

Understanding Parenting Capacity Assessment: Implications for Tx, Care and Management of Families and Children

Robert S. Wright, MSW, RSW
Prepared for Child Welfare Personnel
PEI Department of Family and Human Services
November 6, 2015

Who is Robert Wright?

- Social Work Private Practitioner
- *Frontline C.W. Worker
- *Mental Health @ WSP
- *Ex. Dir. FCS Cumberland
- *Ex. Dir. Child & Youth Strategy
- African Nova Scotian MH & Addiction Initiative



The Day

- 9:15 PCA Definition, Why now, TPCAP
- 10:30 BREAK TIME!
- 10:45 Theories, Erickson, Attachment (Bowlby)
- 12:00 LUNCH TIME!
- 1:00 Theories, Trauma, Resilience, Social Ecology
- 2:30 Teens, Conclusions, Legal Limits, Q&A

Your Questions

What is Parenting Capacity Assessment?

Why These Assessments Now?

- The New Era
- “Community Standards”
- Iatrogenics
“Drift”
- CSI-zation of
Court



The Toronto PCA Project

- Paul Steinhauer, MD
“Canada’s greatest
child advocate”
- Child welfare drift
- Tool for social
workers
- Organized the nine
guidelines



The Guidelines

- Family Status/Current Stressors (context)
- Child's Developmental Progress
- Pattern of Parent/Child Relationship
- Observations of Parenting Ability
- Impulse Control
- Parental Acceptance of Responsibility
- Behaviours Affecting Parenting
- Manner of Relating to Society
- Parent's Use of Clinical Interventions

Parenting Capacity Exercise

- I am Sam (TMG 5:00-15:30)
- Watch this clip, list elements relevant to Sam's PCA

PCA Debrief, Q&A

- What did you note in the clips?
- What questions do you have about PCA Guidelines?



memegenerator.net

Theories Essential to PCA

- **Psycho-social development/Bonding and attachment**
- Objective parenting tasks
- **Trauma and its effects**
- Major medical / mental illness
- Psycho-sexual development
- Racial/cultural identity development
- **Resilience & Social Ecology**
- **Legislative and policy environment**

Erickson's Psycho-social Development

- Development occurs in stages
- Each stage has developmental tasks
- Each stage has a central crisis
- Development is cumulative
- Unsuccessfully achieved stages will have observable consequences

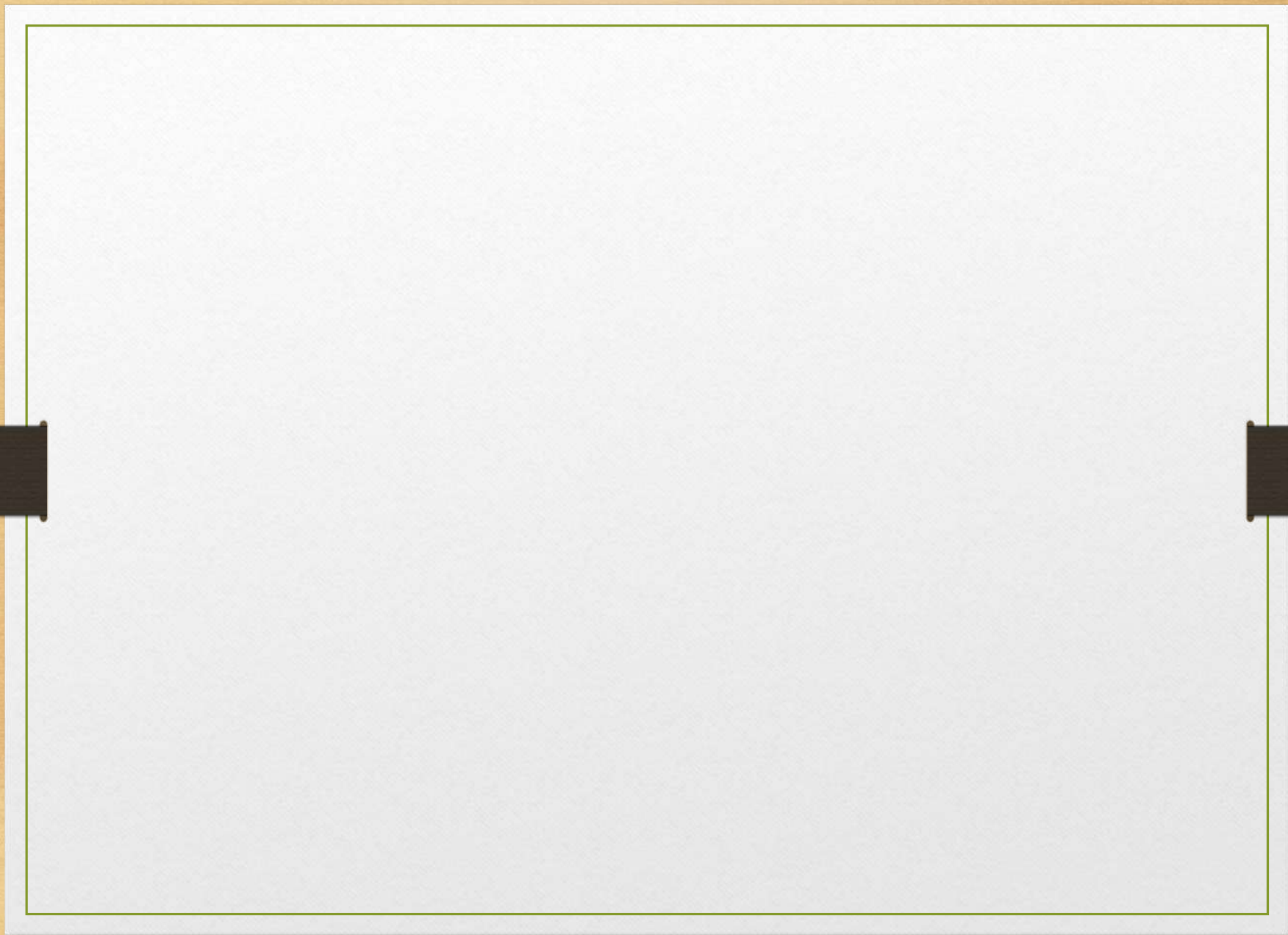


TABLE 10.1**ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT**

Stage (approximate age)	Issues	Description of Task
<i>Infancy (to 1 year)</i>	<i>Trust vs. mistrust</i>	If needs are dependably met, infants develop a sense of basic trust.
<i>Toddlerhood (1 to 2 years)</i>	<i>Autonomy vs. shame and doubt</i>	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
<i>Preschooler (3 to 5 years)</i>	<i>Initiative vs. guilt</i>	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
<i>Elementary school (6 years to puberty)</i>	<i>Competence vs. inferiority</i>	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
<i>Adolescence (teen years into 20s)</i>	<i>Identity vs. role confusion</i>	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
<i>Young adulthood (20s to early 40s)</i>	<i>Intimacy vs. isolation</i>	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
<i>Middle adulthood (40s to 60s)</i>	<i>Generativity vs. stagnation</i>	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
<i>Late adulthood (late 60s and up)</i>	<i>Integrity vs. despair</i>	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

Psychosocial Q&A

Attachment Theory

- Major theorist is John Bowlby
- Established in first 1-2 years of life
- Similar to Erickson's infancy stage
- Foundation of identity, emotional regulation, and all relationships

Attachment Definition

- “. . . An affectionate bond between two individuals that endures through space and time and serves to join them emotionally (Kennell 1976)”

Quiessence

Feel Need

Trust
Security
Attachment

Need Met

Express
Need



Attachment Types

Secure	Secure to explore; upset at parting; happy to reunite
Anxious-Resistant Insecure	Limited exploring; distress at parting; ambivalent at reunion
Anxious-Avoidant Insecure	Limited exploring; limited distress at parting; ignores reunion
Disorganize/Disoriented Attachment	Fearful and stressed; contradictory emotions; seeks comfort but calm does not endure
Reactive Attachment/Social Engagement Disorder	Indiscriminant seeking of comfort; resistant to being comforted

Access Visits
Ainsworth Strange Scenario

Attachment Q&A

Lunch Time!

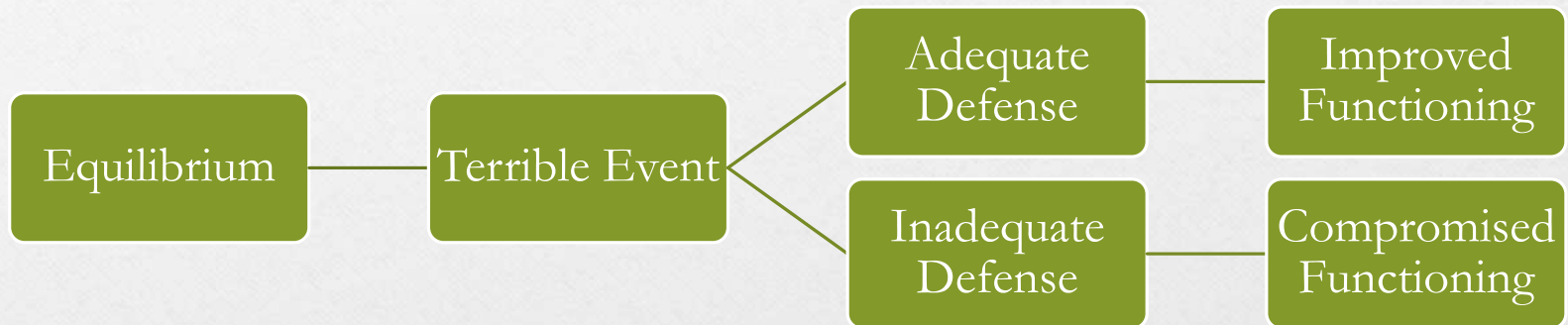


Trauma Definition

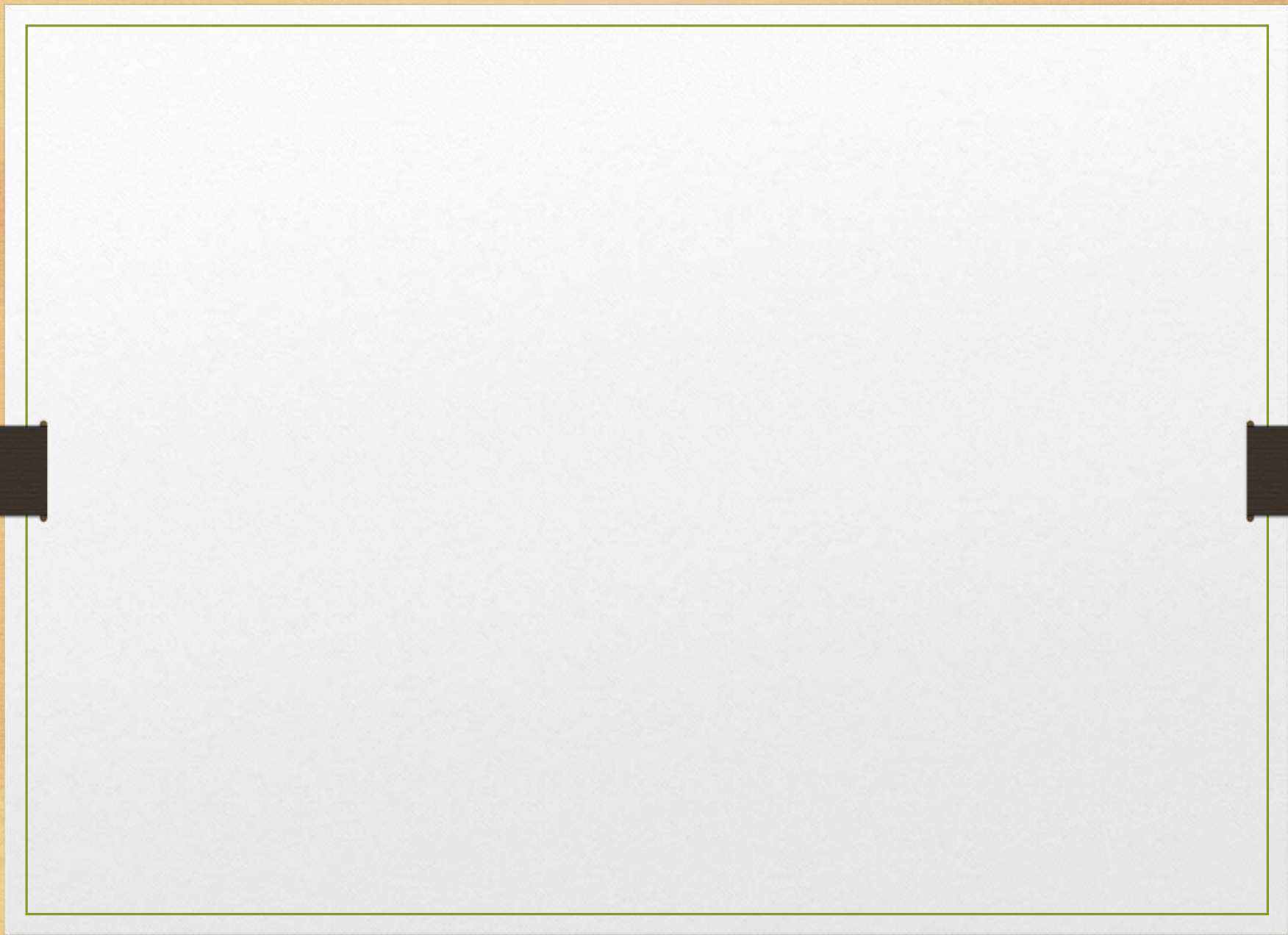
Trauma is an enduring emotional response to a terrible event after an initial psychological defense. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms.



Psychological Model of Trauma



That which does not kill me makes me stronger . . . F.N.

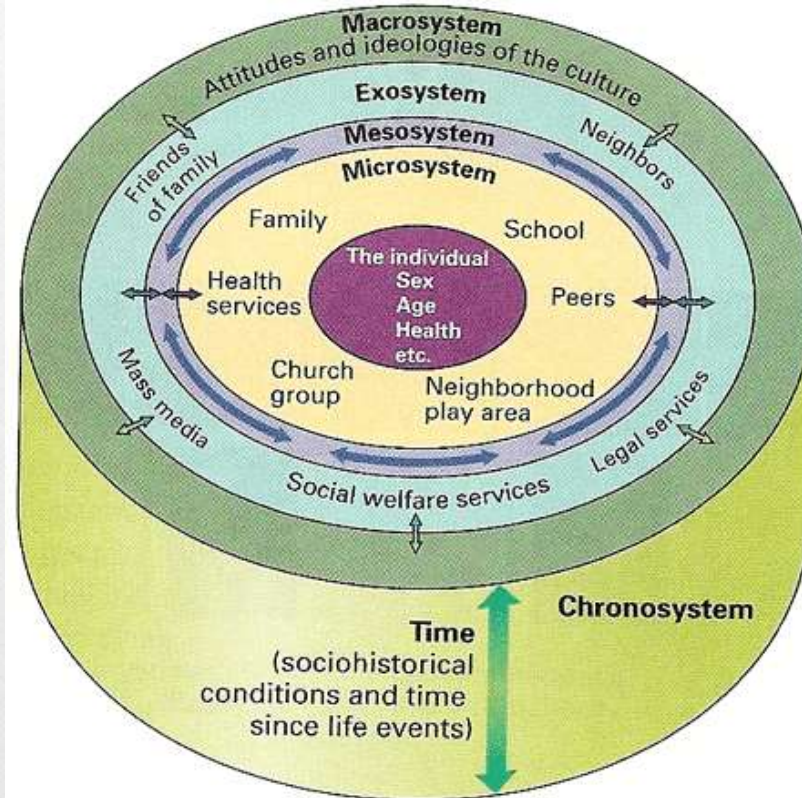


Trauma Q&A

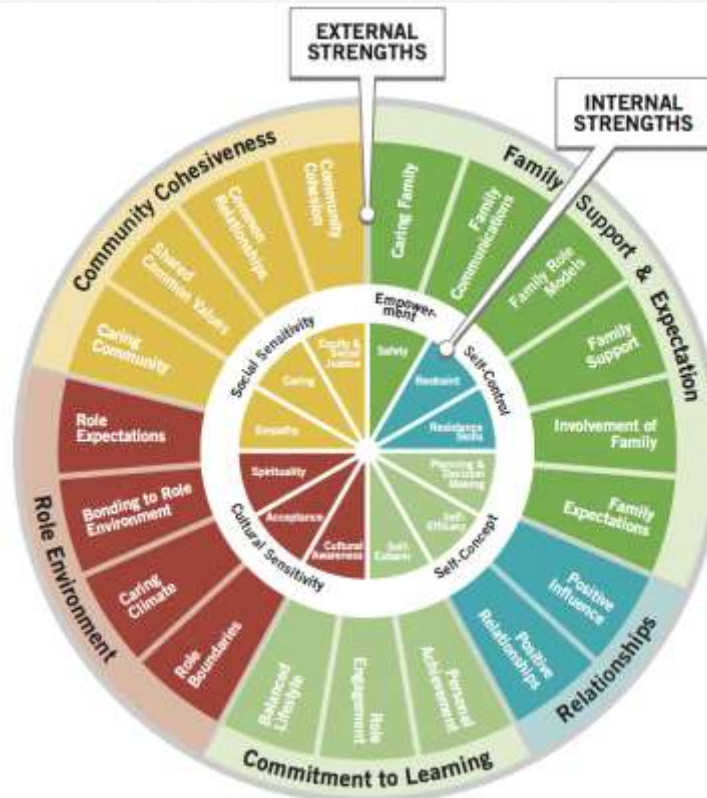
Resilience and Social Ecology

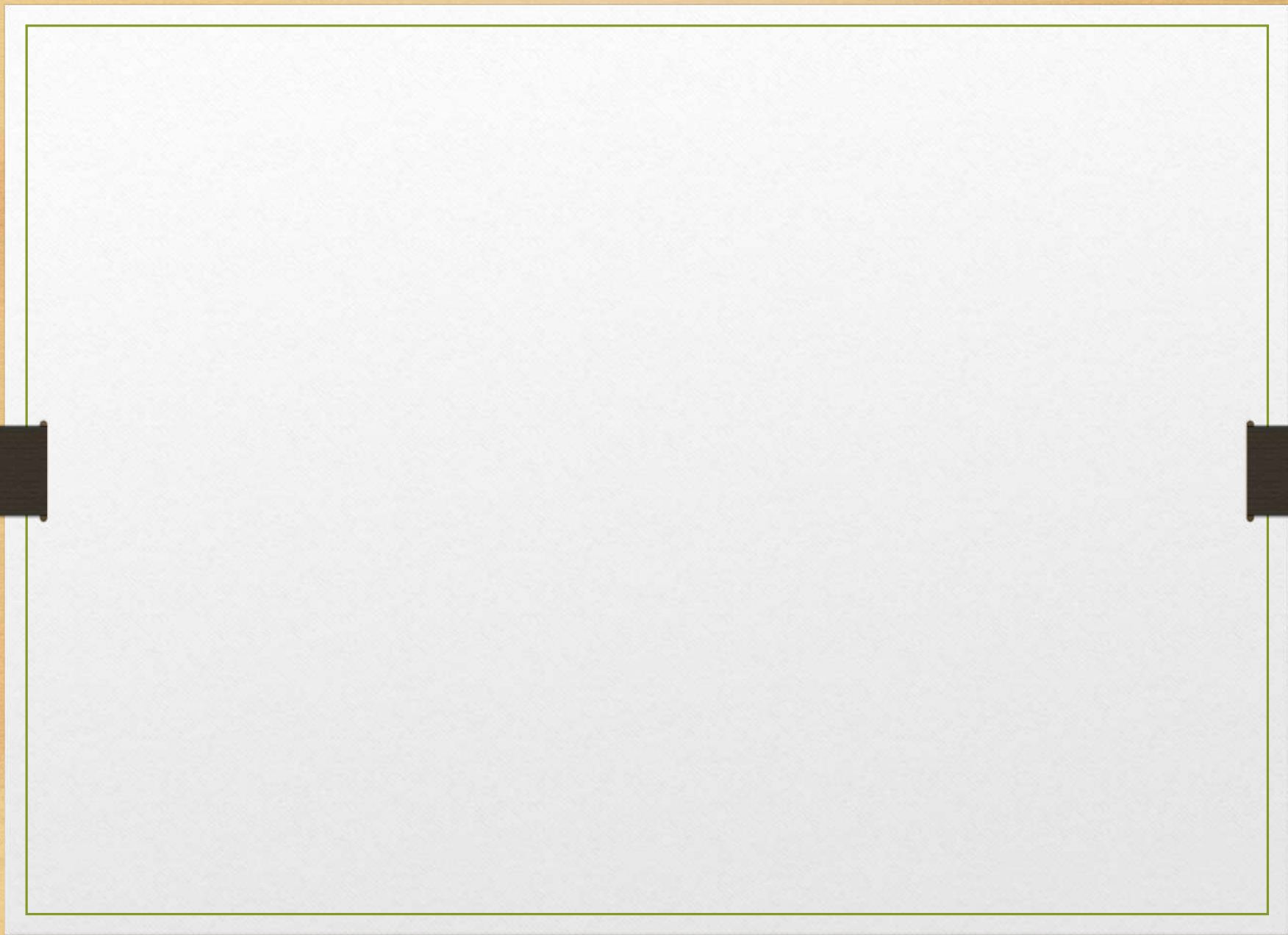
- Parenting Capacity occurs within a social context
- Necessary to understand social domains as both parenting influences and targets of intervention
- Guidelines g, h and i
- Especially critical when working with youth

Bronfenbrenner's Ecological Model



Resiliency Canada Model





Resiliency, Ecology Q&A

Afternoon Break?

(it wasn't promised!)



Working With Adolescents

- Challenges related to disruptions in development
- Understanding developmental deficits key to interventions
- “Power of Knowing”
- All children require parenting. Can you accurately describe the parenting needs of the youth you work with and coach effective parenting?

Working With Adolescents

- Self-protection “denial challenged provokes blame and attack” - Good Will Hunting Painting Scene
<https://www.youtube.com/watch?v=1AvxR5vVgY4>
- “Power of Knowing” – GWH Park Scene
<https://www.youtube.com/watch?v=qM-gZintWDc>
- Affective intervention – GWH It is not your fault
<https://www.youtube.com/watch?v=UYa6gbDcx18>

Working With Adolescents Q&A

PCA Conclusions & Legal Limits

- Clearly define risks (Sec. 9)
- Describe parenting deficits
- Can existing services remediate deficits? (Sec. 38 (3)(e))
- Can remediation occur within timelines? (Sec. 41 (2))
- Recommend permanent care plan
- What services will children and family need?

Conclusions & Legal Limits Q&A

Final Thoughts Q&A
