Parenting Assessment in Social Work

MEETING THE CHILD'S NEEDS

Checklist | Questions & Analysis

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PARENTING ASSESSMENT IN SOCIAL WORK

Checklist/questions –

Meeting child's needs

HEALTH

For all parents

- How do you make sure your child stays healthy and well?
- What do you usually do if your child becomes ill or injured?
- How do you decide whether your child needs to see a doctor or other professional?
- How do you keep track of appointments, vaccinations, and health checks?
- What do you do to make sure your child eats balanced and regular meals?
- How do you encourage your child to look after their personal hygiene?
- What routines do you have for sleep and rest?
- How do you help your child stay active or get exercise?
- Does your child have any health conditions? If so, how do you manage them?
- How do your own health or stress levels affect your ability to care for your child?

Additional questions for older children/teens

- How do you talk with your child about topics such as alcohol, smoking, or drugs?
- How do you help your child take responsibility for managing their own health appointments or medication?
- How do you support your child to make safe choices around physical and sexual health?
- How do you encourage your child to ask for help if they feel anxious, low, or unwell?

EDUCATION

For all parents

- How does your child feel about school or nursery?
- How do you make sure your child attends regularly and on time?
- How do you help your child with learning or homework?

- How do you communicate with your child's teachers or school?
- What subjects or activities does your child enjoy most?
- Has your child ever had problems at school (such as bullying or attendance)? How did you deal with this?
- How do you support your child's confidence and motivation to learn?

Additional questions for older children/teens

- How do you support your child to manage schoolwork, exams, or college studies independently?
- How do you talk with your child about future plans, work, or training?
- How do you handle problems such as skipping school or low motivation?
- How do you help your child balance school, hobbies, and social life responsibly?

EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

For all parents

- How would you describe your child's personality and temperament?
- How does your child show when they are happy, angry, or sad?
- How do you comfort your child when they are upset or anxious?
- How do you praise or encourage your child when they do well?
- How do you manage conflict or misbehaviour?
- How do you teach your child to deal with frustration or disappointment?
- How do you manage your own emotions around your child?

Additional questions for older children/teens

- How do you and your child usually resolve disagreements?
- How do you manage changes in your child's behaviour as they become more independent?
- How do you discuss and manage issues such as defiance, attitude, or risk-taking?
- How do you support your child's emotional wellbeing and self-esteem?
- How do you encourage your child to express feelings appropriately?

IDENTITY

For all parents

- How do you help your child feel proud of who they are?
- What traditions, celebrations, or cultural activities do you share with your child?
- How do you talk about your family's background or beliefs?
- How do you support your child if they face teasing or discrimination?
- How do you encourage your child to be confident in their individuality?

Additional questions for older children/teens

- How do you talk with your child about identity, appearance, and belonging?
- How do you discuss topics such as sexuality, gender, or relationships?
- How do you help your child handle pressure from peers or society about looks or image?
- How do you support your child in forming their own opinions and beliefs respectfully?

FRIENDS AND SOCIAL RELATIONSHIPS

For all parents

- Who are your child's main friends?
- How do you get to know your child's friends and their families?
- How do you encourage your child to make and keep positive friendships?
- Has your child ever experienced bullying or friendship problems? How did you handle this?
- How do you teach your child to be kind and respectful to others?

Additional questions for older children/teens

- How do you keep informed about who your child spends time with?
- How do you talk with your child about friendships that may be unsafe or risky?
- How do you manage your child's use of social media or online contact?
- How do you support your child if they experience conflict, peer pressure, or isolation?

SOCIAL PRESENTATION

For all parents

- How do you make sure your child is clean and dressed appropriately?
- How often do you help or remind your child to wash and change clothes?
- How do you manage buying clothes and shoes that fit properly?
- How do you talk to your child about good hygiene and appearance?
- How do you help your child feel confident about their appearance?

Additional questions for older children/teens

- How do you encourage your child to manage hygiene and appearance independently?
- How do you handle disagreements about clothing, fashion, or image?
- How do you talk with your child about body image or confidence?

SELF-CARE SKILLS

For all parents

- What daily tasks can your child do for themselves?
- How do you teach your child to be more independent with dressing, washing, or eating?
- How do you support your child to take small responsibilities at home?
- How do you help your child learn to make safe and sensible decisions?

Additional questions for older children/teens

- How do you prepare your child for adult responsibilities such as travel, cooking, or money management?
- How do you help your child plan and make decisions about their future?
- How do you support your child to balance independence with responsibility?

BASIC CARE

For all parents

- How do you make sure your child has enough to eat, sleep, and feel comfortable?
- How do you plan and prepare meals for your child?

- How do you ensure your home is clean, safe, and suitable for your child?
- Does your child have their own bed and personal space?
- How do you manage your household routines and budgeting?
- How do you make sure your child's clothes and bedding are clean?
- Who supports you if you struggle to meet your child's basic needs?

Additional questions for older children/teens

- How do you involve your child in household tasks such as cooking or cleaning?
- How do you teach your child about budgeting, saving, or managing money?

ENSURING SAFETY

For all parents

- How do you make sure your child is safe at home and outdoors?
- Who looks after your child when you are not available?
- How do you decide who can visit or babysit?
- How do you talk to your child about keeping safe and avoiding risky situations?
- How do you respond to advice from professionals about safety?

Additional questions for older children/teens

- How do you check where your child is and who they are with?
- How do you talk about staying safe when out with friends or online?
- How do you help your child think through situations that may involve drugs, alcohol, or relationships?
- How do you ensure your child knows how to get help if they feel unsafe?

EMOTIONAL WARMTH

For all parents

- How do you show your child that you love and care for them?
- How do you comfort your child when they are upset or frightened?
- How do you spend quality time together?
- How do you let your child know you are proud of them?
- How do you repair things after a disagreement?

- How do you reassure your child when they make mistakes or get things wrong?

Additional questions for older children/teens

- How do you stay emotionally close to your child as they grow older?
- How do you show affection in a way that your child is comfortable with?
- How do you keep communication open when your child wants more independence?
- How do you support your child through stress, exams, or relationship worries?

STIMULATION

For all parents

- What activities do you enjoy doing with your child?
- How do you encourage your child's curiosity and creativity?
- How do you help your child try new experiences or hobbies?
- How do you motivate your child when they lose interest in something?
- How do you balance play, screen time, and outdoor activities?

Additional questions for older children/teens

- How do you encourage your child to follow personal interests, sports, or talents?
- How do you support your child to use their free time positively?
- How do you talk with your child about goals or future ambitions?

GUIDANCE AND BOUNDARIES

For all parents

- What rules and routines do you have in your home?
- How do you explain right and wrong to your child?
- How do you manage behaviour or discipline?
- How do you reward positive behaviour?
- Do you and other carers use consistent approaches to discipline?
- How do you stay calm when setting limits?

Additional questions for older children/teens

- How do you manage curfews, phone use, and social media?

- How do you respond if your child breaks rules or stays out late?
- How do you discuss independence and freedom while keeping them safe?
- How do you balance supervision with trust?

STABILITY

For all parents

- How long have you lived in your current home, and how do you feel about it?
- How do you provide consistency in your child's routines and care?
- How do you help your child manage change or disruption?
- How do you maintain links with important family members or friends?
- How do you plan for your child's future and long-term stability?
- What helps you stay reliable and emotionally available to your child?

Additional questions for older children/teens

- How do you support your child when family changes or separations occur?
- How do you help your child feel that home is a safe and stable base?
- How do you plan for your child's move into adulthood and greater independence?
- How do you maintain a positive relationship when they spend more time away from home?

GUIDANCE FOR SOCIAL WORKERS

Analysing responses –

Other evidence to consider & analysing responses

HEALTH

Other Evidence to Consider

• Direct observations of the child's appearance, hygiene, energy, and general wellbeing
• GP, dentist, health visitor, and school nurse records (attendance, missed appointments, and advice given)
• Hospital or specialist reports, including CAMHS or paediatric input
• Immunisation records and developmental checks
• Growth charts, weight and height trends, and diet information
• Observation of sleep routines, hygiene practices, and responses to illness
• Home environment observations: cleanliness, warmth, ventilation, and food storage
• Parent's knowledge of the child's health needs and ability to describe treatment or medication routines
• Records of accidents, injuries, or untreated concerns

What this might show about the parent:

Parents who recognise early signs of illness, act promptly, and follow medical advice show reliability, awareness, and commitment to their child's welfare. They demonstrate planning and organisation through regular health appointments and attention to nutrition and hygiene. Parents who ask questions, seek clarity from professionals, and manage treatment responsibly tend to be proactive and protective.

Parents who miss appointments, delay treatment, or downplay symptoms may struggle with prioritising their child's needs or managing daily structure. Those who show little understanding of a diagnosis or rely heavily on others for reminders may have difficulties with organisation, motivation, or insight. Dismissing professional advice or showing resistance to medical engagement may also suggest avoidance, mistrust, or competing pressures in the home.

Implications for the child and parenting:

Children whose health needs are met experience comfort, safety, and trust that adults will protect them. They are more likely to thrive physically, attend school regularly, and participate fully in play and social life. When parents take responsibility for appointments, treatment, and healthy routines, children learn that their wellbeing matters and that adults can be relied upon.

When care is inconsistent or neglectful, children may experience pain, poor growth, and repeated illness. They might develop anxiety or mistrust about whether adults will respond when they need help. Ongoing neglect of health needs can also lead to delayed development, poor school attendance, and difficulties forming secure attachments.

EDUCATION

Other Evidence to Consider
- School attendance and punctuality records
- Reports from teachers, SENCO, or educational psychologists
- Evidence of parental communication with the school and attendance at meetings
- Homework routines, reading habits, and learning environment at home
- Academic progress, attainment data, and any exclusions or sanctions
- Child's own views on school, friendships, and aspirations
- Observation of morning and after-school routines
- Collaboration between home and school professionals

What this might show about the parent:
Parents who encourage attendance, take interest in progress, and engage with school staff show commitment and responsibility. They tend to recognise challenges early and seek support where needed. Attending meetings, supporting homework, and celebrating success reflect consistent involvement and belief in education as a route to stability and opportunity.

Parents who appear disinterested, defensive, or inconsistent in communication with school may be struggling with time management, low confidence, or avoidance of scrutiny. Regular lateness, absences, or complaints about staff without efforts to resolve issues may indicate poor organisation or limited understanding of their child's educational needs.

Implications for the child and parenting:
Children whose parents value education tend to attend regularly, concentrate better, and build self-belief through achievement. They develop a sense of routine and are more likely to form positive relationships with teachers and peers. Supportive parents help children to enjoy learning and see effort as worthwhile.

When attendance or engagement is poor, children risk falling behind academically and losing confidence. They may become isolated, anxious, or resistant to school routines. Persistent absence can also signal wider family stress, instability, or neglect, affecting long-term opportunities and emotional wellbeing.

EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

Other Evidence to Consider
- Observation of parent–child interaction, tone, and response to emotions
- Reports from school about behaviour, relationships, and emotional wellbeing
- CAMHS or counselling reports, if applicable
- Family history of trauma, domestic abuse, or substance misuse
- Police or safeguarding records of conflict or instability in the home
- Child's own account of discipline, affection, and how parents respond when they are upset
- Observation of how the parent manages stress and repair after conflict

What this might show about the parent:
Parents who respond calmly to frustration, acknowledge emotions, and guide behaviour with warmth and consistency demonstrate emotional regulation and empathy. They help their child

understand feelings and learn coping strategies, showing insight and patience. Parents who use clear, fair discipline teach responsibility and respect.

Parents who react with anger, rejection, or emotional withdrawal may have difficulty controlling their own emotions or may be overwhelmed by stress. Inconsistent, harsh, or shaming discipline can indicate limited understanding of child development or unresolved trauma. Avoiding emotional discussions may also suggest discomfort with vulnerability or past attachment difficulties.

Implications for the child and parenting:
Children who experience calm, predictable parenting feel secure and able to express themselves without fear. They are more likely to develop empathy, self-control, and confidence in managing challenges. Positive emotional modelling builds resilience and strengthens attachment.

When discipline is harsh or unpredictable, children may become anxious, defiant, or withdrawn. They can internalise feelings of being "bad" or unworthy, which affects relationships and self-esteem. Over time, emotional instability at home can lead to difficulties with behaviour, learning, and emotional regulation both in childhood and later life.

IDENTITY

Other Evidence to Consider
- Life story work, memory books, and photographs that explore heritage and family history
- Observations of participation in cultural, faith, or community activities
- Parent's approach to discussing ethnicity, religion, disability, or gender
- Child's understanding of family background, culture, and traditions
- School or youth service observations on confidence and inclusion
- Evidence of contact with extended family or links to heritage
- Observation of whether parents encourage pride and belonging

What this might show about the parent:
Parents who speak positively about culture, background, and difference demonstrate openness and respect for individuality. They are likely to value diversity and help the child feel proud of who they are. Parents who support life story work and promote family connections show emotional maturity and commitment to identity development.

Parents who avoid, dismiss, or criticise aspects of their child's heritage or identity may feel uncomfortable with difference or fear stigma. A lack of discussion about background, appearance, or belonging can indicate emotional distance or limited insight into how these issues shape the child's self-esteem.

Implications for the child and parenting:
Children whose identity is recognised and valued are more likely to feel accepted, confident, and proud of their background. They develop a strong sense of belonging that helps them manage life's challenges and build positive relationships with others. This emotional security strengthens attachment and resilience.

When a child's identity is ignored, criticised, or hidden, they may feel confused or ashamed. This can lead to low self-worth, anxiety, or rejection of their family culture, especially during adolescence. Over time, they may internalise negative messages, experience isolation, or struggle to connect

emotionally with family and peers. For children in care or from minority backgrounds, lack of identity support can have lifelong effects on confidence and belonging.

FRIENDS AND SOCIAL RELATIONSHIPS

Other Evidence to Consider
- School reports about friendships and peer interaction
- Observation of play, conversation, and group activities
- Child's description of friendships and feelings of acceptance or exclusion
- Parent's awareness and supervision of social contact and online activity
- Reports of bullying, peer pressure, or isolation
- Information from youth workers, mentors, or after-school clubs
- Family routines around visitors, social outings, and celebrations
- Evidence of safe contact with extended family and trusted adults

What this might show about the parent:
Parents who know their child's friends, encourage safe social time, and offer guidance on resolving conflict demonstrate awareness and emotional engagement. They show interest in the child's world and support healthy peer connections. Parents who talk to children about online risks and help them navigate friendships show balance between freedom and protection.

Parents who are unaware of their child's social life, allow unsupervised or risky contact, or dismiss concerns about bullying may struggle with monitoring, boundary-setting, or emotional availability. Avoidance of social involvement might also reflect isolation or low confidence within the parent's own support network.

Implications for the child and parenting:
Children benefit greatly from safe and nurturing friendships that teach cooperation, empathy, and trust. Parents who supervise and engage appropriately help their child develop resilience, confidence, and empathy. Healthy friendships provide emotional support and reduce vulnerability.

Where there is poor supervision or disinterest, children may face bullying, rejection, or exposure to harmful peers. They might withdraw socially or seek connection in unsafe environments, increasing risks of exploitation or offending. Lack of parental guidance in relationships can lead to confusion about trust and boundaries, affecting long-term emotional wellbeing.

SOCIAL PRESENTATION

Other Evidence to Consider
- Observation of hygiene, clothing, and presentation in the home and community
- School feedback on cleanliness, odour, or peer response
- Availability of clean clothing and personal care items
- Parent's awareness of the child's appearance and efforts to address issues
- Child's feelings about hygiene, body confidence, and fitting in with peers
- Notes from professionals highlighting neglect or concerns about presentation

What this might show about the parent:
Parents who ensure their child is clean, appropriately dressed, and confident about their appearance demonstrate organisation, care, and awareness of social norms. They understand that appearance

affects confidence, social acceptance, and wellbeing. Parents who maintain hygiene and clothing despite financial pressures often show resilience, pride, and problem-solving ability.

Persistent poor presentation or unsuitable clothing may reflect disorganisation, stress, lack of resources, or avoidance. Excusing poor hygiene or blaming the child may indicate low insight or denial. Repeated professional concerns without improvement suggest emotional or practical neglect.

Implications for the child and parenting:
Children who are well presented tend to feel confident, accepted, and included. Feeling clean and cared for helps them to take pride in themselves and engage positively with others. This supports emotional security and social development.

Children who regularly appear unclean or in inappropriate clothing may face bullying, embarrassment, or exclusion. They may develop low self-esteem, shame, or reluctance to attend school. Chronic poor presentation can reflect wider emotional neglect and affect how children view themselves and their family, sometimes leading to social withdrawal or behavioural issues.

SELF-CARE SKILLS

Other Evidence to Consider
- Observation of independence in daily routines (washing, dressing, eating, tidying)
- School feedback on self-help, organisation, and personal responsibility
- Parental encouragement of age-appropriate independence
- Observation of the child's confidence when trying new tasks
- Evidence of parents teaching and modelling life skills (e.g. cooking, budgeting, hygiene)
- Occupational therapy or developmental assessments where relevant

What this might show about the parent:
Parents who support independence by teaching daily skills step by step show understanding of their child's developmental stage. They encourage learning through patience, praise, and supervision, building confidence and competence. Parents who offer choices and explain safety demonstrate trust and balance between nurture and freedom.

Parents who prevent independence or overprotect the child may struggle with anxiety, control, or attachment. Those who expect too much too early may have unrealistic standards or use adult expectations to manage their own frustration.

Implications for the child and parenting:
Children who are supported to develop independence learn to trust their own abilities, feel capable, and become problem-solvers. They are more confident in new situations and better prepared for transitions such as adolescence or moving schools.

Children whose independence is limited may remain overly dependent on adults or lack basic life skills. This can lead to frustration, helplessness, or anxiety. Children expected to act like adults too early can experience pressure, stress, or guilt, which damages self-esteem and emotional stability. Encouraging age-appropriate independence supports long-term resilience and emotional maturity.

BASIC CARE

Other Evidence to Consider
- Observation of the home environment, cleanliness, and organisation
- Quality of food, hygiene, and sleeping arrangements
- Reports from schools or health professionals about hunger, tiredness, or neglect
- Budgeting information and housing stability
- Child's description of mealtimes, comfort, and daily routines
- Chronology of neglect concerns or involvement with support services
- Graded Care Profile or other structured neglect assessment tools

What this might show about the parent:
Parents who provide consistent meals, clean clothing, and a safe, warm home show reliability and commitment. They are organised, emotionally invested, and prioritise their child's comfort. Maintaining routines and meeting daily needs reflects understanding of basic care and structure.

Parents who repeatedly fail to meet these needs may be overwhelmed, disorganised, or facing wider issues such as financial hardship, poor mental health, or substance misuse. Denial or minimisation of poor conditions may signal avoidance, low motivation, or chronic neglect.

Implications for the child and parenting:
Children whose basic needs are met experience physical safety, predictability, and emotional security. They can focus on learning, socialising, and developing self-confidence. Consistent care builds trust that adults will provide safety and comfort.

If care is unreliable or inconsistent, children may experience hunger, fatigue, illness, or emotional insecurity. Over time, neglect of basic needs affects growth, health, and development. It can also create lasting mistrust in relationships and cause children to appear hypervigilant, withdrawn, or overly independent.

ENSURING SAFETY

Other Evidence to Consider
- Observation of home safety, supervision, and routines
- Checks of who lives in or regularly visits the household
- Police, probation, or safeguarding history of household members
- Safety of environment (storage of medicines, alcohol, and sharp objects)
- Internet and phone monitoring arrangements
- Child's understanding of personal safety and boundaries
- Evidence of the parent's response to concerns, risks, or incidents
- Contact arrangements and supervision during visits with other adults

What this might show about the parent:
Parents who recognise risks, monitor their child, and act promptly to protect demonstrate insight, responsibility, and awareness of safeguarding. They maintain clear boundaries and make informed decisions about who spends time with their child.

Parents who minimise risks, leave children unsupervised, or maintain unsafe relationships may lack insight or struggle with priorities. Allowing contact with individuals known to pose risks can reflect poor judgement or an inability to protect.

Implications for the child and parenting:
Children who are safely supervised develop trust, security, and a realistic sense of danger. They feel protected and supported, which allows healthy independence as they grow. Effective safety awareness also models risk management for later life.

Children who are exposed to unsafe environments or risky adults may experience fear, confusion, or direct harm. Poor supervision or failure to set boundaries can lead to accidents, exploitation, or trauma. Persistent safety concerns raise serious questions about parenting capacity and may require protective action to prevent harm.

EMOTIONAL WARMTH

Other Evidence to Consider
- Observation of affection, comfort, and empathy between parent and child
- School feedback on the child's confidence, attachment, and behaviour
- Child's description of how comfort, praise, or affection are shown
- Parental history of attachment, loss, or trauma
- Notes from therapy, family support, or parenting sessions

What this might show about the parent:
Parents who are affectionate, listen, and comfort their child in distress demonstrate emotional availability and empathy. They validate the child's feelings and show understanding of emotional needs. Parents who repair conflict and use warmth consistently promote secure attachment.

Parents who are emotionally distant, critical, or inconsistent in affection may be struggling with depression, low self-esteem, or unresolved trauma. Overly harsh or rejecting attitudes can indicate difficulty recognising or meeting the child's emotional needs.

Implications for the child and parenting:
Children who receive consistent warmth and comfort develop trust, security, and self-worth. They are more likely to manage emotions well and form healthy relationships. Emotional connection also builds resilience and the capacity to empathise with others.

Where affection is absent or unpredictable, children may feel unwanted, anxious, or rejected. They might suppress emotions or show behavioural problems as a way to seek attention. Over time, emotional deprivation can lead to attachment difficulties and affect long-term mental health and relationships.

STIMULATION

Other Evidence to Consider
- Observation of play, interaction, and shared activities
- Availability of age-appropriate books, toys, and games
- Parent's involvement in reading, creative play, and outdoor activities
- School or nursery feedback on curiosity and engagement
- Evidence of encouragement and praise for effort or achievements

What this might show about the parent:
Parents who encourage learning through play, conversation, and exploration show engagement,

creativity, and awareness of child development. They use praise, patience, and positive attention to support learning.

Parents who offer little stimulation, rely heavily on screens, or avoid interaction may be struggling with energy, confidence, or understanding of developmental needs.

Implications for the child and parenting:
Children who experience stimulating play and learning environments develop curiosity, imagination, and confidence. Engaged play strengthens relationships and supports communication and emotional growth.

Lack of stimulation can cause boredom, language delay, and poor concentration. Over time, children may struggle socially or academically. Limited shared play can also reduce emotional closeness and lead to detachment or apathy.

GUIDANCE AND BOUNDARIES

Other Evidence to Consider
- Observation of discipline, boundaries, and responses to behaviour
- School reports on behaviour, cooperation, and emotional regulation
- Parenting programme attendance or feedback
- Child's understanding of family rules and consequences
- Multi-agency feedback on consistency and parental authority

What this might show about the parent:
Parents who provide clear rules and calm explanations demonstrate consistency, fairness, and understanding of child development. They use guidance rather than punishment and promote responsibility through structure and praise.

Parents who are inconsistent, harsh, or fearful of setting limits may struggle with authority or emotional regulation. Overly strict or unpredictable responses can create confusion or fear, while permissiveness may lead to insecurity and boundary-testing.

Implications for the child and parenting:
Children raised with consistent guidance understand expectations, feel secure, and develop empathy. Predictable boundaries help them manage frustration and build respect for others.

When rules are inconsistent or discipline is harsh, children may feel confused, anxious, or angry. They might rebel or become withdrawn. A lack of structure can result in chaotic routines, poor school behaviour, or risk-taking. Long-term, unclear boundaries can affect the child's ability to form stable relationships and follow social norms.

STABILITY

Other Evidence to Consider
- Chronology of moves, relationship changes, and care arrangements
- Housing and financial stability records
- Observation of routines, continuity, and consistency of care
- Reports from schools, health, or housing professionals

• Child's account of family changes and feelings about moving
• Evidence of maintaining contact with safe and significant people

What this might show about the parent:
Parents who maintain stable routines and relationships show reliability, commitment, and long-term planning. They prepare children for change sensitively and maintain emotional continuity even when circumstances shift.

Frequent moves, new partners, or disrupted care may reflect instability, poor planning, or difficulties sustaining relationships. Repeated upheaval without reflection or support indicates limited insight and emotional resilience.

Implications for the child and parenting:
Children who experience consistency and stability develop trust, confidence, and secure attachments. Predictability helps them concentrate in school, maintain friendships, and feel emotionally grounded.

Children exposed to frequent changes or uncertainty may feel anxious, insecure, or distrustful of adults. Instability can disrupt attachment, affect school progress, and lead to behavioural or emotional problems. Chronic instability can cause children to expect disappointment, making it harder for them to form trusting relationships or believe that adults can keep them safe.

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