

CHILD FUNCTIONING

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

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

Information that is assessed under this domain:

- General mood and temperament
- Intellectual functioning
- Communication and social skills
- Expressions of emotions/feelings
- Behavior
- Peer relations
- Family relations
- School performance
- Independence
- Motor skills
- Physical and mental health
- Functioning within cultural norms

Child Functioning:

How does the child function on a daily basis, separate from the maltreatment?

Examples of POSITIVE Safety Related Info

Important to Assess in Context of the Caregiver Meeting the Needs

- Developmentally appropriate
- Reasonable/acceptable emotion
- Age-appropriate maturity
- Communicates/interacts with adults in acceptable ways
- Assertive
- Appropriate emotional response
- Satisfying peer interactions
- Relaxed/calm
- Communicates effectively
- Acceptable school performance
- Reasonable independence
- Healthy
- Robust

Examples of NEGATIVE Safety Related Info

Important to Assess in Context of Caregiver Meeting the Needs

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| • Unmanaged developmental, physical, or other challenges | • Threatens suicide |
| • Bizarre behavior/emotion | • Cannot make their needs known |
| • Physical health problems | • Overly dependent |
| • Pseudo-mature | • Proactive |
| • Adult interaction problems | • Shy/aggressive |
| • Powerlessness | • Immature |
| • Extremely fearful/anxious | • Unmanaged learning difficulties |
| • Self-blame | • Presently seriously ill |
| • Flat affect | • Needs medical attention |
| • Peer interaction problems | • Weak, sickly, frail-physical problems |
| • Does not cry/respond when punished | • Cannot protect self |
| • Alert for danger (hyper vigilant) | • Emotionally vulnerable |
| • Non-communicative | • Premature |
| • Tense or fussy | • Physical violence against others |
| • Self-harm behaviors | • History of delinquency or truancy |
| • Ungovernable | • Extreme sexual promiscuity or prostitution |
| • Negative attention seeking | |