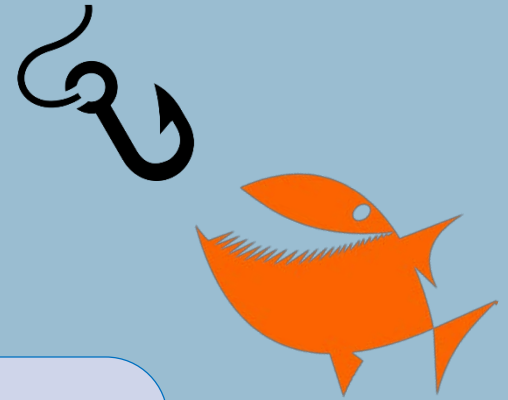


Module 1: Family Functioning Assessment–Ongoing

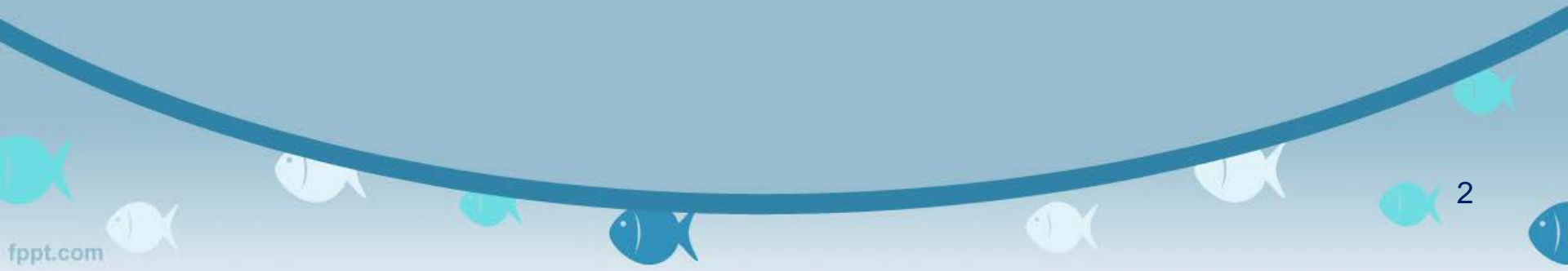
*FSFN Training
Office of Child Welfare
February 2017*


Agenda



Unit 1.1:
Focus of the FFA-
Ongoing

Unit 1.2:
FFA-Ongoing
Process





Unit 1: Focus of the FFA-Ongoing

Learning Objectives:

1. Explain the purpose of the Family Functioning Assessment-Ongoing.
2. Identify the household of focus for the Family Functioning-Ongoing.
3. Describe the family support network.

Family Functioning Assessments Discussion

- *What is the purpose of the Family Functioning Assessment-Investigation (FFA-I)?*
- *What is the purpose of the Family Functioning Assessment-Ongoing (FFA-O)?*
- *What are the similarities and difference between these the FFA-I and FFA-O?*

Family Functioning Assessment- Ongoing

The purpose of the Family Functioning Assessment-
Ongoing is to evaluate family conditions and how these conditions are influencing danger threats, child needs, and caregiver protective capacities.

Focus of the FFA-Ongoing

Focus

- Whom are we assessing?
- What household are we focusing on?



Assessing for Significant Caregiver Responsibilities

Is the Household Member being assessed:

- Viewed in a parental role?
- Have routine, day-to-day care and responsibility for protecting the child?
- Expected to remain a part of the family unit?

Assessing Households with Multiple Families

When more than one family resides in the same home must determine who to include on the assessment:

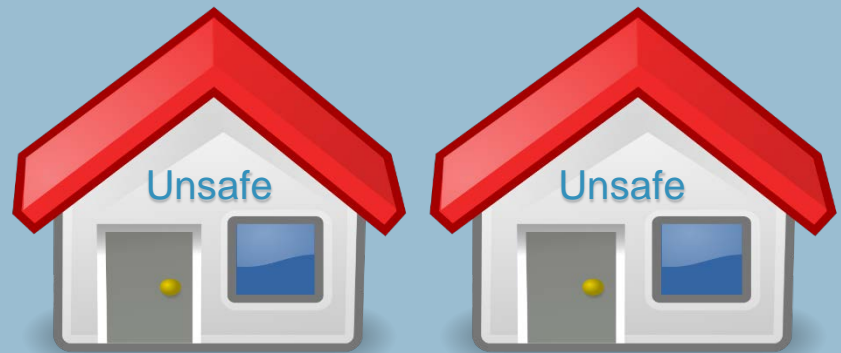
- Do the family units clearly function independently?
 - May share some expenses.
- Do the children in each family view the parent(s) in the other family unit as having any responsibility or authority over their care.
 - Some child care duties may be shared on occasion.

Scenario 1

The mother and father live in separate households and have children in common.

Alleged Maltreatment has occurred at both homes.

The child has been deemed unsafe in both homes.



Scenario 2

The mother and father live in separate households and have children in common.

Maltreatment has occurred at one parent's home. The child has been deemed unsafe in that home.

Other Parent Home Assessment completed on non-maltreating parent.

No concerns found with parent 2 and the child is placed with parent 2.



Scenario 3

The mother and father live in separate households and have children in common.

Maltreatment has occurred at one parent's home. The child has been deemed unsafe in that home.

Other Parent Home Assessment completed on non-maltreating parent.

No concerns found with parent 2 and the child is placed with parent 2.

However, it is determined that parent 2 needs case plan task.

Example: The judge required stable house/income for parent 2.



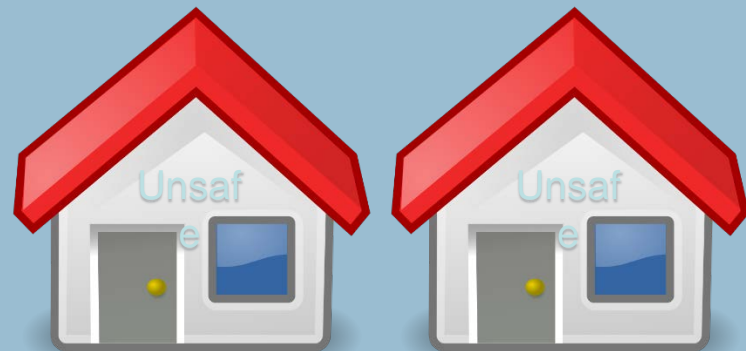
Scenario 4

The mother and father live in separate households and have children in common.

Maltreatment has occurred at one parent's home. The child has been deemed unsafe in that home.

Other Parent Home Assessment completed on non-maltreating parent. Maltreatment found with parent 2.

Abuse Hotline is called and Investigator determines child is unsafe in parent 2's home.

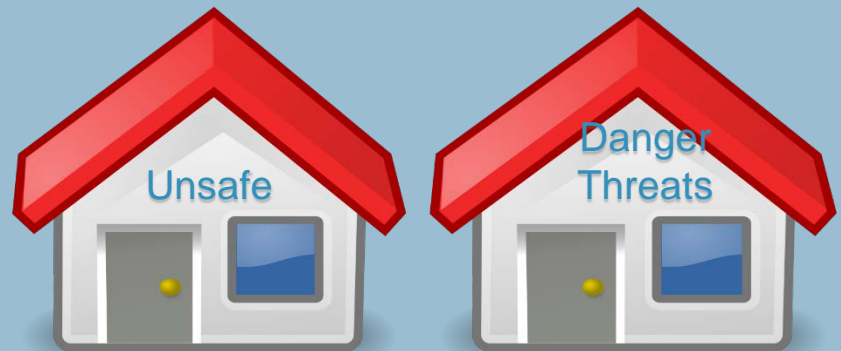


Scenario 5

The mother and father live in separate households and have children in common.

Maltreatment has occurred at one parent's home. The child has been deemed unsafe in that home.

Other Parent Home Assessment completed on non-maltreating parent. No maltreatment found, however, Danger Threats found in the home. Child is not placed with parent 2.



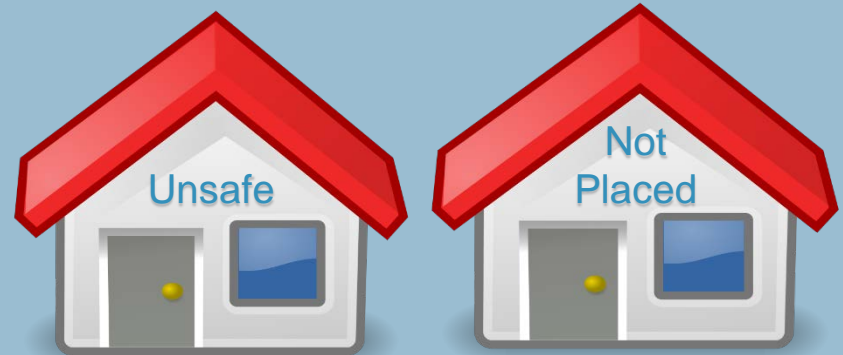
Scenario 6

The mother and father live in separate households and have children in common.

Maltreatment has occurred at one parent's home. The child has been deemed unsafe in that home.

Other Parent Home Assessment completed on non-maltreating parent. No maltreatment and no Danger Threats found in the home. Child is not placed with parent 2.

Example: Parent 2 unable to care for child at this time.



No maltreatment and no Danger Threats

ACTIVITY A: Focus of the FFA-Ongoing

Read the scenarios and then determine how many FFA's should be completed and who should be included in each FFA-O.

Scenario 1:

Mike and Susan are married and reside together with their two children, Tom and Betty. An investigation was received with allegations that Mike was physically abusing both children. It was determined during this investigation that the children are unsafe, an out-of-home Safety Plan is in place, the children were removed and placed with Aunt Mary. The case has been transferred to Case Management.

Scenario 2:

Mike and Susan are divorced. Mike has primary custody of their two children, Tom and Betty. They live with his new wife, Sherry, and her child Steve. Tom and Betty visit their mother every weekend at her home where she resides alone. An investigation was received on the mother, Susan, alleging that she is physically abusing Tom and Betty. The children were found to be unsafe and an out-of-home Safety Plan is in place which includes a court ordered removal. An Other Parent Home Assessment has been completed on Mike and his household and determined there were no Danger Threats in his home and the children are now placed with him. The case has been transferred to Case Management.

Scenario 3:

Mike and Susan are divorced and live separately. Mike has primary custody of their two children, Tom and Betty. They live with his new wife, Sherry, and her child, Steve. Tom and Betty visit their mother every weekend at her home where she resides alone. An investigation was received after ongoing altercations between Mike, Susan, and Sherry. The children were all found to be unsafe. The case has been transferred to Case Management.

Scenario 4:

The mother, Susan, resides with her two children, Tom and Betty. An investigation was received alleging that Susan is physically abusing Tom and Betty. Tom and Betty were found to be unsafe and an in-home safety plan is in place. The case has been transferred to Case Management. Francis has since moved in with her six-year-old son, Joe. Francis helps pay the bills and Susan and Francis baby-sit for each other occasionally. Tom and Betty do not view Francis as a parent figure and Joe doesn't view Susan as a parent figure.

Family Support Network

Include people who provide support to the family:

- Friends
- Relatives
- Informal Service Providers
- Community supports


Family Support Network

Participant Name	Role	Action
------------------	------	--------

Insert

Why Document Family Support Network

- Informal Safety Plan Providers
- Case Planning
- Case Transfer
- Historical Reference



Unit 2

FFA-Ongoing Process

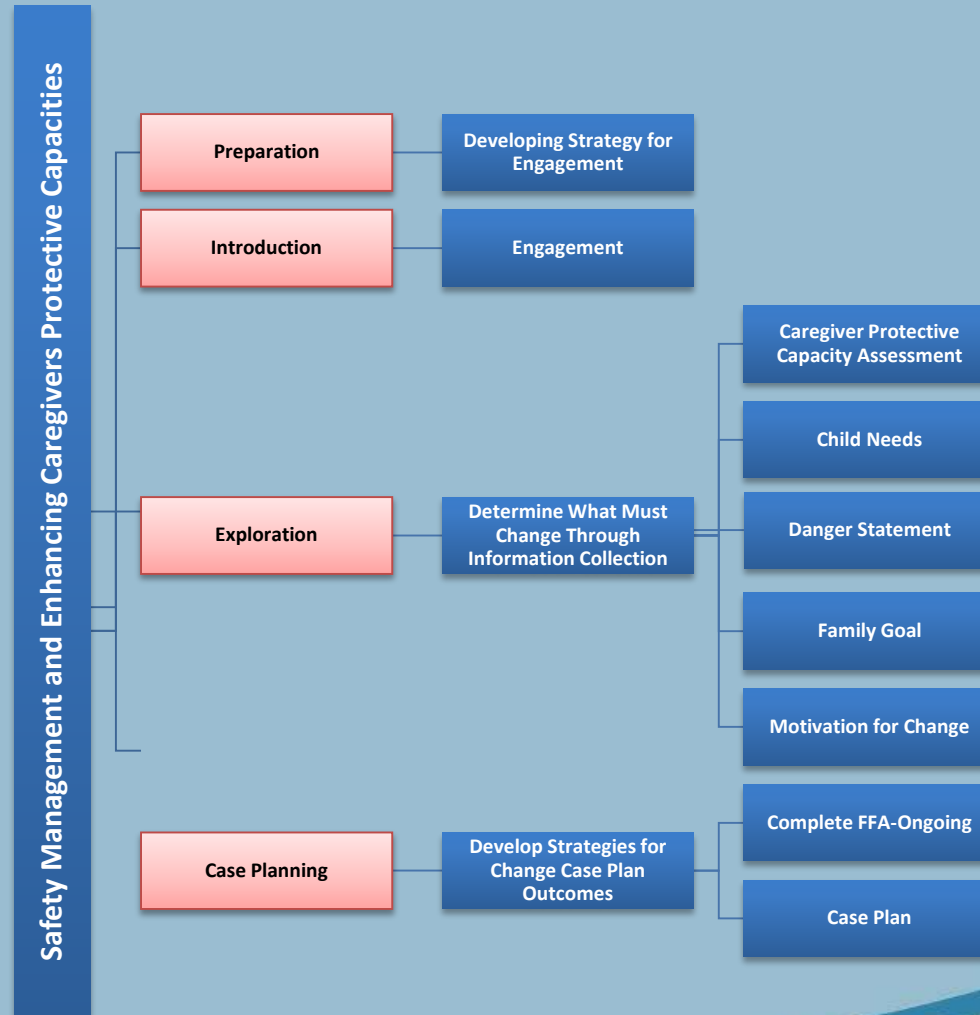
Learning Objectives:

1. Describe the family engagement standards and information collection domains.
2. Explain the impact of sufficient information on the FFA-Ongoing assessment process.
3. Describe what a Supervisor Consultation is and how to document the consultation in FSFN.

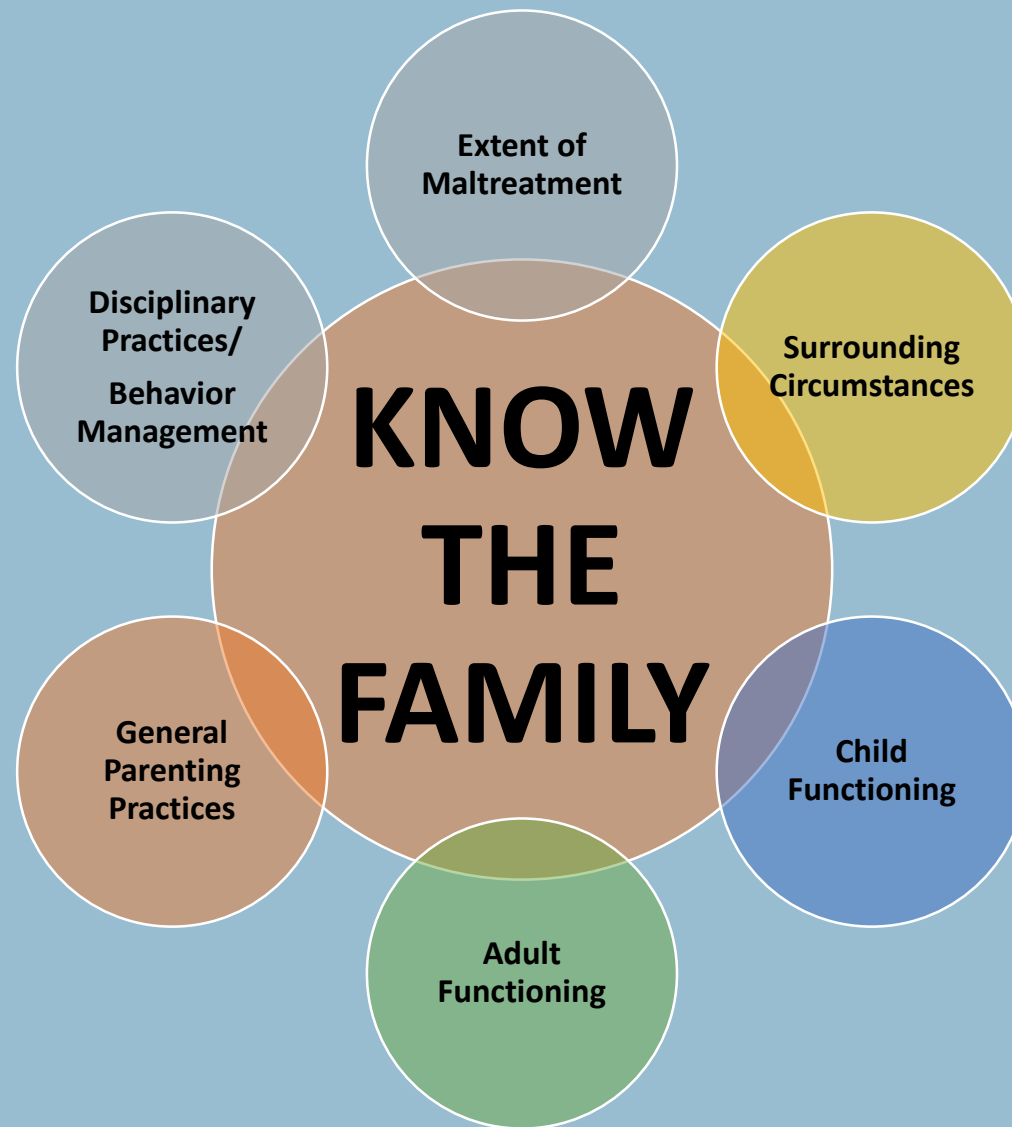
Family Engagement Standards



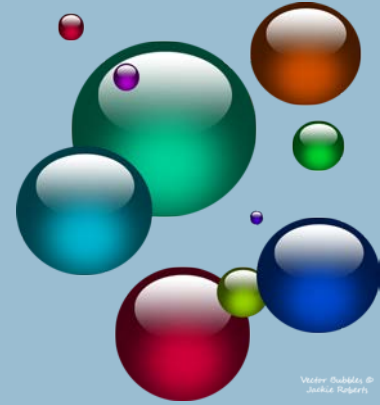
Family Engagement Standards



Domains-what information do you need to collect?



When is Information Sufficient?



- Information is sufficient when it fully describes family conditions in a way that aligns with the domain structure and domain descriptions.
- Information provides a clear picture of the current family condition.

Victor Subido ©
Julia Roberts

CFOP 170-7, 3-2

Sufficient information must be gathered and assessed in order to:

- Describe the six information domains for each caregiver responsible.
- Identify the existence of danger threats.
- Identify specific protective capacities that are lacking.
- Complete a Safety Analysis.



FSFN Changes



Information from the last completed and approved FFA or Progress Update will **no longer** pre-fill the domains. It is the case manager's responsibility to ensure the information in the domains provide:

- New information learned about the family.
- Documentation of any changes that have occurred since the date of the last FFA.
- Additional information that supports the specific Caregiver Protective Capacity and child strengths and needs ratings.
- Descriptions of how a child is adjusting to or coping with in-home or out-of-home providers in a Safety Plan.

Basic

Additional

AKA Names

Address

Relationship

AFCARS/Other
Participant InformationChild/Adult Functioning
and Parenting

Child Functioning

Adult Functioning

How does the adult function on a daily basis? Overall life management. Include assessment and analysis of prior child abuse/neglect history, criminal behavior, impulse control, substance use/abuse, violence and domestic violence, mental health; include an assessment of the adult's physical health, emotion and temperament, cognitive ability; intellectual functioning; behavior; ability to communicate; self-control; education; peer and family relations, employment, etc.

Investigation ID: [2017-633064](#)

Completed Date: 01/08/2017

Initial Intake Received Date: 01/08/2017

Adult Functioning

James, 11, presents as an articulate boy who is described by others as a smart kid with behaviors that can be challenging and disrespectful. He does well academically even though his stepfather and mother believe that he should be doing better and that he lacks focus. James' favorite subject is math and he doesn't like writing. He has a lot of homework. He is currently on a 504 plan and has a scheduled meeting for an IEP. For fun he likes to ride his bike and play video games. He has ADHD and he takes Concerta in the morning and Ritalin booster at lunchtime at school. His mother takes him to see a child psychiatrist to manage the ADHD; as James' father has a bi-polar disorder, mother wants to stay on

FFA-Ongoing ID: [3605053](#)

Approval Date: 02/23/2017

Adult Functioning

FFA

Parenting

General-What are the overall, typical, parenting practices used by the parents/legal guardians? Discipline/Behavior Management-What are the disciplinary approaches used by the parents/legal guardians, and under what circumstances?

Investigation ID: [2017-633064](#)

Completed Date: 01/08/2017

Initial Intake Received Date: 01/08/2017

Parenting

He said he always wanted to be a father is that he considers that job the most important in the world. He sees himself as family oriented, involved with Boy Scouts, involved in the daily activities, spends quality time with all 3 of the kids. Bruce described his and James' relationship day in and day out as "normal" - nothing really out of the ordinary. Bruce works a lot. He only gets really frustrated when James gets mouthy and disrespectful and won't stop. Bruce will discipline James and Melanie is usually ok with the discipline and often asks him to handle it. He does not think James is a bad kid but he believes that James lacks structure and accountability.

Merge

Save

Close

Caregiver Protective Capacities

What is the significance of assessing (scaling) Caregiver Protective Capacities in regards to child safety?



Scaling: Caregiver Protective Capacities

- **CPI-Family Functioning Assessment**

- Based on six domains of information
- Limited information known at the time in relation to what can be known
- Determination of Yes or No;
- Indicators of being “enhanced” or “diminished”

- **CM-Ongoing Family Functioning Assessment and Evaluation**

- Based on four domains of information
- Extensive information to be known
- Determination of degree of functioning from a limited to extensive perspective

MALTREATMENT AND NATURE OF MALTREATMENT

What is the extent of the maltreatment?

What surrounding circumstances accompany the alleged maltreatment?



How do parent behaviors relate to the maltreatment?



Behavioral...controls impulses
Behavioral...takes action
Cognitive...recognizes threats
Emotional...is stable and able to intervene
Behavioral...demonstrates adequate skills
Behavioral...history of protecting
Cognitive...able to articulate a plan for protection
Emotional...is positively attached to the child

CHILD FUNCTIONING

How does the child function on a daily basis? Include physical health, development; emotion and temperament; intellectual functioning; behavior; ability to communicate; self-control; educational performance; peer relations; behaviors that seem to provoke parent/caregiver reaction; behavior; activities with family and others. Include a description of each child's vulnerability based on threats identified.



How is the child vulnerable?



Is the child vulnerable?

- Dependent on others for protection
- Exposed to circumstances that child is powerless to manage
- Susceptible to a threatening person in authority over the child
- Children from 0-6 years
- Older children unable to protect themselves or seek protection from others
- Children with physical, emotional, developmental needs

ADULT FUNCTIONING

How does the adult function on a daily basis? Overall life management. Include assessment and analysis of prior child abuse/neglect history, criminal behavior, impulse control, substance use/abuse, violence and domestic violence, mental health; include an assessment of the adult's physical health, emotion and temperament, cognitive ability; intellectual functioning; behavior; ability to communicate; self-control; education; peer and family relations, employment, etc.



How does adult behavior protect the child?



Behavioral...controls impulses
Behavioral...takes action
Cognitive...is intellectually able
Cognitive...recognizes threats
Cognitive...able to articulate a plan for protection
Emotional...meets own emotional needs
Emotional...is stable and able to intervene to protect child
Emotional...is resilient as a caregiver

PARENTING

General – What are the overall, typical, parenting practices used by the parents/legal guardians?

Discipline/Behavior Management – What are the disciplinary approaches used by the parents/legal guardians, and under what circumstances?



How are they protective as a parent?



Behavioral...sets aside own needs for child
Behavioral...demonstrates adequate skills
Behavioral...adaptive as a parent/caregiver
Behavioral...history of protecting
Cognitive...is self-aware
Cognitive...is intellectually able
Cognitive...recognizes child's needs
Cognitive...understands protective role
Cognitive...able to articulate a plan for protection
Emotional...tolerant as a caregiver
Emotional...expresses love, empathy, sensitivity to the child
Emotional...is stable and able to intervene to protect child
Emotional...is positively attached to the child
Is supportive and aligned with the child

Impending Danger Threshold

Criteria:

The danger threshold criteria must be applied when considering and identifying any of the impending danger threats. In other words, the specific justification for identifying any of the impending danger threats is based on a specific description of how negative family conditions meet the danger threshold criteria. The danger threshold is the point at which a negative condition goes beyond begin concerning and becomes dangerous to a child's safety. Negative family conditions that rise to the level of the danger threshold and become impending danger threats, are in essence negative circumstances and/or caregiver behavior, emotion, etc., that negatively impact caregiver performance at a heightened degree and occur at a greater level of intensity.

- Observable
- Vulnerable Child
- Out-of-control
- Imminent
- Severe

Safety Analysis

Safety Analysis is to continually analyze Impending Danger, family functioning, and family and community resources in order to produce a sufficient Safety Plan. This analysis depends on having collected sufficient, pertinent, and relevant information and occurs as a result of the interactions between caregivers, a family, a worker, a supervisor, family supports, and other people resources. The intention is to arrive at a decision regarding the most appropriate and least restrictive means for controlling and managing identified Impending Danger Threats, and therefore, assuring child safety.

Supervisor Consultation

Expert, guided discussion at specific points/critical junctures in the FFA-O/Progress Update process that apply safety intervention criteria focused on promoting effective practice and decision making related to safety assessment, safety management, and determining the needs of the family.



Supervisor Review

A formal assessment or examination of something with the possibility or intention of instituting change if necessary.

Webster's Dictionary





FSFN Documentation of Supervisor Consultations



The Supervisor will use the Case Notes page as follows:

- **Review, Supervisor.** Use this note type for required monthly or quarterly case reviews. If review also serves the dual purpose of a required supervisor consultation, both note types may be selected.
- **Supervisor Consultation.** Use this note type for consultations associated with safety management, Judicial Reviews, Case Planning activities and any required “2nd Tier” consultations.



FN-torial



- FFA-Ongoing Tutorial

