subsequently;
 - c. Interaction with siblings and view of siblings towards him;
 - d. Collaterals -foster care provider and MGM reported information;

- e. Observations of the CPI and hospital staff - tremors, breathing difficulty, etc.
4. Inquire of participants regarding what information was contained in the child functioning domain for the Francisco family that supported that the domain was sufficient?
 5. Participants should identify:
 - a. Three children in the home;
 - b. Two small children that require oversight by the parents;
 - c. Collateral information for all three children support that they are developing on target;
 - d. Milestones for toddler and infant are provided, demonstrating that they are developing on target;
 - e. School and social interaction for school age child noted;
 - f. Interaction with family for all three children is noted;
 - g. Perceptions of parents for children are also noted and aligned with observations by the CPI.
 6. Validate and reinforce with participants their recognition of sufficient information for both the safe and unsafe case for the child functioning domain.
 7. Validate that we all agree that the child functioning domain was sufficient for each of the case examples.
 8. Transition to next slide.

Questions?



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Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

<p>"How do you Function?"</p>	<p>Adult Functioning</p>
	<ul style="list-style-type: none"> ▶ Who are the parents/caregivers as PEOPLE? ▶ What do we know about parent/caregiver? ▶ What do others know about the parent/caregiver? ▶ What do we see? ▶ What do others see? ▶ OVERALL functioning - day to day - not just when we see them. <ul style="list-style-type: none"> ▶ Things to Consider: <ul style="list-style-type: none"> ◦ LIFE EXPERIENCES ◦ HABITS-Good and Negative ◦ LIKES/DISLIKES ◦ DAILY ABILITIES ◦ NEEDS ◦ EMPLOYMENT ◦ SOCIAL EXPERIENCES <ul style="list-style-type: none"> ▪ Relationships with others ◦ FAMILY INTERACTION

Adult Functioning

Slide Purpose:

1. How do you function? Slide purpose is to open the discussion regarding adult functioning domain.
2. The purpose of the adult functioning slide is to provide a visual for the things to consider in assessing and documenting adult functioning.

Trainer Narrative:

1. Adult functioning is not about asking parents “how do you function?” It is about us engaging and assessing through the use of collaterals and observations to articulate how each parent/caregiver functions on a daily basis.
2. Transition to the next slide.
3. The adult functioning domain applies to all adults in the household who have a significant caregiving role and are part of the family unit that is operating as a family unit. Each parent/caregiver will have a complete narrative regarding how each of them are functioning.
4. When assessing for adult functioning, we need to consider:
 - a. The lens through which we are assessing adults is through the lens of them as people first and foremost - not how they function as a parent/caregiver;
 - b. What do we already know about the parents/caregivers (DCF history, criminal history);
 - c. What do others know about the parents/caregivers - collaterals such as friends, family, employers, roommates, service providers, etc.;

- d. Parents/caregivers perceptions of each other;
 - e. Parents/caregivers beliefs/perceptions regarding their own life - what do they view as significant in their development as an adult.
5. When assessing and documenting adult functioning, we need to ensure that we are capturing:
- a. Life experiences - this is not just a narrative of how they were raised, but how their life experiences have assisted or impaired their current ability to manage life experiences;
 - b. Habits, regardless of the value of the habits. What does the parent enjoy doing to assist in coping or managing stress;
 - c. Daily structure and practices - do they work, do they have a routine, how do they fulfil their day? Do they enjoy what they are doing and find value in their structure and routine?
 - d. Do they suffer from any mental or physical ailments that have affected their current family condition or has affected them in the past?
 - e. How have they managed or not managed their mental and/or physical ailments? What has been the effect of their mental or physical conditions on their relationships with others, their employment, and their overall health?
 - f. Who is their support network - how do they utilize their support network?
 - g. Have they had to utilize their support network in the past and if so, what were the circumstances?
6. Why do we focus obtaining and documenting sufficient information on each adult in the household that has a caregiving role within the household? What are we answering?
7. Transition to next slide.

What are we Answering?

▶ Adult functioning answers:

- Whether or not parents/caregivers are able to manage their lives - currently and historically;
- Gives us an understanding of how the parents/caregivers are managing negative family conditions-currently and historically;
- Gives us an understanding of how others view the parents/caregivers;
- Informs how parents/caregivers actions/behaviors/emotions are or are not resulting in threats to child safety.



What are We Answering?

Slide Purpose:

1. To provide a visual for the what adult functioning is answering.

Trainer Narrative:

1. A sufficient adult functioning domain informs how adults functions on a daily basis, pervasively with regard to their social and familial relationships and overall life management.
2. We are seeking to answer not only are their family conditions that are occurring in the household due to the adults in the home and if so, how are the adults in the home managing those conditions that do not result in children being harmed and/or unsafe.
3. We assess adults through the use of collaterals, to understand their functioning not only from their own perspective, but also that of others and in totality of how they function - both in and out side of their home environment.

4. We are assessing how parents act (behavioral caregiver protective capacities), they feel (emotional caregiver protective capacities), and how they think (cognitive caregiver protective capacities) to inform our assessment.
5. When we consider documentation of the adult functioning domains, we must ensure that we are capturing the necessary and sufficient information to articulate the decision regarding how adults actions are or are not dangerous for children.
6. Why do we need to know this and why does the information have to be sufficient?
7. Transition to next slide.

Why WE need to KNOW



► Why do we need to know?

- Children that are **safe** - we need to confirm that their parents/caregivers are able to manage their own lives in order to provide safety for their children.
- Children that are **unsafe** - we need to understand how the parents/caregivers actions have resulted in the unsafe family condition in order to sufficiently plan for safety and to guide further case management actions.



Why We Need to Know

Slide Purpose:

1. To provide the visual for why we need to know the information regarding child functioning.

Trainer Narrative:

1. Recall that the focus of the family functioning assessment - process and final documentation - is the assessment of child safety.
2. Adult functioning informs us in regards to how children are safe - in that the needs of the children are being met by their parents/caregivers due to the parents being able to manage their own lives in order to provide for their children.
3. While there may be family conditions that are occurring in the home, that the adults in the home are able to demonstrate through their actions, behaviors, emotions, and thinking that they can manage those conditions and ensure their children are safe.
4. Adult functioning informs us in regards to how children are unsafe due to the adult's behaviors, actions, and thinking that have affected their ability to meet their own needs as

well as those of their children. When adults' actions result in harm to children that is pervasive, we consider children to be unsafe based upon those conditions occurring in the home that are unmanaged.

5. Our assessment informs the family condition - the child's needs - recall child functioning and the sufficiency of the information for child functioning - and how the needs are or are not being met by the parent/caregiver based upon the parents/caregivers' own ability to manage their own lives is considered in our determination of child safety. ***Reference handout with cross walk of information collection domains and danger threats, if necessary.***
6. For children that are unsafe, we need to understand in what ways the actions/inactions of the parents result in them being unsafe.
7. Transition to next slide.

Examples of Sufficient Adult Functioning

Sufficient Domains Answer:

- Who are the parents/caregivers as PEOPLE?
 - What has shaped how they manage their lives?
 - How are they managing their lives?
 - What are their strengths and needs?
 - What are the parents/caregivers actions/behaviors/emotions that are resulting in danger?

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Adult Functioning

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the adult functioning domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. Trauma due to car accident;
 - b. Poor relationship with family - in regards to use them when needed;
 - c. Lack of employment history or stability;
 - d. Victimization by husband;

- e. Lack of insight in regards to actions and effect on children.
4. Inquire of participants regarding what information was contained in the adult functioning domain for the Francisco family that supports that the domain was sufficient?
5. Participants should identify:
 - a. Prior marriage for father and relationship history is noted as strength with first wife;
 - b. Family support for both parents is noted;
 - c. Employment for father and mother are noted and confirmed;
 - d. Stability of employment for father is a strength;
 - e. Mother's relationship views regarding her husband are poor and have affected their overall relationship status;
 - f. Stressful home condition regarding the relationship and current marital discord;
 - g. Concerns for mother's mental health and view of self as priority was noted.
6. Inquire of participants regarding the Francisco family and the current family condition that is occurring:
 - a. Marital discord and mother's actions;
 - b. Father's response;
 - c. Pattern of leaving and coming back for financial security by the mother;
 - d. Expectations that the father will provide for her needs and that she relies on him for financial means, but does not want to be in a relationship;
 - e. Avoidance by the mother to be in the home and co-habiting.
7. Inquire of the participants regarding how the family condition is being managed currently:
 - a. Father's actions - hiring a nanny and housekeeper;
 - b. Prior attempt for counseling for their relationship;
 - c. Seeking legal counsel to end marriage.
8. Inquire of participants how the mother's actions could result in harm if the father was not taking action, was not recognizing the condition in the home.
 - a. Mother drinking, leaving the home, no regard for the children and if the father was not taking action to ensure that he or the nanny were present, that the children could be left unsupervised or the mother could be under the influence with the children in her care.
9. Validate and reinforce with participants their recognition of sufficient information for both

the safe and unsafe case for the adult functioning domain.

10. Validate that we all agree that the adult functioning domain was sufficient for each of the case examples.

11. Transition to next slide.

Questions?



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Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

<p>Practice: Documenting YOUR Domains</p> <ul style="list-style-type: none"> ▶ Working within your small groups: <ul style="list-style-type: none"> ◦ Review your case information; ◦ Document YOUR child functioning and adult functioning domains; ◦ Share your domains with your group for feedback and analysis; ◦ Refine domains if applicable for sufficiency. 	<p>Learning Circle Session #3: Take Away</p>  <ul style="list-style-type: none"> ▶ Plan for Learning Circle Session #4: <ul style="list-style-type: none"> ◦ Focus on Parenting General and Parenting Discipline; ◦ Prepare for discussion and writing of parenting general and parenting discipline domains for Learning Circle Session #4; ▶ Take Away from today: <ul style="list-style-type: none"> ◦ What did you find helpful? ◦ Questions still needing to be answered? ◦ More time on....
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Practice Application
Learning Circle Session #3: Take Away

Slide Purpose:

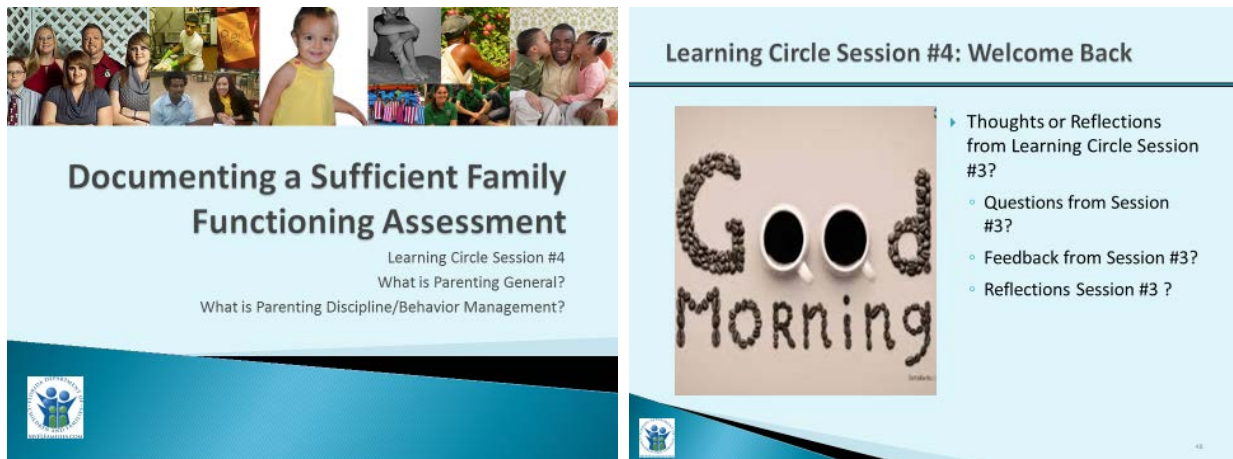
1. Practice Application Slide: To provide the overview of the practice application.
2. Learning Circle Session #3: Take Away: To provide closure for the learning circle, clarify the homework assignment for Learning Circle Session #3.

Trainer Narrative:

1. Inform participants that for the remainder of the learning circle session, we will be working in small groups of four, with one trainer/facilitator per small group. These are the same groups that they were working within during the last learning circle sessions.
2. The groups will be utilizing their CFOP 170-1, regarding information collection domains and the definition of sufficient information to complete their own domains for child functioning and adult functioning.
3. The trainers/facilitators will assist the participants in their documentation of their information to ensure sufficiency.
4. Groups will have approximately 1 hour and 15 minutes to complete their two domains. Emphasis on participants utilizing their time wisely and considering the definition of sufficiency to ensure that they are being concise in their documentation.
5. Inform participants that following the small group work, the large group will reconvene.
6. *Trainers/Facilitators should be aware of the time during the activity and ensure that the group remains focused on their own documentation. Frequent review by the trainer/facilitator may be necessary and redirection as necessary.*

Trainer Narrative:

1. Reconvene the large group for wrap up discussion.
2. Inquire of participants their take away from the learning circle session #3.
3. Inquire regarding any thoughts or feedback for the learning circle or considerations moving forward.
4. Inform participants regarding the outline for Learning Circle Session #4, with the focus on parenting general and parenting discipline/behavior management. *Trainers/facilitators will need to clarify for participants the expectations for the homework assignments based upon the structure of the learning circle. For the weekly learning circles, emphasis on the gathering of information along the domains, review of the CFOP for the domain of parenting general and parenting discipline/behavior management as they engage with families. For daily or consecutive days within the week learning circles, emphasis on preparation for the learning circle to review case information to confirm that they have gathered the necessary information within each domain for learning circle session #4.*
5. Clarify for participants that during the next learning circle session they will be completing the parenting general and parenting discipline/behavior management functioning domains, via their own documentation to arrive at sufficiently documented domains.
6. End the learning circle with inquiring regarding any questions or areas for further clarification.



Learning Circle Session #4: What is Parenting General and Parenting Discipline/Behavior Management?

Learning Circle Session #4: Welcome Back

Slide Purpose:

1. To provide a visual for the opening of session 4 of the learning circle.

Trainer Narrative:

1. *The first slide is visual purposes only-as an opening to the session. If the structure is a one day learning circle series, the welcome back slide is removed from the PPT and trainers/facilitators should provide for the transition to the second session, and disregard the trainer/facilitator narrative associated with the welcome back.*
2. Introduce the focus of the fourth session: parenting general and parenting discipline/behavior management. Inform participants that we will be doing a brief check in before we begin our discussion and exploration of parenting general and parenting discipline/behavior management. Confirm with participants that they are prepared for the session, with their case information.
3. Inquire from participants regarding any insights, thoughts, or reflections regarding the first three learning circle sessions that they would like to share or have addressed. Clarify, validate, or confirm with participants regarding their questions, reflections, or statements.
4. Transition to next slide.

Parenting General

- ▶ Parenting practices;
 - ▶ Belief about being a parent;
 - ▶ Reasons for being a parent;
 - ▶ Plan and approach to parenting;
 - ▶ Daily parenting practices;
 - ▶ Struggles and Challenges with parenting.
- ▶ **Things to Consider:**
 - AGE OF KIDS
 - STRUCTURE/ROUTINE
 - INVOLVEMENT WITH CHILDREN
 - School
 - Activities
 - NEEDS OF KIDS
 - FAMILY INTERACTION
 - Co-parenting
 - Blended families



Parenting General

Slide Purpose:

1. The purpose of the child functioning slide is to provide a visual for the things to consider in assessing and documenting parenting general.

Trainer Narrative:

1. The parenting general domain applies to all adults in the household of focus who perform significant caregiving duties/responsibilities - regardless of biological relation to the children or marital status of the adults in the home. Each parent/caregiver will have a complete narrative regarding how each of them are performing in regards to their overall parenting.
2. When assessing for parenting general, we need to consider:
 - a. Observations - ours as well as others regarding the parent/caregiver and their display of parenting practices;
 - b. How parents/caregivers describe their role as a parent/caregiver;

- c. Parents/caregivers perceptions of their execution of their parenting responsibilities;
 - d. Collaterals - school, relatives, and children reports regarding how the parents execute their parenting responsibilities.
3. When assessing and documenting parenting general, we need to ensure that we are capturing:
- a. The ability of the parents/caregivers to meet their children's needs;
 - b. The parents/caregivers' understanding and execution of their parenting duties;
 - c. The parents/caregivers' response and understanding of the diversity of the ages and needs of children that are varied in age and development;
 - d. Relationship and expectations of co-parents;
 - e. Rationale for parenting and basis of understanding of child development;
 - f. Habits such as the daily schedule or pattern of behavior;
4. Why do we focus on each parent/caregiver and on obtaining and documenting a sufficient domain for each parent/caregiver? What are we answering?
5. Transition to next slide.

What are we answering?

▶ Parenting General answers:

- Whether or not parents/caregivers are providing for the care, structure, and development of their children to meet their children's needs;
- Gives us an understanding of how the parents/caregivers view their role and responsibilities as caregivers;
- Gives us an understanding of how others view the parenting.



What are We Answering?

Slide Purpose:

1. To provide a visual for what the parenting general domain is answering.

Trainer Narrative:

1. A sufficient parenting general domain informs how adults function, that are in a parenting/caregiving role, and how they perceive and execute their role as a parent/caregiver in relation to the children in their home.
2. We are seeking information to learn about how the parents/caregivers in the home view their role as parents, the ability to meet children's basic and exceptional needs, their ability to recognize children's needs, and their overall role as the parent or caregiver.
3. We assess the parents/caregivers through the use of collaterals, to understand their functioning not only from their own perspective, but also from that of others and in totality of how they parent - both in and outside of their home environment. A key source of information for understanding parenting is through the lens of the children in the home,

especially children that are verbal and can articulate how they view their parents and how their parents act within their parenting role.

4. We are assessing how parents act (behavioral caregiver protective capacities), they feel (emotional caregiver protective capacities), and how they think (cognitive caregiver protective capacities) in regards to being a parent and acting within their parenting role.
5. When we consider documentation of the parenting general domain, we must ensure that we are capturing the necessary and sufficient information to articulate the decision regarding how the parents/caregivers are recognizing their role, executing their role, and adapting their role as a parent based upon the needs of the children in the home.
6. Why do we need to know this and why does the information have to be sufficient?
7. Transition to next slide.

Why we NEED to KNOW



▶ Why do we need to know?

- Children that are **safe** - we need to confirm that their needs are being met by their parents/caregivers.
- Children that are **unsafe** - we need to have someone that is providing for their well-being:
 - Food, shelter, supervision;
 - Emotional and physical needs;
 - Alignment and bonding.



Why We Need to Know

Slide Purpose:

1. To provide the visual for why we need to know the information regarding parenting general.

Trainer Narrative:

1. Recall that the focus of the family functioning assessment - process and final documentation - is the assessment of child safety.
2. Parenting general informs us in regards to how children are safe - in that the needs of the children are being met by their parents/caregivers due to the parents/caregivers recognizing and meeting the needs of their children.
3. While there may be family conditions that are occurring in the home; the adults in the home are able to demonstrate through their actions, behaviors, emotions, and thinking that they can manage those conditions and ensure their children are safe.

4. Parenting general informs us in regards to how children are unsafe due to the parents/caregivers, actions, and thinking that have affected their ability to recognize their children's needs and to demonstrate the skill necessary to meet those needs.
5. Our assessment informs the family condition - the child's needs - recall child functioning and the sufficiency of the information for child functioning - and how the needs are or are not being met by the parent/caregiver based upon the parents/caregivers' behavioral ability to meet those needs, their cognitive ability to recognize those needs, and/or their emotional bond and attachment to children to meet those needs. ***Reference handout with cross walk of information collection domains and danger threats, if necessary.***
6. For children that are unsafe, we need to understand in what ways the actions/inactions of the parents result in them being unsafe.
7. Transition to next slide.

Examples of Sufficient Parenting General

- Sufficient Domains Answer:
 - WHO parents/caregives the children and HOW they parent their children?
 - What are the needs of the children and how are the parents/caregivers meeting those needs?
 - Do parents/caregivers understand the role of parenting and are they demonstrating parenting practices that are supporting and guiding their children?

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Parenting General

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the parenting general domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. Has never parented her children;
 - b. Poor relationship with older children;
 - c. Lack of engagement with children;
 - d. When children were in her care, she was not meeting their basic need for shelter or

- supervision;
 - e. Lack of insight in regards to actions and effect on children.
4. Inquire of participants regarding what information was contained in the parenting general domain for the Francisco family that support that the domain was sufficient?
 5. Participants should identify:
 - a. Two parent household;
 - b. Father is primary caregiver, with assistance from hired help;
 - c. Mother does not want to parent any of the children;
 - d. Mother does not align with the children - not bonded or attached to the two youngest children;
 - e. The father's priority is his children and he demonstrates this through his daily routine with the kids;
 - f. Mother abdicates her role to the nanny and the father.
 6. Inquire of participants that if the father was not in the home for the Francisco case, would we be concerned regarding child safety for the three children in the home?
 - a. Participants should answer yes - as the mother is not taking action, does not provide for the children, and is not aligned with the children.
 - b. The children's needs are being met due to the father's actions and without his role in the household, there would be concern for how the mother is or is not meeting those children's needs, considering there is a three month old in the house and a toddler.
 7. Validate and reinforce with participants their recognition of sufficient information for both the safe and unsafe case for the parenting general domain.
 8. Validate that we all agree that the parenting general domain was sufficient for each of the case examples.
 9. Transition to next slide.

Questions?



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Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

Parenting Discipline/Behavior Management

- ▶ What expectations do parents/caregivers have for their children?
 - ▶ How do they communicate those expectations?
 - ▶ What are the rewards and consequences for the child when expectations are or are not met?
 - ▶ What are the roles within the household for discipline and management of behavior?
- ▶ **Things to Consider:**
 - AGE OF THE CHILDREN
 - RULES
 - Established or not
 - Understood by the household
 - CONSEQUENCES
 - What are they and are they known?
 - Are they reasonable?
 - RATIONALE FOR RULES/EXPECTATIONS
 - ROLES OF CAREGIVERS



Parenting Discipline/Behavior Management

Slide Purpose:

1. The purpose of the parenting discipline/behavior management slide is to provide a visual for the things to consider in assessing and documenting parenting discipline/behavior management.

Trainer Narrative:

1. The parenting discipline/behavior management domain applies to all adults in the household of focus who perform significant caregiving duties/responsibilities - regardless of biological relation to the children or marital status of the adults in the home. Each parent/caregiver will have a complete narrative regarding how each of them are performing in regards to their overall parenting discipline/behavior management.
2. Remind participants that while we are focused on discipline within this domain, we also are exploring the parental capacity in regards to how parents are managing behaviors. Such things as temper tantrums; lying; talking back; etc.

3. When assessing for parenting discipline/behavior management, we need to consider:
 - a. Observations - ours as well as others regarding the parent/caregiver and their display of parenting practices that are associated with discipline and/or management of behavior;
 - b. How parents/caregivers describe their approach to parenting discipline and/or behavior management;
 - c. Children's understanding of the rules and expectations within the household;
 - d. Children's understanding of the consequences of their actions as determined by their parents/caregivers;
 - e. Collaterals - school, relatives and/or friends regarding their observations of how the parents/caregivers have or have not disciplined their children and their awareness of expectations and consequences within the household.
4. When assessing and documenting parenting discipline/behavior management, we need to ensure that we are capturing:
 - a. The ability of the parents/caregivers to establish rules and expectations within their household;
 - b. The parents/caregivers' alignment regarding rules and expectations;
 - c. The parents/caregivers' response and understanding of the diversity of the ages and needs of children that are varied in age and development;
 - d. Relationship and expectations of co-parents in managing children's behavior;
 - e. Rationale for parenting and basis for rules and expectations.
5. Why do we focus on each parent/caregiver and on obtaining and documenting a sufficient domain for parenting discipline/behavior management? What are we answering?
6. Transition to next slide.

What are we Answering?

▶ Parenting Discipline answers:

- Whether or not parents/caregivers are able to manage children;
- Gives us an understanding of how the parents/caregivers are managing children's emotional and social development around norms;
- Gives us an understanding of how others view the parents/caregivers expectations and consequences;
- Informs how parents/caregivers actions/behaviors/emotions when managing children's behaviors are or are not resulting in threats to child safety.



What are We Answering?

Slide Purpose:

1. To provide a visual for the what parenting discipline/behavior management domain is answering.

Trainer Narrative:

1. A sufficient parenting discipline/behavior management domain informs how adults function that are in a parenting/caregiving role and how they perceive and execute their role as a parent/caregiver in relation to discipline and management of children through the lens of discipline, structure, and expectations.
2. We are seeking information to learn about how the parents/caregivers in the home view their role in assisting their children in learning right from wrong and behaviors that are acceptable as they develop through childhood and into adults.
3. We assess the parents/caregivers through the use of collaterals, to understand their functioning not only from their own perspective, but also that of others and in totality of

how they discipline their children and how they manage their children's behaviors - both in and outside of their home environment. A key source of information for understanding rules/expectations and consequences is through the lens of the children in the home, especially children that are verbal and can articulate what the rules/expectations are for them and what are the consequences are for when their actions are not aligned with the rules and expectations set by the parents/caregivers.

4. We are assessing how parents act (behavioral caregiver protective capacities), how they feel (emotional caregiver protective capacities), and how they think (cognitive caregiver protective capacities) in regards to their role in the guidance and development of their children.
5. When we consider documentation of the parenting discipline/behavior management domain, we must ensure that we are capturing the necessary and sufficient information to articulate the decision regarding how the parents/caregivers are establishing the rules and expectations within their household and how they are executing the consequences for actions of their children.
6. We also need to articulate how the ages and development of the children are aligned with the parents expectations and consequences.
7. Why do we need to know this and why does the information have to be sufficient?
8. Transition to next slide.

Why WE need to KNOW



► Why do we need to know?

- Children that are **safe** - we need to confirm that their parents/caregivers are able manage the development of children in regards to norms and structure.
- Children that are **unsafe** - we need to understand how the parent/caregivers inability to manage discipline and behaviors of children have resulted in the unsafe family condition in order to sufficiently plan for safety and to guide further case management actions.



Why We Need to Know

Slide Purpose:

1. To provide the visual for why we need to know the information regarding parenting discipline/behavior management.

Trainer Narrative:

1. Recall that the focus of the family functioning assessment - process and final documentation - is the assessment of child safety.
2. Parenting discipline/behavior management informs us in regards to how children are safe - in that the needs of the children are being met by their parents/caregivers due to the parents/caregivers recognizing and meeting the needs of their children.
3. While there may be family conditions that are occurring in the home; the adults in the home are able to demonstrate through their actions, behaviors, emotions, and thinking that they can manage those conditions and ensure their children are safe.

4. Parenting discipline/behavior management informs us in regards to how children are unsafe due to the parents/caregivers, actions, and thinking that have affected their ability to execute discipline or managing the child's behaviors without causing harm.
5. Our assessment informs the family condition - the child's needs - recall child functioning and the sufficiency of the information for child functioning - and how the needs are or are not being met by the parent/caregiver based upon the parents/caregivers' behavioral ability to meet those needs, their cognitive ability to recognize those needs, and/or their emotional bond and attachment to children to meet those needs.
6. Consider the danger threat of the child with serious emotional symptoms and/or behaviors that the parent/caregiver is unable or unwilling to manage.
7. Parenting discipline/behavior management provides us with insight in regards to how parents are or are not able to manage children's behaviors. The qualification of unable or unwilling is articulated through this domain. ***Reference handout with cross walk of information collection domains and danger threats, if necessary.***
8. For children that are unsafe, we need to understand in what ways the actions/inactions of the parents result in them being unsafe.
9. Transition to next slide.

Examples of Sufficient Parenting Discipline/Behavior Management

- Sufficient Domains Answer
- Rules/Expectations
- Consequences of Actions-Both Positive and Negative
 - What are the rules/expectations within the household?
 - Are the rules/expectations reasonable and appropriate for the children in the home?
 - Is the family aligned with the rules/expectations?
 - Is there variation in the rules and expectations based upon the parent/caregiver or the child?

**NECESSARY
&
SUFFICIENT**



Examples of Sufficient Parenting Discipline/Behavior Management

Slide Purpose:

1. To provide an overview for the review of the examples of sufficient documentation of a family functioning assessment.

Trainer Narrative:

1. Ask participants to reference the completed FFA's that were provided to them during the learning circle session #1 (Walker and Francisco FFA).
2. Inquire of participants regarding what information was contained in the parenting discipline/behavior management domain for the Walker family that supported that the domain was sufficient?
3. Participants should identify:
 - a. Lack of understanding of rules and expectations by the mother;
 - b. No experience with overall parenting discipline due to not being able to parent children;

- c. No plan for future development of children.
- 4. Inquire of participants regarding what information was contained in the parenting discipline/behavior management domain for the Francisco family that support that the domain was sufficient?
- 5. Participants should identify:
 - a. Father has expectations that the older child was aware of and knew of the consequences;
 - b. Collaterals support the father's view on discipline and guidance;
 - c. Mother takes no role in discipline and her view is one of passiveness;
 - d. The expectations for how the children behave are within the normal expectations for their ages.
- 6. Validate and reinforce with participants their recognition of sufficient information for both the safe and unsafe case for the parenting discipline/behavior management domain.
- 7. Validate that we all agree that the parenting discipline/behavior management domain was sufficient for each of the case examples.
- 8. Transition to next slide.

Questions?



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Questions?

Slide Purpose:

1. This slide is intended to provide an opportunity for participants to ask questions and/or seek clarification.

Trainer Narrative:

1. Inquire of participants if they have any questions regarding the review or about any information we have covered thus far.
2. Answer any questions and/or provide any clarification as needed.
3. Transition to next slide.

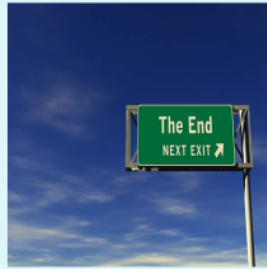
Practice: Documenting YOUR Domains

- ▶ Working within your small groups:
 - Review your case information;
 - Document YOUR parenting general and parenting discipline/behavior management domains;
 - Share your domains with your group for feedback and analysis;
 - Refine domains if applicable for sufficiency.



Learning Circle Session #4: Take Away

- ▶ Take Away from the Learning Circle Sessions:
 - What did you find helpful?
 - Questions still needing to be answered?
 - More time on....



Practice Application

Learning Circle Session #4: Take Away

Slide Purpose:

1. Practice Application Slide: To provide the overview of the practice application.
2. Learning Circle Session #4: Take Away.

Trainer Narrative:

1. Inform participants that for the remainder of the learning circle session, we will be working in small groups of four, with one trainer/facilitator per small group. These are the same groups that they were working within during the last learning circle session.
2. The groups will be utilizing their CFOP 170-1, regarding information collection domains and the definition of sufficient information to complete their own domains for parenting general and parenting discipline/behavior management.
3. The trainers/facilitators will assist the participants in the documentation of their information to ensure sufficiency.
4. Groups will have approximately 1 hour and 15 minutes to complete their two domains. Emphasis on participants utilizing their time wisely, and considering the definition of sufficiency to ensure that they are being concise in their documentation.
5. Inform participants that following the small group work, the large group will reconvene.
6. ***Trainers/Facilitators should be aware of the time during the activity and ensure that the group remains focused on their own documentation. Frequent review by the trainer/facilitator may be necessary and redirection as necessary.***

Trainer Narrative:

1. Reconvene the large group for wrap up discussion.
2. Inquire of participants their take away from the learning circle session #4 and the total experience.
3. Emphasize that each of the participants should have a completed family functioning assessment - in regards to their domains. The sufficient information is used to inform their overall safety determination and subsequent safety summary.
4. Inquire regarding any thoughts or feedback for the learning circle or considerations in continuing the learning circle with other participants.
5. Inform participants that we will be sending out the case numbers for all the FFA's that were completed during the learning circle for their future reference and resource.
6. End the learning circle with inquiring regarding any questions or areas for further clarification and thank the participants for their participation.