

Module 7: Assessing and Analyzing Family Functioning



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Unit 7.1: Information Domains

Overview

- Sufficient information collection is the most essential ingredient for effective decision-making.
- The ability to make effective decisions is directly dependent on the extent and quality of information that is available for Child Welfare Professionals to analyze and determine significance.
- The Family Functioning Assessment (FFA) is a family system assessment. The completion of the FFA requires workers to obtain sufficient information about child functioning, adult functioning and parenting in order to be able to understand what is occurring in the family day in and day out.
- It also helps gather information around the extent and surrounding circumstances of the maltreatment to effectively assess child safety.
- The information domains are first gathered and critically analyzed by the Child Protective Investigator.
- When the child is unsafe and requires ongoing case management, the case manager will continue to build on the information domains in the FFA to assess the parent's protective capacities which form the bases for the case plan development and progress assessment.
- Information collection that concentrates primarily on the extent of maltreatment and/or surrounding circumstances is in no way sufficient enough to judge whether a child is unsafe and whether a family is in need of ongoing case management involvement.

Information Collection Domains

- The six domains are the foundation of all investigative and problem-solving efforts relating to child welfare in Florida.
- Interviews, observations, research and other information are all part of the information collection process, and the six domains provide a useful framework for that information collection process.
- Once information is collected, assessed and analyzed in all domains, you can consider all the evidence and determine if a child is safe or unsafe.
- This information collection, assessment and analysis within these six domains that also supports your problem-solving and solution-finding efforts related to the child and the family.
- Includes:
 - Extent of Maltreatment
 - Nature of or Circumstances Surrounding the Maltreatment
 - Child Functioning
 - Adult Functioning
 - General Parenting
 - Parental Discipline

The Foundation of Family Functioning Assessment Information Collection

EXTENT OF MALTREATMENT

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

Information that this domain provides includes:

- Type of maltreatment;
- Severity of maltreatment;
- Description of specific events;
- Description of emotional and physical symptoms;
- Identification of the child and maltreating caregiver;
- Condition of the child.

NATURE OF THE MALTREATMENT: SURROUNDING CIRCUMSTANCES

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

Information that this domain provides includes:

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

CHILD FUNCTIONING

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

Information in this domain includes:

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

ADULT FUNCTIONING

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

Information provided in this domain includes:

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

GENERAL PARENTING

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

Information provided in this domain includes:

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

DISCIPLINE OR BEHAVIOR MANAGEMENT

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

Information provided in this domain includes:

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

Information Collection as a Competency

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

1. I know what I must learn about a family. I know what information I must collect on each family I am assigned.

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

2. I understand the purposes or reason for needing to know this information.

This is concerned with the Child Welfare Professional's understanding as to the significance of information collection in decision-making.

3. I demonstrate the ability to gather the information.

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

4. I demonstrate the awareness that everything I do before and during information collection influences the quantity and quality of the information I will collect.

This is concerned with the Child Welfare Professional's self-awareness. How they conduct themselves before, during, and at the conclusion of information collection and the relationship between their actions or inactions on the effectiveness of information collection.

5. I can discuss and write about the information I collected logically, succinctly, and in a way that justifies my conclusions.

This is concerned with the Child Welfare Professional's ability to illustrate their conclusions regarding information collection and safety decision-making. This is demonstrated through their ability to generate a written assessment that justifies their decision-making. In addition, they are able to explain and justify their decision making. Skills associated with this competency include the Child Welfare Professional's ability to analyze information and develop conclusions.

Develop Sufficient Information Domains

- The six information domains provide the fundamental basis for the safety decision making process.
- They inform the presence of impending danger threats, if a child is vulnerable to the identified threat, and if there is a non-maltreating parent or legal guardian in the house who has sufficient protective capacities to manage the identified danger threat.
- Information gathered and assessed in the domains is essential in order to understand what is occurring in the family on a daily basis and to effectively assess child safety and family risk.
- The domains support a continuous process over time to assess and take into account changing dynamics of the family over the life of their involvement in the child welfare system.
- The completion or updating of the family functioning assessment at any point during a case requires workers to obtain sufficient information about the six information domains.

Information Collection is Sufficient When:

The Information:

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

Unit 7.2: Assessing the Extent Maltreatment and Circumstances Surrounding Maltreatment

Extent of Maltreatment

- This domain is concerned with the maltreating behavior and immediate effects on a child.
- Considers what is occurring or has occurred and what the results are.
- The assessment also results in a finding/identification of maltreatment.
- The information in this section answers the following question: What happened, or is happening, that led DCF to being called?
- The specific questions you can use include the following:
 - What type of maltreatment is it?
 - How severe was the maltreatment?
 - What is the description of specific events that occurred when the child was being maltreated?
 - What are the child's emotional symptoms? How about their physical symptoms?
 - Who is the alleged maltreated child? Who is the alleged maltreating caregiver?
 - What is the condition of the child?

Surrounding Circumstances of Maltreatment

- This domain addresses what is going on at the time that the maltreatment occurs or occurred.
- Serves to qualify the maltreatment by placing it in a context or situation that
 - Precedes or leads up to the maltreatment or
 - Exists while the maltreatment is occurring
- By assessing this element separate from the actual maltreatment, we achieve greater understanding of how serious the maltreatment is.
- Circumstances that accompany the maltreatment are important and are significant in and of themselves and qualify how serious the maltreatment is.
- The essential question that the information in this domain solves is “Did surrounding circumstances, when combined, lead to and contribute to the alleged maltreatment?”
- The following information when sufficient will give a clear understanding of the circumstances surrounding the maltreatment:
 - The duration of the maltreatment.
 - History of maltreatment.
 - Patterns of functioning leading to or explaining the maltreatment.
 - Parent/caregiver reasons concerning the maltreatment.
 - Parent/caregiver explanation for the maltreatment and family conditions.
 - Unique aspects of the maltreatment, such as whether weapons were involved.
 - Parent/caregiver acknowledgement and attitude about the maltreatment. What are their thoughts, feelings, attitudes, and beliefs about the maltreatment?
 - Other problems occurring in association with the maltreatment.

Activity: Extent of Maltreatment

1. Read the case example.
2. Assess the sufficiency of information by completing the worksheet provided.

Michael Scenario

Extent of Maltreatment:

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

Surrounding Circumstances:

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

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

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

Amy began to have financial issues from being the custodial parent of Michael as well as from medical bills she was paying. She was no longer able to pay for her car or house- she lost her car and received an eviction notice. Amy and Michael needed to move and Amy

asked Michael Sr. if Michael could move in with him temporarily while she saves and moves into a new home. Michael Sr. agreed and Michael moved into his father's home.

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

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

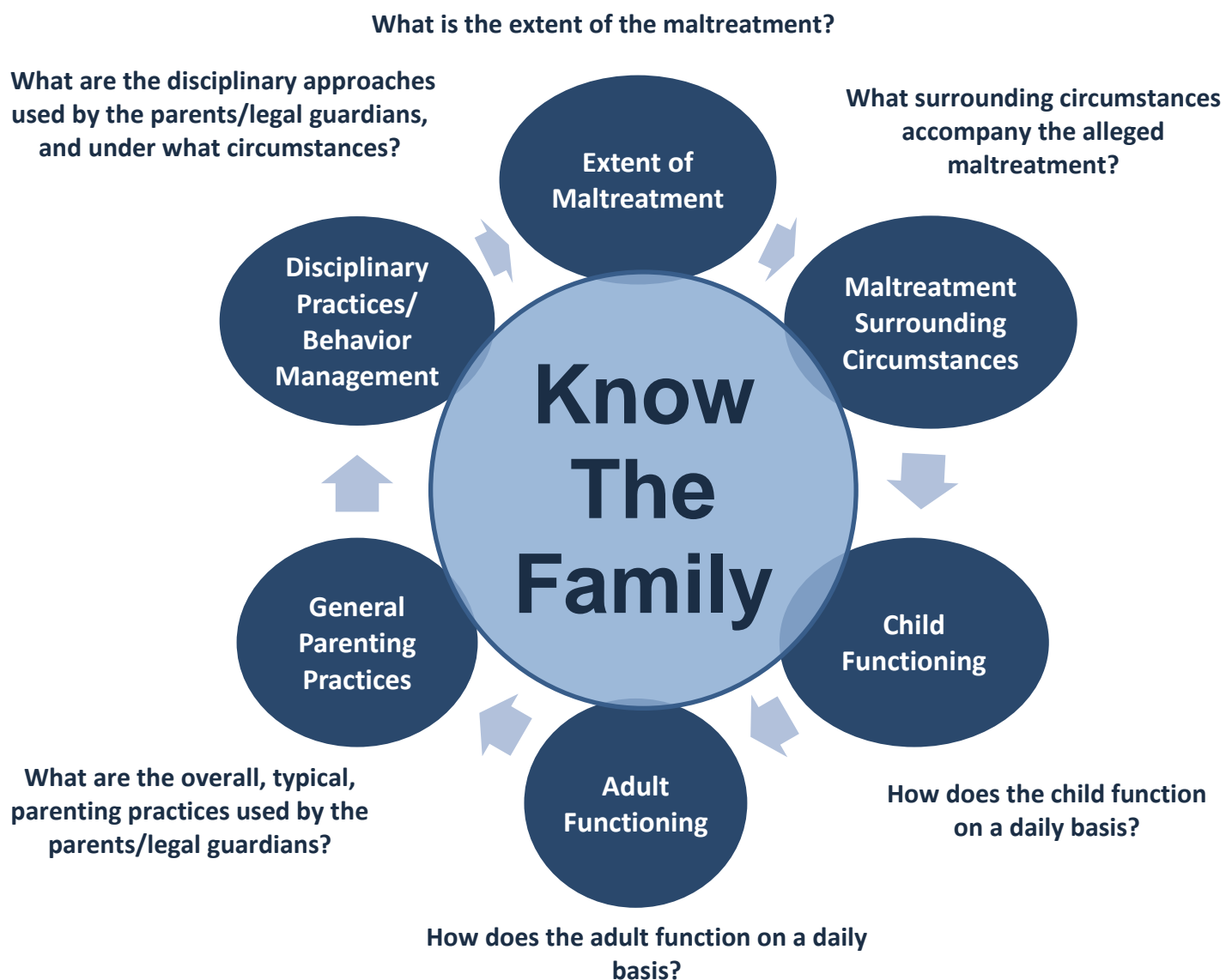
Extent of Maltreatment Worksheet

1. The duration of the maltreatment.	
2. History of maltreatment.	
3. Patterns of functioning leading to or explaining the maltreatment.	
4. Parent/caregiver reasons concerning the maltreatment.	
5. Parent/caregiver explanation for the maltreatment and family conditions.	
6. Unique aspects of the maltreatment, such as whether weapons were involved.	

7. Parent/caregiver acknowledgement and attitude about the maltreatment. What are their thoughts, feelings, attitudes, and beliefs about the maltreatment?	
8. Other problems occurring in association with the maltreatment.	

Unit 7.3: Assessing Child Functioning

The Six Domains and Keeping Children Safe



Child Functioning Domain

- Strongly formed by the child’s developmental stage and what would and would not be considered “typical child functioning.”
- Requires that you gather information related to the child’s general behavior, their emotions, temperament, and physical capacity.
- Goal of information collection is to enable you to understand who the child is and how he or she behaves from day-to-day, rather than focusing on a moment in time.
- You must gather the right kind of information and *enough* of the right kind of information to make effective decisions regarding the child’s behavior.
- Areas you must include:
 - Trust
 - Sociability
 - Self-awareness and acceptance
 - Verbal skills/communication
 - Independence
 - Assertiveness
 - Motor skills
 - Intellect and mental performance
 - Self-control
 - Emotion
 - Play and work
 - Behavior patterns
 - Mood changes
 - Eating and sleeping habits
 - Sexual behavior
 - Physical capabilities, including vulnerability and ability to make needs known.

Child Functioning Areas

- Social
 - Communication and social skills
 - Peer relations and functioning within cultural norms
- Cognitive
 - Intellectual functioning
- Emotional
 - General mood and temperament
 - Expressions of emotions and feelings
- Psychological
 - Behavior
 - School performance
 - Independence
 - Motor skills
 - Physical and mental health
- Behavioral
 - Closely aligned with psychological

Gathering Information

- The first step that occurs as you interview people who know the child:
 - Parent/caregiver
 - Other adults
 - Significant individuals in the child's life
 - Child
 - Also requires the you observe the child's behavior

Documenting Information

- Gather sufficient information and observations on the various aspects of the child's functioning from the child, the parent/caregiver, and other relevant individuals who know the child.
- It is never sufficient to depend only on the self-report of the parents.
- Develop an analysis paragraph that synthesizes what you have learned about the child's functioning.
- Evidence must be presented and can be in the form of statements that have been made
- Behaviors that you or others have observed.
- Must make sense and be defensible.

Activity: Analyzing Child Functioning

Using your completed Characteristics of Child Functioning Tool from the previous activity, discuss your findings about Michael. Generate conclusions, which include making the linkages among all aspects of child functioning and analyzing the related evidence to develop a robust picture of Michael's child functioning. Write your own version of Michael's child functioning analysis.

Michael's Scenario

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

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

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

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

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

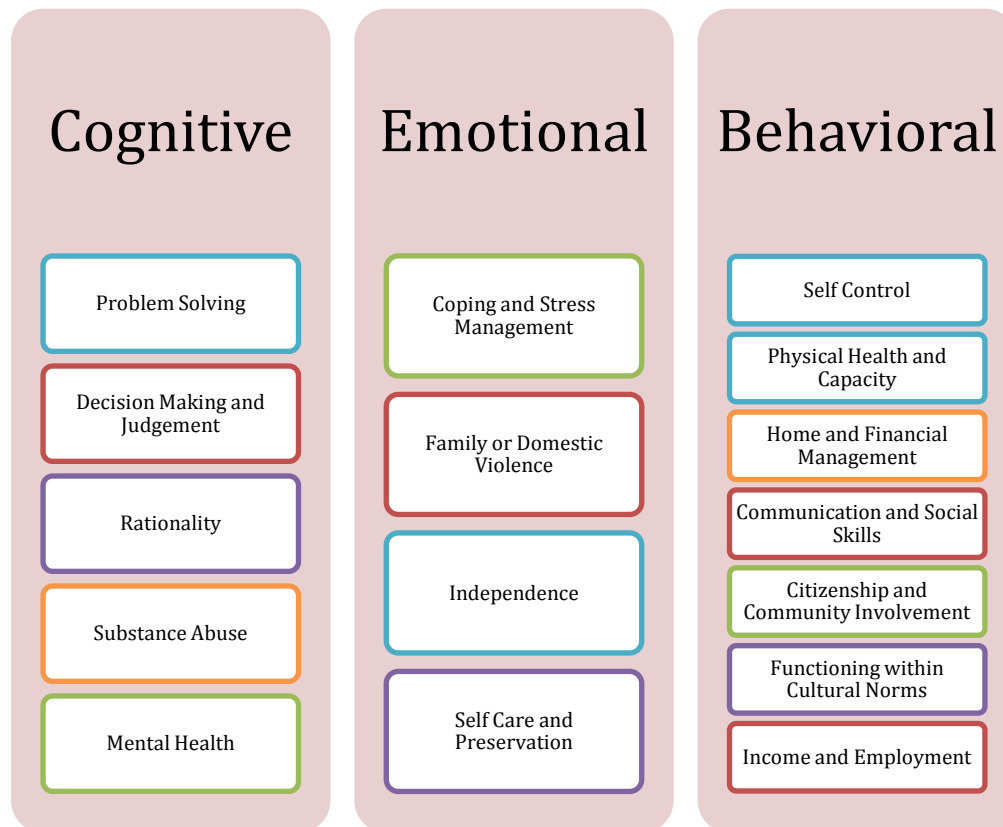
Characteristics of Child Functioning Worksheet

<input type="checkbox"/> Communication and social skills	<input type="checkbox"/> Peer relations
<input type="checkbox"/> Functioning within cultural norms	<input type="checkbox"/> Intellectual functioning
<input type="checkbox"/> General mood and temperament	<input type="checkbox"/> Expressions of emotions & feelings
<input type="checkbox"/> Behavior	<input type="checkbox"/> School performance

<input type="checkbox"/> Independence	<input type="checkbox"/> Motor skills
<input type="checkbox"/> Physical and mental health	

Unit 7.4: The Parent/Caregiver as a Functioning Adult

Characteristics of Adult Functioning



Cognitive Functioning

- Includes:
 - Problem Solving
 - Decision Making and Judgment
 - Rationality
 - Substance abuse
 - Mental health
- Refers to the mental processes involved in gaining knowledge and comprehension.
Includes:
 - Thinking
 - Knowing
 - Remembering
 - Judging
 - Problem solving

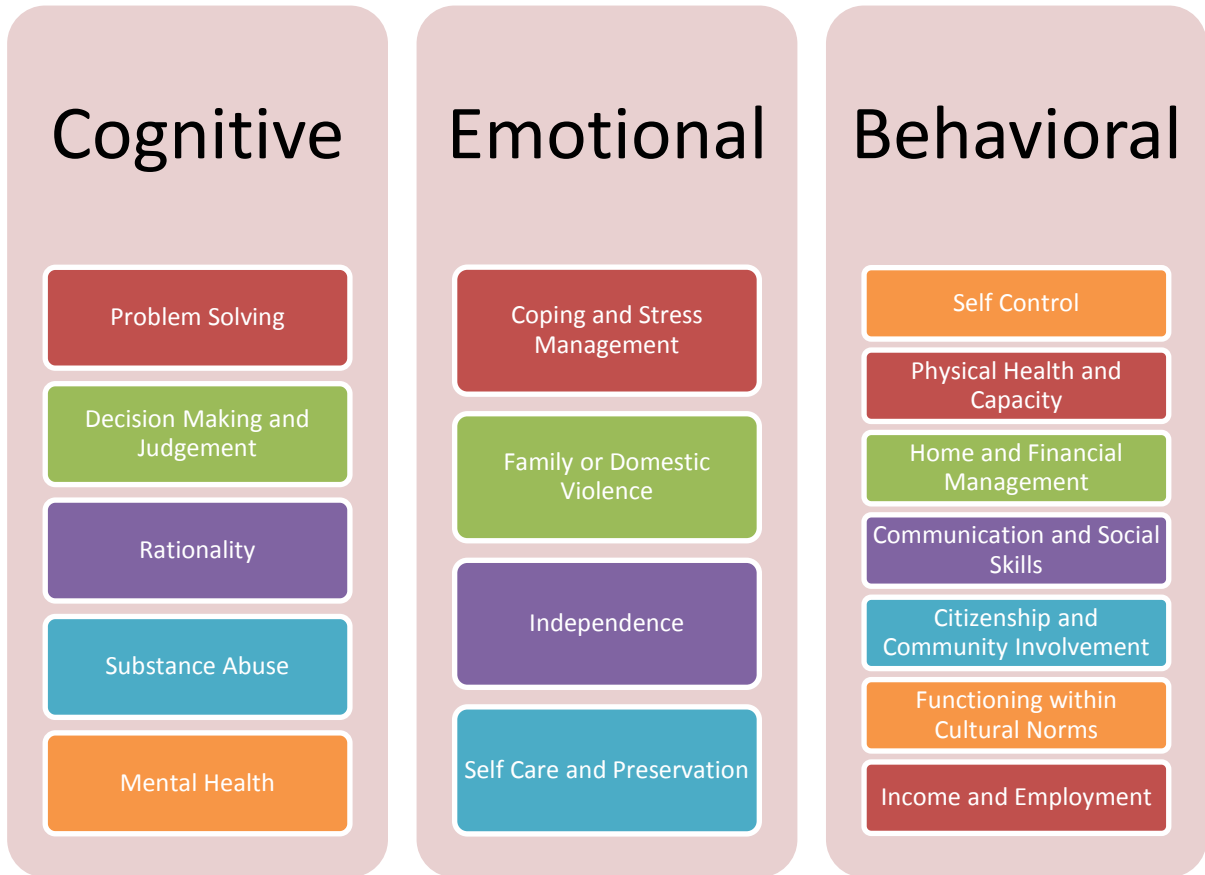
Emotional Functioning

- Includes
 - Coping and stress management
 - Intimate relationship (family or domestic violence)
 - Independence
 - Self-care and preservation

Behavioral Functioning

- Includes
 - Self-Control
 - Physical health and capacity
 - Home and Financial Management
 - Communication and Social Skills
 - Citizenship and Community Involvement
 - Functioning within Cultural Norms
 - Income and Employment
- Focused on how a person's positive or negative actions relate to their self-control, physical health, financial management, communication and employment.

Adult Functioning



Adult Functioning Activity

- The first step in this activity is to review the Parenting Discipline domain.
- After reviewing this information, read the Amy scenario and use the worksheet (following the scenario) to divide the information regarding Amy into the three categories (cognitive, emotional, behavioral). Only select information that you think informs the areas provided. If you have information that you think is important that does not “fit anywhere” highlight it.
- When you complete your individual work, compare with your small table. Try to focus your comparisons on why each piece of information is important, what does it tell us about Amy.

Amy Scenario

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

Adult Functioning Worksheet

Cognitive

Emotional

Behavioral

Unit 7.5: Parenting General

Overview

- Adverse Childhood Experiences Study (ACE)
 - Individuals, who have adverse childhood experiences including abuse, neglect, and dysfunctional household environments are at much greater risk of emotional, physical, and behavioral problems as adults.
 - The role of the parent/caregiver is essential to ensuring that their child is safe and that he or she grows up in a home that nurtures and supports the child's development
 - Children who don't have their basic needs met may also experience a range of problems through adulthood.

Parenting General Domain



Parenting General Activity

- The first step in this activity is to review the Parenting Discipline domain.
- After reviewing this information, read the Amy scenario and use the worksheet (following the scenario) to divide the information regarding Amy into the three categories (cognitive, emotional, behavioral). Only select information that you think informs the areas provided. If you have information that you think is important that does not “fit anywhere” highlight it.
- When you complete your individual work, compare with your small table. Try to focus your comparisons on why each piece of information is important, what does it tell us about Amy.

Amy's Scenario

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

Parenting General Worksheet

Cognitive

Emotional

Behavioral

Unit 7.6: Parenting Discipline

Parenting Discipline Domain

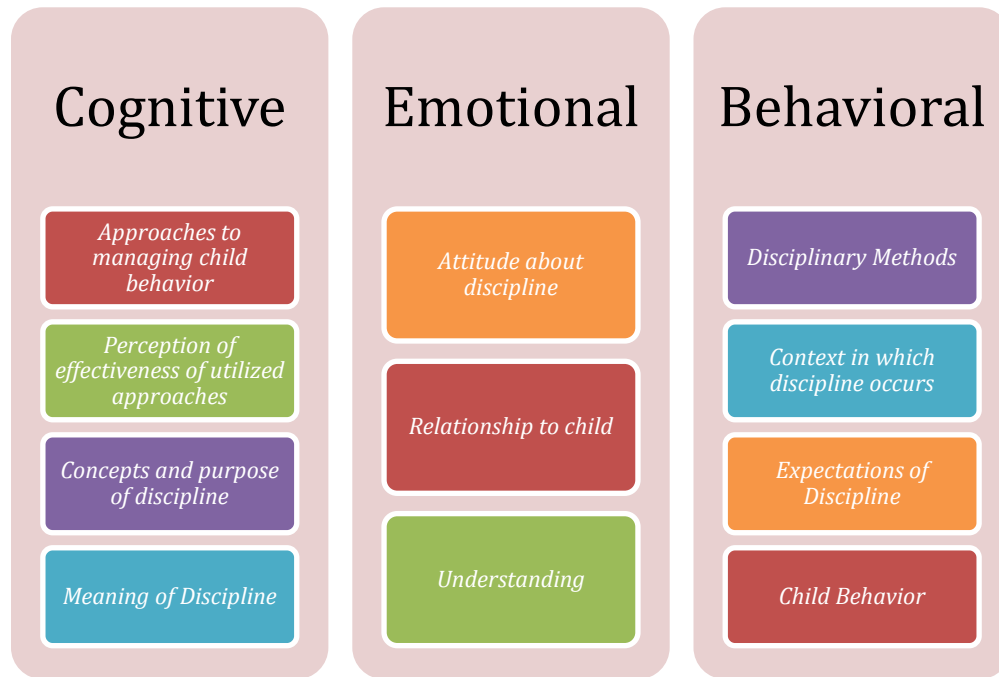
Discipline is considered in a broader context than socialization; teaching and guiding the child. Usually, staff focuses on discipline only within a punishment context, so emphasis on the importance of viewing discipline as providing direction, managing behavior, teaching, and directing a child are considered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

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

Overview

- Significant amounts of maltreatment occur when there are differences between children's behaviors and adult's expectations.
- Parent's upbringing can shape how they parent, or discipline a child.
- Critical that we not only understand how a parent disciplined or punished their child, but what led to their choice of intervention.

Parenting Discipline Domain



Parenting Discipline Activity

- The first step in this activity is to review the Parenting Discipline domain.
- After reviewing this information, read the Amy scenario and use the worksheet (following the scenario) to divide the information regarding Amy into the three categories (cognitive, emotional, behavioral). Only select information that you think informs the areas provided. If you have information that you think is important that does not “fit anywhere” highlight it.
- When you complete your individual work, compare with your small table. Try to focus your comparisons on why each piece of information is important, what does it tell us about Amy.

Amy Scenario

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

Parenting Discipline Worksheet

Cognitive

Emotional

Behavioral