



Parenting Capacity Assessment for the Court in a Multifamily Group Setting

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Parenting capacity assessment in court evaluations is a particularly complex task, given that it is necessary to consider the vast array of distinct and interrelated aspects and abilities which represent parenting, as well as the elevated number of contextual levels that influence parenting quality. The perspective we want to introduce regards the potentiality of the multifamily group as the elective observational setting in parenting capacity assessment.

Keywords: child maltreatment, parenting capacity, parenting assessment models, multifamily group, multifamily observational setting

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PARENTING CAPACITY ASSESSMENT: DIFFICULTIES AND OBJECTIVES

Assessing parenting capacity constitutes a crucial task both in the process of child protection in cases of alleged or substantiated parent mistreatment and also regarding decisions relative to child placement in cases of highly conflictual marital separation. According to Budd (2001), several sources of difficulty that specifically characterize parenting capacity assessment are identifiable.

The first source of difficulty regards the lack of universally accepted standards relative to the minimum level for attributing sufficient parenting capacity. The absence of shared references exposes the evaluators to the use of vague and subjective criteria, based on their own experiences and personal assumptions.

The second source of difficulty concerns the typically obligatory nature of the assessment context (in which the parenting capacity assessment takes place), which places parents under high levels of stress linked to the involvement of the courts and to eventual consequences resulting from a negative evaluation. This causes defensive behavior in parents as well as the tendency to alter their usual ways of thinking and their personal conduct for reasons of social acceptability, with inevitable repercussions on the reliability and validity of the gathered information.

The third source of difficulty is related to the shortage of instruments specifically designed to measure parenting capacity, instruments that can't be replaced validly by traditional methods of assessment of psychological functioning (e.g., cognitive and personality tests).

Several authors (Roder, 1991; Budd and Holdsworth, 1996; Azar et al., 1998; Roder et al., 2003; Budd, 2005; Jones, 2010), have given themselves the objectives of standardizing parenting capacity assessment models, with the aim of overcoming these difficulties, making their best attempt to defining more specifically the area to be considered and the most appropriate methodologies to be employed in this task. The aforementioned models indicate various areas of parent functioning that are crucial but also difficult to assess.

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Sam Redding, Marilyn Murphy, Pam Sheley



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Conducting Parenting Capacity Assessments Alexander T. Polgar, 2019-06-12 Child welfare professionals legal counsel and judges will find this manual to be an indispensable reference with which to inform and structure their effort to advance what is in the best interest of a child at risk Dr Alexander T Polgar created this remarkably comprehensive user friendly manual It includes in a single source a clearly articulated rationale for a systematic methodology with which to conduct Parenting Capacity Assessments Mental health professionals new to this area of practice regardless of jurisdiction will be able with the use of this manual to conduct assessments of a quality that usually comes with practice wisdom derived from years of experience Seasoned practitioners again regardless of the jurisdiction in which they work will welcome the benefits of this initiative to achieve standardization that is rationally based and empirically supported by a wealth of previously unsynthesized research Child welfare professionals legal counsel and judges will find this manual to be an indispensable reference with which to inform and structure their effort to advance what is in the best interest of a child at risk This manual includes two separate but related sections

Children's needs - parenting capacity Hedy Cleaver, Ira Unell, Great Britain Department for Education, 2011-10-12 This second edition of Children's needs parenting capacity updates the original exploration of the research literature in the light of legal and policy changes in England and findings from more recent national and international research The edition has also been expanded to cover parental learning disabilities and how it may impact on parenting and children's health and development The findings show that these parenting issues affect children differently depending on their age and individual circumstances While some children grow up apparently unscathed others exhibit emotional and behavioural disorders This knowledge can inform practitioners undertaking assessments of the needs of children and their families and effective service responses This publication is essential reading for practitioners managers and policy makers concerned with improving the outcomes for children and families who are experiencing such problems

School, Family, and Community Partnerships Joyce L. Epstein, Mavis G. Sanders, Steven B. Sheldon, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Frances L. Van Voorhis, Cecelia S. Martin, Brenda G. Thomas, Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams, 2018-07-19 Strengthen programs of family and community engagement to promote equity and increase student success When schools families and communities collaborate and share responsibility for students education more students succeed in school Based on 30 years of research and fieldwork the fourth edition of the bestseller School Family and Community Partnerships Your Handbook for Action presents tools and guidelines to help develop more effective and more equitable programs of family and community engagement Written by a team of well known experts it provides a theory and framework of six types of involvement for action up to date research on school family and community collaboration and new materials for professional development and on going technical assistance Readers also will find Examples of best practices on the six types of involvement from preschools and elementary middle and high schools Checklists templates and evaluations to plan goal linked partnership programs and assess progress CD ROM with slides and notes for two presentations A new awareness session to orient colleagues on the major components of a research based partnership program and a full One Day Team Training Workshop to prepare school teams to develop their partnership programs As a foundational text this handbook demonstrates a proven approach to implement and sustain inclusive goal linked programs of partnership It shows how a good partnership program is an essential component of good school organization and school improvement for student success This book will help every district and all schools strengthen and continually improve their programs of family and community engagement

Parenting Matters National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Supporting the Parents of Young Children, 2016-11-21 Decades of research have demonstrated that the parent child dyad and the environment of the family which includes all primary caregivers are at the foundation of children's well being and healthy development From birth children are learning and rely on parents and the other caregivers in their lives to protect and care for them The impact of parents may never be greater than during the earliest years of life when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment Parents help children build and refine their knowledge and skills charting a trajectory for their health and well being during childhood and beyond The experience of parenting also impacts parents themselves For instance parenting can enrich and give focus to parents lives generate stress or calm and create any number of emotions including feelings of happiness sadness fulfillment and anger Parenting of young children today takes place in the context of significant ongoing developments These include a rapidly growing body of science on early childhood increases in funding for programs and services for families changing demographics of the U S population and greater diversity of family structure Additionally parenting is increasingly being shaped by technology and increased access to information about parenting Parenting Matters identifies parenting knowledge attitudes and practices associated with positive developmental outcomes in children ages 0-8 universal preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge attitudes and practices and barriers to and facilitators for parents use of practices that lead to healthy child outcomes as well as their participation in effective programs and services This report makes recommendations directed at an array of stakeholders for promoting the wide scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice It is meant to serve as a roadmap for the future of parenting policy research and practice in the United States

Imagining Child Welfare in the Spirit of Reconciliation Dorothy Badry, H. Monty Montgomery, Daniel Kikulwe, Marlyn Bennett, Don Fuchs, 2018-09 Imagining Child Welfare in the Spirit of Reconciliation is a most crucial look at child welfare practices in Canada social work as a tool for advocacy and the need to address the historical legacy of the Sixties Scoop

Assessing Children's Needs and Circumstances Hedy Cleaver, Steven Walker, 2004 Drawing on interviews with social workers and their managers and families and young people themselves the authors of this important book show how the principles embodied in the Assessment Framework have been applied to social work practice This book should be read by all professionals working to promote the welfare and well being of children

Child and Family Assessment in Social Work Practice Sally Holland, 2004-03-06 This is an essential guide for both social work students and practitioners involved in the assessment of children and their families It is a guide for practice that is strongly rooted in research evidence

Evaluation of Parenting Capacity in Child Protection Karen S. Budd, Mary Connell, Jennifer R. Clark, 2011-03-02 Forensic mental health assessment FMHA has grown into a specialization informed by research and professional guidelines This series presents up to date information on the most important and frequently conducted forms of FMHA The 19 topical volumes address best approaches to practice for particular types of evaluation in the criminal civil and juvenile family areas Each volume contains a thorough discussion of the relevant legal and psychological concepts followed by a step by step description of the assessment process from preparing for the evaluation to writing the report and testifying in court Volumes include the following helpful features Boxes that zero in on important information for use in evaluations Tips for best practice and cautions against common pitfalls Highlighting of relevant case law and statutes Separate list of assessment tools for easy reference Helpful glossary of key terms for the particular topic In making recommendations for best practice authors consider empirical support legal relevance and consistency with ethical and professional standards These volumes offer invaluable guidance for anyone involved in conducting or using forensic evaluations This book addresses evaluations for child protection one of the most delicate legal arenas in which forensic mental examiners play a part The evaluations are highly specialized requiring child clinical specialization a knowledge of the legal and social context and a thorough understanding of the professional and ethical guidelines for child protection evaluations This volume provides the foundation that any mental health professional needs when pursuing specialization in evaluating children and parents before the court in child abuse and neglect cases

The Child's World Janet Anne Basarab-Horwath, 2001-01-01 Written for professionals involved in the assessment of children in need this book is a comprehensive guide to recent developments in research and practice It looks at the policy framework for assessment the actual process of assessment how to assess the developmental needs of children and how to assess their parents and family s capacity to meet those needs The contributors are experts from a range of fields and the guide which was developed by the NSPCC and is published in association with them is designed to facilitate productive joint agency work Key topics covered include ecological perspectives on the child and the family attachment theory and child development assessing families where the parents have a learning disability working with children and families from minority ethnic groups the effect of sexual abuse within the family on the assessment process assessment prior to birth Originally commissioned by the Department of Health and outlining the developments and theory underpinning their Framework for the Assessment of Children in Need and their Families this book will be essential reading for qualified and trainee social workers and those completing the Post Qualifying Award in Child Care It will also be an indispensable guide for psychologists teachers health visitors and any other professionals and qualifying professionals involved in the assessment of children in need

Parenting Assessments in Child Welfare Cases Terry D. Pezzot-Pearce, John W. Pearce, 2004-01-01 Perry Pezzot Pearce and John Pearce guide practitioners through the steps of assessment from negotiating the initial referral through data collection and report writing to court testimony

The Nurturing Parenting Programs Stephen J. Bavolek, 2000

Assessment of Older Adults with Diminished Capacity , 2008

Head Start Impact Michael J. Puma, 2006 Since its beginning in 1965 as a part of the War on Poverty Head Start's goal has been to boost the school readiness of low income children Based on a whole child model the program provides comprehensive services that include pre school education medical dental and mental health care nutrition services and efforts to help parents foster their child's development Head Start services are designed to be responsive to each child's and family's ethnic cultural and linguistic heritage The Congressionally mandated Head Start Impact Study was conducted across 84 nationally representative grantee delegate agencies Approximately 5 000 newly entering 3 and 4 year old children applying for Head Start were randomly assigned to either a Head Start group that had access to Head Start program services or to a non Head Start group that could enrol in available community non Head Start services selected by their parents Data collection began in fall 2002 and is scheduled to continue through 2006 following children through the spring of their 1st grade year The study quantifies the impact of Head Start separately for 3 and 4 year old children across child cognitive social emotional and health domains as well as its on parenting practices This book is essential reading for those in the education field

Handbook on Family and Community Engagement Sam Redding, Marilyn Murphy, Pam Sheley, 2011-12-01 Thirty six of the best thinkers on family and community engagement were assembled to produce this Handbook and they come to the task with varied backgrounds and lines of endeavor Each could write volumes on the topics they address in the Handbook and quite a few have The authors tell us what they know in plain language succinctly presented in short chapters with practical suggestions for states districts and schools The vignettes in the Handbook give us vivid pictures of the real life of parents teachers and kids In all their portrayal is one of optimism and celebration of the goodness that encompasses the diversity of families schools and communities across our nation

The Wiley Handbook of What Works in Child Maltreatment Louise Dixon, Daniel F. Perkins, Catherine Hamilton-Giachritsis, Leam A. Craig, 2017-04-11 A comprehensive guide to empirically supported approaches for child protection cases The Wiley Handbook of What Works in Child Maltreatment offers clinicians psychologists psychiatrists and other professionals an evidence based approach to best professional practice when working in the area of child protection proceedings and the provision of assessment and intervention services in order to maximize the well being of young people It brings together a wealth of knowledge from expert researchers and practitioners who provide a comprehensive overview of contemporary work informing theory assessment service provision rehabilitation and therapeutic interventions for children and families undergoing care proceedings Coverage includes theoretical perspectives insights on the prevalence and effects of child neglect and abuse assessment children's services and interventions with children victims and families

Providing Relationships and Sex Education for Special Learners Paul Bray, 2021-07-25 Effective Relationships and Sex Education RSE provision is a right for all learners yet it often proves challenging for educators and caregivers particularly those teaching learners with additional needs This book provides practical guidance for teachers and Special Educational Needs Coordinators SENCOs who require the knowledge skills and confidence to deliver effective RSE to young people with Special Educational Needs It offers both specific support tailored to pupils with Profound Multiple Learning Difficulties PMLD and Severe Learning Difficulties SLD Down's Syndrome and Autism as well as broad support to embed a whole school approach in mainstream and special settings Chapters guide the reader through a range of key topics with advice strategies and ready to use resources to teach RSE in a positive and respectful way This much needed book will be invaluable for education professionals residential care providers and anybody looking to support young people with Special Educational Needs as they learn about relationships and sex It will also help schools to meet statutory requirements covering the delivery of Relationships and Sex Education

Assessment in Early Childhood Education Sue C. Wortham,2013-11-01 For Assessment courses in Early Childhood Education One of the most accessible and practical textbooks available on assessing young children from infancy through age 8 It provides the full range of types of assessment and how when and why to use them An excellent introduction to assessing young children Assessment in Early Childhood Education continues with the inclusion of all types of assessments that can be used with infants and young children Key changes and updates to this edition include updated and streamlined figures examples and models of assessment that aid pre service teachers to learn how to apply the principles of quality assessments new activities at the end of the chapters provide opportunities for students to apply their own performance activities to demonstrate understanding of chapter contents the effects of No Child Left Behind have been updated newly revised information on children from diverse cultures and languages and children with disabilities has been added and information on new and current trends toward accountability are discussed as well as the impact of high stakes testing

Parents with Intellectual Disabilities Gwynnyth Llewellyn,Rannveig Traustadottir,David McConnell,Hanna Bjorg Sigurjonsdott,2010-02-18 The first international cross disciplinary book to explore and understand the lives of parents with intellectual disabilities their children and the systems and services they encounter Presents a unique pan disciplinary overview of this growing field of study Offers a human rights approach to disability and family life Informed by the newly adopted UN Convention on the Rights of Persons with Disabilities 2006 Provides comprehensive research based knowledge from leading figures in the field of intellectual disability

A Practical Guide to Early Intervention and Family Support Emma Sawyer,Sheryl Burton,2016-01-21 Parental mental health problems and substance misuse affect a significant number of families This handbook provides practitioners with early intervention techniques and effective support strategies for ensuring the best outcomes for these vulnerable families Featuring pointers models and practice examples A Practical Guide to Early Intervention and Family Support considers the concept of resilience and effective family support Assessing the policy context and possible barriers to support it looks at assessment of need safeguarding children minimising negative impact and most importantly keeping families together where possible Drawing on key research on the risks and impacts this book demonstrates the need for a unified approach from a range of adult and children s services This third edition has been fully updated to reflect developments in policy and services Essential reading for all professionals who are involved in providing services to families it will also be of interest to service commissioners and those with an academic interest in what helps to support children and families in these circumstances

Sámi Educational History in a Comparative International Perspective Otso Kortekangas,Pigga Keskitalo,Jukka Nyysönen,Andrej Kotljarchuk,Merja Paksuniemi,David Sjögren,2019-09-04 This book provides a comprehensive overview of Sámi education in a historical and internationally comparative perspective Despite the cross national character of the Sámi population academic literature on Sámi education has so far been published within the different nation states in the Sámi area and rarely in English Exploring indigenous educational history around the world this collection spans from Asia to Oceania to Sámi and the Americas The chapters frame Sámi school history within an international context of indigenous and minority education In doing so two narrative threads are established both traditional history of education and perspectives on the decolonisation of education This pioneering book will appeal to students and scholars of Sámi education as well as indigenous education around the world

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