

## CHILDREN'S ADMINISTRATION Comprehensive Family Evaluation

**Assessment Reason:** Other

**Approval Date:**

**Program:**

CASE AND PARTICIPANT INFORMATION		
<b>Case Name (ID):</b> Test, Mom (1819376)		
<b>Parent/Caregiver (ID):</b> Test, Mom (101399699)		<b>DOB:</b> 01/01/1980
<b>Child(ren) (ID):</b> Test, Boy (101401667) Test, Girl (101401668)		<b>DOB:</b> 02/11/2011 12/12/2008
<b>Social Service Specialist:</b> Drake, Keli, R. (1204840)	<b>Email:</b> famuat1204840@dshs.wa.gov	<b>Phone:</b> (360) 902-7871

FAMILY SITUATION
<p><b>Family Development Stages:</b> School Age Children</p> <p><b>Describe the family's composition and cultural factors:</b> This is about gaining a deeper understanding of the family by learning about their culture.</p> <p>Helpful questions include:            What are their values, beliefs, experiences, and customs?            What is their communication style, methods of problem-solving and conflict resolution styles?            Is this a blended family?            Are they from here, recently move or immigrate to the United States?            Do the grandparents live in the home?            What does their community look like?</p> <p><b>Describe the nature and extent of the maltreatment or family situation.</b>            This question is typically the focus of most CPS investigations but remember, it's not enough information to accurately assess safety. This is about the maltreating behavior and immediate physical effects on a child. Describe what is or has occurred, results, (e.g. emotional and physical symptoms) and answers to the following questions including (but not limited to):</p> <p>TYPE OF MALTREATMENT What are the current allegations?</p> <p>SEVERITY OF MALTREATMENT How serious is the maltreatment?</p> <p>PATTERNS OF MALTREATMENT What is the pattern of child abuse/neglect in the family (both with this nuclear family and from the family of origin)?</p> <p>DESCRIPTION OF SPECIFIC EVENTS What happened before, during and after the alleged maltreatment? What triggered the maltreatment to happen?</p>

## IDENTIFICATION OF THE CHILD AND MALTREATING CAREGIVER

Who was involved in the maltreatment?

Are there others around this family who have similar patterns of maltreatment?

### **Describe the everyday life task(s) that contribute to the maltreatment.**

This is about the developmental challenge, given the family's life stage, that's causing or contributing to the maltreatment. It focuses on the developmental needs of the family to control or manage the safety threat.

Knowing the family's actions in this area helps keep focus on what needs to change on the family level.

This question formulates/directs the Family Level Objective and should be used to build a specific plan of action to address the identified safety threat/s.

Examples of the everyday life tasks (based on developmental stages) include things like:

In a family with infant/preschool children, everyday life tasks that may contribute to maltreatment include:

- Potty training
- Lots of doctors visits
- Managing illness
- Managing discipline
- Sleep schedule
- Constant supervision
- Colic
- Building a caretaking team
- Daycare/babysitter
- Financial support
- Household tasks
- Couple intimacy

In a family with school age children, everyday life task(s) that may contribute to maltreatment include:

- School attendance
- Managing mornings
- Homework
- Family chores
- Bedtime
- After school hours
- School behaviors
- Drugs, bad language, etc
- Riding the bus
- Coming home from school
- Rules about free time
- Exposure to internet/media
- Peer relationships
- Choice of friends
- Rules about sexual behavior
- Transportation to activities

In a family with teenage children, everyday life tasks that may contribute to maltreatment may include:

- Sexual behavior
- Curfew and dating
- Peer relationships
- Orientation/experimentation
- School attendance
- Language
- Chores and money

Alcohol and drugs  
School performance  
Whereabouts  
Part-time job  
Cars (transportation)  
Clothing  
Morning routine  
Managing free time  
Activities (extra-curricular)

Single parent families may have everyday life tasks that may include:

Peer support  
Finances  
Dating  
Relatives relations with children  
Privacy  
Respite  
Babysitting  
Visitation arrangements

Blended families may have everyday life tasks that include:

Agreement on authority  
Legal and financial issues  
Negotiate family rules  
Maintain couple relationship  
Working as a team  
Visitation arrangements  
Managing conflict  
New blended family rituals

Post parental/Elder families (or where grandparents are raising grandkids) may have everyday life tasks that include:

Health issues  
Nutrition  
Financial stability  
Home safety issues  
Managing isolation  
Couple issues  
Assisting in some parenting  
Physical conditioning

**Describe the surrounding circumstances accompanying the maltreatment or family situation.**

This is about what is going on at the time the maltreatment occurs or has occurred. The sequence of events paint a picture of how a family got into a situation in which a child/ren was abused or neglected. It should capture/provide detailed information about more than just whether the maltreatment occurred or not. It provides insight to family and individual patterns of behavior, such as; what are non-offending parents doing when the interaction is occurring, when do the patterns of high risk behavior (or lack of action) occur, how long in duration, etc. It tells us how the maltreatment may have occurred, but focuses on the interaction aspect, and may not be clear about what the developmental challenge was the family was trying to accomplish (the developmental challenge is covered in the "every day life task(s)" question below. Helpful questions include (but are not limited to):

**DURATION OF THE MALTREATMENT**

How long has the maltreatment been going on?

**PARENT/CAREGIVER INTENT CONCERNING THE MALTREATMENT**

What was the caregivers intent concerning the allegations?

**PARENT/CAREGIVER EXPLANATION FOR THE MALTREATMENT AND FAMILY CONDITIONS**

How does the caregiver define the maltreatment and the family conditions?

**PARENT/CAREGIVER ACKNOWLEDGEMENT AND ATTITUDE ABOUT THE MALTREATMENT**

What is the caregiver's take and attitude about the maltreatment?

What was the sequence of events leading to the maltreatment?

**GENERAL**

How is the caregiver meeting basic needs of family (food, clothing, housing, transportation, water, electricity/heat)?

**OTHER PROBLEMS OCCURRING IN ASSOCIATION WITH THE MALTREATMENT (SUBSTANCE USE OR MENTAL DISTURBANCE)**

What other problems (risks) are occurring in association with the maltreatment?

**SAFETY THREATS**

The family situation results in no adults in the home performing parenting duties and responsibilities that assure the child's safety.	Yes
The family situation is that the living arrangement(s) seriously endanger the child's physical health.	Yes
Caregiver(s) do not have or do not use resources necessary to meet the child's immediate basic needs which presents an immediate threat of serious harm to a child.	Yes
Caregiver(s) lack the parenting knowledge, skills, or motivation necessary to assure a child's safety.	Yes
Caregiver(s) are not meeting, cannot meet or will not meet the child's exceptional physical, emotional, medical, or behavioral needs.	Yes
Child sexual abuse is suspected, has occurred, or circumstances suggest sexual abuse is likely to occur.	Yes

**PARENTING PRACTICES**

**Describe how each parent disciplines the child(ren).**

This is about how caregivers approach discipline and child guidance. It's different from a general parenting question because how a child is disciplined is highly related to both risk of maltreatment and threats to child safety. Describe how each parent/caregiver teaches and guides the child. This is more than use of time outs.

Helpful questions include (but are not limited to):

**DISCIPLINARY METHODS**

What disciplinary methods do they use?

**CONCEPT AND PURPOSE OF DISCIPLINE**

What are the parameters of acceptable child behavior?

**CONTEXT IN WHICH DISCIPLINE OCCURS**

Who does the disciplining?

What is the environment in which discipline occurs in the family?

## CULTURAL PRACTICES

What cultural practices influence discipline?

### **What are the overall parenting practices used by the parent?**

This is about the general approach to parenting which forms a basis for understanding caregiver-child interaction. Understanding what a parent thinks/feels about parenting is good child safety insight.

Helpful questions include (but are not limited to):

## REASONS FOR BEING A CAREGIVER

Why are the caregiver's parents?

## SATISFACTION IN BEING A CAREGIVER

How satisfied is the caregiver in being a parent?

What does the caregiver feel they are doing well?

What would the caregiver like to improve on?

## CAREGIVER KNOWLEDGE AND SKILL IN PARENTING AND CHILD DEVELOPMENT

What is the caregivers knowledge/skill in parenting and child development?

Does the caregiver have a clear understanding of the child's developmental stage/needs?

Is the caregiver willing to meet the needs of the child?

How does the caregiver get the child to school, medical appointments, etc?

What is the daily routine of the parent/child?

What are the patterns of supervision?

How does the parent help the child learn and grow?

## CAREGIVER EXPECTATIONS AND EMPATHY FOR THE CHILD

What expectations does the caregiver have of the child (is it developmentally appropriate)?

Does the caregiver show empathy for the child?

What are the person's child rearing attitudes and expectations?

In what ways does the person think about, talk about, and perceive their child?

How satisfied is the person as a parent?

## PARENTING PRACTICES DECISION MAKING

How does the parent make parenting decisions?

What types of parenting decisions has the parent made?

## PARENTING STYLE AND HISTORY OF PARENTING PRACTICES

What does the person know about parenting? What is the person's parenting style? Where did it come from?

What does the person think they do best as a parent? Are they able to talk about their skills as a parent?

What is the history of the parenting behavior?

How does the person communicate with their child?

How does the person include the child in their life?

What examples show how the person accepts their responsibilities as a parent?

How and when does the person play with the child?

How does the person view child rearing in terms of difficulty, complexity, or challenge?

When talking about parenting, is the person centered on their own needs/desires or their child?

What examples and experiences are discussed that show the person is bonded with the child?

How does the person manage parenting frustrations?

How does the person describe their child (subjectively versus objectively; accurate perceptions; in understanding ways related to age, capacity, strengths, limitations)?

**PROTECTIVENESS**

How protective is the parent?

In what ways does the person demonstrate acceptance of the child?

How does the person describe daily routine and specifically the child's routine?

**Describe what the family has done to keep the child(ren) safe and healthy in the past and resources used.**

Understanding and gathering information about a family's and parent/caregiver support system helps identify resources that can be used to keep children safe when identified as unsafe.

Times when the family functioned well - what has the family done to keep children safe and healthy in the past. How the family can "get it right" and give insight to resources and what it looked like when things were better for this family.

**FAMILY SUPPORT**

**Describe the family's support system.**

Understanding and gathering information about a family's and parent/caregiver support system helps identify resources that can be used to keep children safe when identified as unsafe.

Exceptions (what the family has done to keep children safe and healthy in the past) also shows how the family can "get it right" and gives insight to resources and what it looked like when things were better in a family.

**PARENT/CAREGIVER FUNCTIONING**

**Safety Threats:**

Caregiver(s) are acting (behaving) violently or dangerously and the behaviors impact child safety. Yes

There has been an incident of domestic violence that impacts child safety. Yes

The domestic violence perpetrator has caused serious harm or threats of harm against the adult victim/caregiver of the child. Yes

The domestic violence perpetrator has seriously harmed or threatened serious harm to the child. Yes

The level of violence and/or threats towards either the adult victim or child is increasing so that serious harm is likely to occur. Yes

There are other indications of increased dangers from the domestic violence perpetrator such as suicide threats or attempts, substance abuse or threats with weapons. Yes

Caregiver(s) will not or cannot control their behavior and their behavior impacts child safety. Yes

Caregiver(s) perceive child in extremely negative terms. Yes

Caregiver's attitudes, emotions or behaviors threaten severe harm to a child, or caregiver(s) fear they will maltreat the child and are requesting placement. Yes

Caregiver(s) intend(ed) to seriously hurt the child. Yes

Caregiver(s) overtly rejects CA intervention, refuses access to a child, or there is some indication that the caregiver(s) will flee. Yes

Caregiver(s) cannot or will not explain child's injuries or maltreating condition(s) or explanation is not consistent with the facts.

Yes

**Test, Mom (101399699)**

**How does the parent manage his/her own life on a daily basis?**

This question is concerned with how the adults/caregivers in the family feel, think and act on a daily basis. The focus is on adult functioning separate from parenting. Essentially, it's about how they behave as adults and how they handle adult responsibilities.

Information that answers this question includes:

**COMMUNICATION AND SOCIAL SKILLS**

How does the caregiver communicate?

Does the caregiver have friends, family and supports?

What are the caregiver's social skills?

What is the caregiver's capacity to form and maintain healthy relationships?

**COPING AND STRESS MANAGEMENT**

How does the caregiver view themselves?

How is the caregiver willing to seek support?

Is the caregiver able to take action to protect the child?

**RATIONALITY AND SELF CONTROL**

Are there patterns of aggressiveness or passivity with the caregiver (if so, what are they)?

How does the caregiver control expressions of anger?

What is the parental past experience of protecting the child?

Is there a non-maltreating caregiver, or other adult, in the home willing and able to protect the child?

Does the caregiver have self control?

**PROBLEM SOLVING**

How is the caregiver at solving problems?

Does the caregiver take responsibility for parental issues?

How does the caregiver recognize problems?

How does the caregiver address their problems?

How does the caregiver show motivation to change?

**JUDGMENT AND DECISION MAKING**

Does the caregiver show sound judgment and the ability to make good decisions? Why/Why not?

**INDEPENDENCE**

Is the caregiver independent? Can the caregiver be independent?

**HOME/EMPLOYMENT AND FINANCIAL MANAGEMENT**

Is the caregiver employed?

What is the caregiver's history of employment?

How does the caregiver manage the home and/or finances?

Describe the caregiver's rationality about family and home.

**CITIZENSHIP AND COMMUNITY INVOLVEMENT**

What are the resources available to the caretaker (include those that directly contribute to the protection and development of the children)?

What are the characteristics of the family that can directly contribute to the protection and development of the

children?

What is the nature of contact and involvement between the caregiver and others?

What are the important relationships the caregiver has?

How is the caregiver involved in their community?

#### SELF CARE AND SELF PRESERVATION

How does the caregiver take care of self?

#### SUBSTANCE USE

What are the concerns around the caregiver and substance abuse?

How does the substance abuse of the caregiver affect their day-to-day functioning?

#### MENTAL HEALTH

What are the concerns around the caregiver and mental health?

How does the mental health of the caregiver affect their day-to-day functioning?

#### PHYSICAL HEALTH AND CAPACITY

How is the caregiver's physical health/capacity?

What are the caregiver's physical, intellectual, and cognitive abilities?

#### DOMESTIC VIOLENCE

What are the concerns around the caregiver and domestic violence?

How does domestic violence affect day-to-day functioning?

#### FUNCTIONING WITHIN CULTURAL NORMS

How is the caregiver functioning within cultural norms (familial and/or dominant)?

Part of this summary is to describe protective capacities of a parent/caregiver. What cognitive, emotional and/or behavioral characteristics does the parent/caregiver contribute to the protection of their children?

#### COGNITIVE

Parents/caregivers are a lot more likely to be protective when they:

Understand their protective role.

Recognize when their child's safety is threatened. T

Have an accurate perception of their child.

Know/understand their child's needs.

Understand enough about child development/parenting and protection

Have realistic expectations of their child(ren).

#### EMOTIONAL

Caregivers are more likely or motivated to be protective when they:

Demonstrate love toward their child.

Sensitive and have empathy for their child.

Bonded and have a positive attachment.

#### BEHAVIORAL

Caregivers are more likely to be protective when they:

Have a history of being protective.

Control their impulses in parenting situations.

Successful at setting aside their own needs.

Also, consider what the parents feel they do well. What are they proud of? What gives them a sense of self-worth and satisfaction?

## CHILD FUNCTIONING

### Safety Threats:

A child has serious physical injuries or serious physical conditions resulting from maltreatment.	Yes
A child demonstrates serious emotional symptoms, self-destructive behavior and/or lack of behavioral control that results in provoking dangerous reactions in caregivers.	Yes
A child is extremely fearful for the home situation or people within the home.	Yes

### Test, Boy (101401667)

#### Describe how the child functions on a daily basis.

This question is concerned with a child's general behavior, emotions, temperament and physical capacity within developmentally appropriate standards. It addresses how a child is from day to day rather than focusing on points in time (i.e., CPS contact, time of the maltreatment event). Helpful questions include (but are not limited to): (Answer for each caregiver to each child).

#### CAPACITY FOR ATTACHMENT

How is the child attached to the caregiver?  
How is the caregiver attached to the child?

#### GENERAL MOOD AND TEMPERAMENT

Describe the personality of the child.  
How does the child respond to discipline/redirection?  
How does the child respond to praise and/or affection?

#### INTELLECTUAL FUNCTIONING

Describe the intelligence of the child.  
Describe the current development of the child.

#### COMMUNICATION AND SOCIAL SKILLS

Describe the communication and social skills of the child.  
How vulnerable is the child?  
How does the child communicate to protect themselves?  
How is the child with caregiver(s), sibling(s), peer(s) and anyone else in the family?

#### EXPRESSIONS OF EMOTIONS/FEELINGS

How does the child express emotions and feelings?

#### BEHAVIOR

How is the child's behavior?

#### SCHOOL PERFORMANCE

How does the child do in school?  
What are the child's special needs?

#### PHYSICAL AND MENTAL HEALTH

Describe the child's physical and mental health.  
How are the child's motor skills?

#### FUNCTIONING WITHIN CULTURAL NORMS

How is the child functioning within cultural norms (familial culture and/or dominant culture)?

**CHILDREN WITH ON-GOING CA INVOLVEMENT:**

- Social worker's contact with child, including Health & Safety visits
- Concerns/safety threats for the child
- Placement changes
- Adjustment to placement
- Feelings about agency involvement with their family
- Sibling connections and other significant individuals in the child's life.
- Community connections such as sports, mentoring, clubs and activities, church or religious affiliations
- Education - Grade level and school progress
  - How is the child functioning in school? What does the child like most or least?
  - What are their achievements?
  - Are there any challenging subjects?

**Test, Girl (101401668)**

**Describe how the child functions on a daily basis.**

See Text, Boy

**SAFETY DECISION**

**Final Safety Decision:** Unsafe

**Final Safety Plan Decision:** In-Home Safety Plan

**RECOMMENDATION**

**Assessment Summary:**

**Assessment Recommendation:**

**Explain:**

**SIGNATURES**

<b>Parent/Guardian:</b>	<b>Date:</b>	<b>Parent/Guardian:</b>	<b>Date:</b>
<b>Child's (Over 12 Years):</b>	<b>Date:</b>	<b>Other:</b>	<b>Date:</b>
<b>Social Service Specialist:</b>	<b>Date:</b>	<b>Supervisor:</b>	<b>Date:</b>