Strengths in Families Worksheet

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| **Parent-Child Relationship** To accurately assess the parent-child bond, it is important to know the attachment behaviors of the parent’s culture. For example, what are appropriate verbal and nonverbal cues for this culture? | | | |
|  | Yes | No | Unsure |
| 1. The parent shows empathy for the child. |  |  |  |
| 1. The parent responds appropriately to the child’s verbal/nonverbal signals. |  |  |  |
| 1. The parent is able to put the child’s needs ahead of their own. |  |  |  |
| 1. When they are together, the child shows comfort in the parent. |  |  |  |
| 1. The parent has raised the child for a significant period of time. |  |  |  |
| 1. In the past, the parent met the child’s basic physical and emotional needs. |  |  |  |
| 1. The parent accepts some responsibility for the problems that brought the child to the attention of authorities. |  |  |  |
| 1. The parent uses positive, nonviolent discipline. |  |  |  |

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| **Parental Support System** These items reflect the quality of the parent’s relationships with their current support system. Note that the ways in which support systems function may vary depending on culture. | | | |
|  | Yes | No | Unsure |
| 1. The parent has positive, significant relationships with other healthy adults. |  |  |  |
| 1. The parent has a meaningful support system that can help him/her (e.g., church, job, counselor). |  |  |  |
| 1. Extended family is nearby and capable of providing support |  |  |  |

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| **Past Support System** This section identifies extended family and friendships that have been helpful in the past. If these supports have demonstrated healthy coping abilities in the past consistent with their cultural norms, this may be a resource for the family in the present as well. | | | |
|  | Yes | No | Unsure |
| 1. Extended family history shows family members able to help appropriately when one member is not functioning well. |  |  |  |
| 1. Relatives came forward to offer help when the child needed placement. |  |  |  |
| 1. Relatives have followed through on commitments in the past. |  |  |  |
| 1. There are other adults, not blood relatives, who helped in the past. |  |  |  |
| 1. Other adults, not blood relatives, have followed through on commitments in the past. |  |  |  |

Strengths in Families Worksheet (cont’d)

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| **Family History** These items look at the parent’s history and cultural heritage. To answer the first question, it is important to know to what extent the family has identified with and participated in its ethnic community. | | | |
|  | Yes | No | Unsure |
| 1. The family’s ethnic, cultural, or religious heritage includes an emphasis on mutual caretaking and shared parenting in times of crisis. |  |  |  |
| 1. The parent’s childhood history shows consistency of parental caretaker. |  |  |  |
| 1. The parent’s history shows evidence of their childhood needs being met adequately. |  |  |  |

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| **Parent’s Self-Care** These items highlight the parent’s ability to function in an adult-mode, according to the expectation of their culture. | | | |
|  | Yes | No | Unsure |
| 1. The parent’s general health is good. |  |  |  |
| 1. The parent appropriately uses medical care for self. |  |  |  |
| 1. The parent’s hygiene and grooming are consistently adequate. |  |  |  |
| 1. The parent has a history of stability in housing. |  |  |  |
| 1. The parent has a solid employment history. |  |  |  |
| 1. The parent has graduated from high school or possesses a GED. |  |  |  |
| 1. The parent has skills that contribute to employability. |  |  |  |

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| **Child’s Development** These last five items focus on the functioning of the child. Behavior and social skills vary between cultures, so cultural knowledge is necessary. | | | |
|  | Yes | No | Unsure |
| 1. The child shows age-appropriate cognitive abilities. |  |  |  |
| 1. The child demonstrates an age-appropriate attention-span. |  |  |  |
| 1. The child shows evidence of conscience development. |  |  |  |
| 1. The child has appropriate social skills. |  |  |  |
| 1. Major behavioral problems are absent. |  |  |  |