

Family Assessment Form - Selected Items

McCroskey, Sladen, & Meezan, 1997

IP: _____ Caregiver 1: _____ Caregiver 2: _____

Date: _____ Time Period (Check one) First 30 Days Mid-Treatment Discharge

The three FAF subscales below have been selected as one method to assess caregiver executive functioning, the co-caregiver relationship, and the caregiver-child relationship. These subscales can be used as indicators of progress and outcome when used during the first 30 days of treatment, then again mid-way through the treatment, and at discharge.

Rate each item based on both your observations of interactions among family members and on responses to your questions about family life and relationships. Ratings of 2.0 and below are considered strengths, while ratings of 3 or 3.5 are considered problems of a moderate nature and should be incorporated in your treatment plans. Ratings of 4 and higher are problems of a major nature and may involve risk to the children's safety and well-being. These problems should be given priority in the treatment plan.

Section 1: Caregiver-Child Relationship

D6. Are caregiver(s) attached and emotionally responsive to the IP?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Encourages appropriate attachment and independence; attentive; responds appropriately to needs; reads child(ren)'s cues correctly; consistent messages to child(ren).
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Adequate emotional involvement and support; occasional difficulty allowing separation/differences; reads cues correctly most of the time.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some inconsistency in emotional support; some ambivalence, responds to physical and/or social needs inconsistently; difficulty reading child(ren)'s cues; some over-involvement or lack of appropriate involvement.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal responsiveness to child(ren)'s needs; little emotional investment; irritable; over-identifying; often misinterprets cues; frequently does not respond or responds inappropriately; minimal response to child(ren)'s approach/attachment to other people.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Inappropriate attachment (e.g. unable to see child(ren) as separate individual); resentful; rejecting; detached; promotes child(ren)'s attachment to other people rather than self; child(ren) endangered by non-responsive or inappropriate responses; total lack of involvement with child(ren).

D7. Do caregiver(s) enjoy and identify with the parental role?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Happy to have parental role; sees humor in parenting; accepting; warm; loving; positive; has realistic view of challenges and rewards.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally positive; accepts parental role; verbalizes some enjoyment most of the time.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Inconsistent view of parenting, mostly views child(ren) as responsibility; limited moments of enjoyment in parenting; some indifference; some irritation and resentment; attitude depends on mood.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Primarily negative view of parenting, feelings of being tied down; no pleasure; ambivalent; predominantly irritated and resentful; minimal expression of love or acceptance of child(ren).
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Negative view of parental role; child(ren) seen as obstacle in caregiver's life; resent responsibility or parenting and parenting tasks; detached and indifferent or rejecting; no desire to fulfill parenting role.

D9. Do caregiver(s) encourage open communication and involvement with the IP?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Open two-way verbal communication without fear; praises and supports appropriately.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally good communication, with some difficulty verbalizing in some areas (i.e., sex, deep feelings); usually supportive; sometimes doesn't listen to child(ren)'s attempt to communicate; no verbal abuse.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Limited communication; gives some mixed messages; some ignoring or discounting of child(ren)'s attempt to communicate; some criticism of child(ren).
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal communication; primarily negative, harsh, and ineffective, child(ren) are discouraged from communicating thoughts or feelings, rarely supportive.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Communication is negative, critical, and abusive; child(ren) not allowed to talk about feelings; or absence of verbal communications; non-supportive.

D10. Is IP able and willing to communicate needs and feelings to caregiver(s)?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Open verbal communication and appropriate affection; child(ren) able to express feelings and needs.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Child(ren) can generally communicate feelings and needs appropriately.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Child(ren) has some difficulty communicating own feelings and needs to caregiver(s); hesitant in initiation and response; gives only brief answers, sometimes ignores caregivers.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Extremely limited ability to communicate; frequently ignores or verbally provokes caregivers; frightened or withdrawn; rarely shares ideas feelings or needs with caregivers.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	No effective or constructive communication with caregiver; constant fighting or provoking, or active avoidance, or verbally abusive towards caregiver.

D12. How securely attached is the IP with each caregiver?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Child exhibits consistently appropriate attachment and bonding to caregiver.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Child exhibits adequate bonding; shows occasional tensions or anxieties.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Child exhibits some signs of ambivalence, anxiety or hostility toward caregiver; child may demonstrate insecure attachment (e.g., may appear overly needy).
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal appropriate attachment with caregiver; behavior indicates anger, uncertainty, reluctance, or indifference toward caregiver; child may seem needy of attention from strangers.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Inappropriate attachment, child exhibits extreme dependence or independence; consistently hostile, rejecting or provocative stance towards caregiver; or excessive fearfulness of caregiver; or indiscriminate attachment to strangers.

Section II: Co-Caregiver Relationship

A: Relationship Characteristics (problem-solving conflict style, power structure)

F1. Are the caregivers able to listen to one another and problem-solve?

<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Consistently able to negotiate and communicate; encourage each other to give and express own opinion.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally able to negotiate; occasional difficulty in developing options or listening to each other.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Limited communication skills; able to problem-solve some daily living issues (i.e. shop, home chores), but difficulty solving bigger issues (i.e. children, relatives).
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Rarely able to problem-solve together; decision-making discussions become arguments.
<input type="checkbox"/> 5	No compromise or negotiation; problems are not discussed.

F2. Are the caregivers able to deal directly and calmly with conflict?

<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Constructively talk over problems; effective handling of stress/conflict.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Discuss major differences; most conflicts resolved; occasionally arguing;
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Major conflicts ignored and remain unresolved; able to resolve minor differences; but there is frequent arguing; some verbal threats and intimidation used.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Constant disagreement; arguing; occasionally resort to physical expression, like slamming doors, breaking things, but not physically abusive to one another.
<input type="checkbox"/> 5	Incapable of dealing with conflict effectively; resorts to negative behaviors, e.g. domestic violence and substance abuse, abandonment, harmful to emotional and physical health/safety of self and others.

F3. Is there a balance of power between caregivers?

<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Distribution of power is functional within context of family.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Minor imbalance; "traditional roles" accepted by both caregivers (i.e. culturally accepted roles).
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some imbalance leading to some difficulty in problem-solving and conflict resolution; but there is some emotional distress exhibited due to nature of interdependent roles.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Major imbalance; high risk for domestic violence; emotionally harmful; one is extremely domineering.
<input type="checkbox"/> 5	Severe imbalance; detrimental to physical and emotional well-being of children or adults; one extremely victimized or dominated; presence of domestic violence.

B: Caregiver Contributions to Relationship Dynamic (support, respect, communication)

F4. Do the caregivers emotionally support one another?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Supportive; responsible; appreciative; encouraging;
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Mostly supportive and encouraging; minor disagreements or disappointments where partner might feel criticized.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Limited and inconsistent support; unpredictable; unknowingly hurtful.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal support; frequently unreliable; irresponsible; often lets partner down; frequently does not back up partner; critical.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Does not follow through on agreements; unreliable; extremely critical of other; insults partner in public; ridicules partner.

F5. Do the caregivers show respect and caring for one another?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Respectful; positive; admiring; caring; appreciative of differences; trusting.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally supportive and encouraging; warm; occasionally feels some minor irritation with partner.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some indifference; irritation; patronizing; ambivalence.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Condescending; resentful; angry; disrespectful; fearful
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Excessively fearful; abusive; hostile; hateful; rejecting; totally indifferent.

F6. Do the caregivers show a willingness and ability to communicate with one another?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Open communication; able to express opinions, feelings, or experiences comfortably and safely.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally adequate; minor difficulties communicating on certain issues; willing to communicate actively.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Limited communication; daily life/business oriented; minimal person conversation; minimal hearing of feelings; non-productive communication of important issues; tendency to withdraw.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal communication; very poor communication; a lot of misunderstanding; misreading of other's cues; mostly unwilling to listen to other's opinions.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	No communication; no ability or willingness to listen, express opinions or feelings.

Section III: Executive Skills (Parenting)

D2. Are caregiver(s) effective in providing developmentally appropriate structure and routine?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Consistent routine for child(ren) that is age-appropriate and recognizes individual differences.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Reasonably consistent, flexible, and age-appropriate daily routines.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Has some daily routines; some inconsistency or rigidity.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Minimal routine with little consistency or overly rigid or overly permissive.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	No routine; no consistency; no flexibility.

D3. Do caregiver's practice only non-physical forms of discipline?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Only uses non-physical forms of discipline.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally does not use physical discipline but may infrequently swat with hand or spank.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Uses physical discipline in response to specific behaviors; spanking, pinching, pulling ears or hair.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Regular use of physical punishment which could endanger child(ren)'s safety; use of belts, shoes; throws things at child.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Regular and severe physical punishment; explosive and out of control; shaking of infants or toddlers; behavior endangers child(ren)'s safety.

D4. Are caregiver(s) able to use intentional discipline strategies and remain under emotional control when dealing with the children?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Well thought out, age-appropriate, non-punitive educational approach; uses variety of positive techniques as part of regular routine.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally practices rules, natural consequences, positive reinforcement when disciplining; caregiver in emotional control.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some inappropriate expectations; some potential for emotional or physical harm, tendency to focus on negative aspects of child(ren)'s behavior, i.e. "serves you right" attitude; sometimes ignores child(ren) inappropriately; sometimes does not discipline when needed.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Unplanned punitive approach; mostly reacts emotionally and with inappropriate age expectations; emotionally abusive; overreacts to behaviors and situations; rarely sees positive in child(ren); does not discipline most of the time; means of discipline has great potential for harm.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Past or current severe emotional and/or physical abuse or no discipline at all.

D5. Are caregiver(s) consistent in enforcing rules and implementing consequences?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Well thought out, consistent plan appropriate for situation; not negatively impacted by caregiver's mood or stress level.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally consistent and predictable response to behavior; appropriate to age and situation; infrequently impacted by caregiver's mood.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some consistency; caregivers unaware of importance of consistency; occasionally dependent on caregiver's mood; sometimes inappropriate for age or situation.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Mostly inconsistent or unpredictable; little flexibility related to age or situation; mostly dependent on caregiver's mood or stress level.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	No consistency or predictability; no flexibility related to age or situation; totally dependent on caregiver's mood or stress level.

D8. Are caregiver(s) comfortable with authority role, showing effectiveness in setting limits and boundaries with the children?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Consistently demonstrates ability to exercise appropriate authority; willing and able to negotiate on privileges and consequences appropriate to child(ren)'s age and situation; caregiver knows how and when to set and hold limits.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Generally consistent in exercise of appropriate authority; occasional power struggle; can usually set and hold limits.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Some inconsistency in setting limits and structure; arbitrarily exercises authority.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Seldom exercises appropriate authority; minimal limit setting; seldom maintains limits set; frequent role reversal, constant power struggles; caregiver unable to say no or allow child(ren) any decision-making power; child(ren) mostly sets own rules.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Demonstrates no ability to exercise appropriate authority; no structure or limits; complete role reversal; abdicates responsibility.

E4. Are caregiver(s) effective in managing sibling conflicts?

CG1	CG2	
<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	<input type="checkbox"/> 1 <input type="checkbox"/> 1.5	Aware and sensitive to sibling interactions; teaches problem solving, appropriate sharing and respect; appreciates individual differences; fairness is important.
<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	<input type="checkbox"/> 2 <input type="checkbox"/> 2.5	Limits fighting; encourages appropriate sharing and verbal conflict resolution; generally assists with problem solving; tries to be fair.
<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	<input type="checkbox"/> 3 <input type="checkbox"/> 3.5	Inconsistent; sometimes assists with conflicts and problem solving; fairness not generally considered important.
<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	<input type="checkbox"/> 4 <input type="checkbox"/> 4.5	Indifferent, leaves to own devices; tends to ignore sibling interaction both positive and negative; or does not treat children equitably.
<input type="checkbox"/> 5	<input type="checkbox"/> 5	Favors or rejects one; or fosters rivalry; or scapegoats one child; or allows one to rule; or compares children negatively.

* Items selected from the CBSC FAF., Version 2.3 (2/99) that was modified for the Philadelphia Outcome Initiative. The format of this instrument has been changed to facilitate linkage with ESFT conceptualization during informal case planning in FBMH. Per the authors' request, the published copyrighted version of the FAF must be used for all formal clinical assessment and research purposes.

Completed by: _____ Date: _____