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| **Functional Family Therapy Case Conceptualization 4.0** |

*For use with individual, couple, or family clients*

**Date:**       **Clinician:**       **Client/Case #:**

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| **Introduction to Client & Significant Others**  |

*List all significant others who will be included in the case conceptualization.*

*Additional identifiers may include: religion, language, sexuality, immigration status, economic status, neurodiversity, chronic health conditions, client’s position/role within their system(s), significant hobbies/interests or similar information.*

**Adult(s)**

Adult Age:

Gender:       Ethnoracial Identity:        Occupation:       Additional identifiers:

Adult Age:

Gender:       Ethnoracial Identity:       Occupation:       Additional identifiers:

**Child(ren)**

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Others in Household/Family/Significant Persons:

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| **Presenting Concerns** |

*Client’s Description(s) of Problem(s)(focus on OBSERVABLE behaviors):*

Adult Age:

Adult Age:

Child Age:

Child Age:

Child Age:

Additional:

*Broader System Problem Descriptions:* From referring party, teachers, relatives, legal system, etc.:

Extended Family:

Name:

Name:

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| **Background Information** |

*Trauma/Abuse History (recent and past):*

*Substance Use/Abuse (current and past; self, family of origin, significant others):*

*Precipitating Events (recent life changes, first symptoms, stressors, etc.):*

*Related Historical Background (earlier incidents, family history, related issues, prior treatment, etc.):*

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| **Relational Connection** |

*Describe family’s preferred approach to relational connection:*

[ ]  High independence: Example:

[ ]  High interdependence: Example:

[ ]  Mid-pointing: Example:

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| **Relational Hierarchy** |

*Describe family’s hierarchy:*

[ ]  Parent up/Adolescent down: Example:

[ ]  Adolescent up/Parent down: Example:

[ ]  Symmetrical: Example:

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| **Relational Function of the Symptom** |

[ ]  Creates independence: Example:

[ ]  Creates interdependence: Example:

[ ]  Establishes hierarchy: Example:

[ ]  Distributes power: Example:

*How can the family achieve a similar function with more effective relational interactions?*

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| **Risk Factors** |

*Adolescent Risk Factors:*

[ ]  History of violence or victimization: Example:

[ ]  Early aggressive behavior or poor behavioral control: Example:

[ ]  Substance, alcohol, and/or tobacco use: Example:

[ ]  Mental health issue: Example:

[ ]  Low IQ: Example:

[ ]  Antisocial beliefs or attitudes: Example:

*Family Risk Factors:*

[ ]  Lack of mutual attachment or nurturing by parents: Example:

[ ]  Ineffective parenting: Example:

[ ]  Chaotic home environment: Example:

[ ]  Lack of significant relationship with caring adult: Example:

[ ]  Caregiver who abuses drugs, commits crimes, or diagnosed with mental disorder: Describe:

*School/Peer Risk Factors:*

[ ]  Associates with troubled youth: Example:

[ ]  Frequent social rejection: Example:

[ ]  Lack of involvement in conventional activities: Example:

[ ]  Poor academic performance/little commitment to school: Example:

*Community Risk Factors:*

[ ]  Diminished economic opportunities youth: Describe:

[ ]  High level of transience and low levels of community participation: Describe:

[ ]  High levels of family disruption: Describe:

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| **Protective Factors and Strengths** |

[ ]  Strong bond between children and family: Describe:

[ ]  Parental involvement in child’s life: Example:

[ ]  Supportive parenting that meets financial, emotional, cognitive and social needs of child: Example:

[ ]  Clear limits and consistent enforcement of discipline: Example:

*Adolescent Strengths:*

*Family Strengths:*

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| **Multisystem Assessment** |

*Describe the function of the symptomatic behavior in other social systems, such as neighborhood, school, peers, employment, human service agencies, cultural groups, region, etc.:*

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| **Culture and Community** |

* **Cultural Background**: *What is the family’s ethnic and racial background(s)? In which ways do its members identify with this background? In which ways do they not?*
* **Culture and Family Norms**: *What are the norms for family structure, hierarchy, role, and emotional expression in the family’s culture? In which ways does the family embrace these? In which ways do they not? How does this compare with norms from their local and regional community?*
* **Local Community**: *How does the family fit within their local community? Are they connected to meaningful and supportive groups within the community? How are their problems viewed within this community? Are there support persons that can be engaged?*
* **Socioeconomic Context**: *How does the family’s socioeconomic status affect its role in the community and contribute to the problems they experience?*
* **Adapting Therapy**: *How does the therapy process need to be adapted to be respectful of the family’s cultural and community contexts, values, and norms? What type of therapeutic relationship, goals, assessments, and interventions would be most useful?* s