

Satir Human Growth Model Case Conceptualization 4.0

For use with individual, couple, or family clients

Date: _____ Clinician: _____ Client/Case #: _____

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: _____ Select Status Occupation: _____ Additional identifiers: _____

Adult Age: _____ Gender: _____ Ethnoracial Identity: _____ Select Status 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: _____

Presenting Concerns

Client's Description(s) of Problem(s):

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: _____

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.): _____

Communication and Validation Patterns

Describe the communication and validation patterns for all significant persons related to client:

Adult Age: Stance(s) when feels invalidated: ☐ Placating ☐ Blaming ☐ Superreasonable ☐ Irrelevant
Relational dynamics that triggers survival stance: _____
Relational/family belief or rule that informs this triggering dynamic: _____
Relational dynamics that enable person to communicate congruently: _____

Adult Age: Stance(s) when feels invalidated: ☐ Placating ☐ Blaming ☐ Superreasonable ☐ Irrelevant
Relational dynamics that triggers survival stance: _____
Relational/family belief or rule that informs this triggering dynamic: _____
Relational dynamics that enable person to communicate congruently: _____

Child Age: Stance(s) when feels invalidated: ☐ Placating ☐ Blaming ☐ Superreasonable ☐ Irrelevant
Relational dynamics that triggers survival stance: _____
Relational/family belief or rule that informs this triggering dynamic: _____
Relational dynamics that enable person to communicate congruently: _____

Child Age: Stance(s) when feels invalidated: ☐ Placating ☐ Blaming ☐ Superreasonable ☐ Irrelevant
Relational dynamics that triggers survival stance: _____
Relational/family belief or rule that informs this triggering dynamic: _____
Relational dynamics that enable person to communicate congruently: _____

Child Age: Stance(s) when feels invalidated: ☐ Placating ☐ Blaming ☐ Superreasonable ☐ Irrelevant
Relational dynamics that triggers survival stance: _____
Relational/family belief or rule that informs this triggering dynamic: _____
Relational dynamics that enable person to communicate congruently: _____

Additional: _____

Self-Worth and Self-Esteem

Describe the dynamics of each person's sense of self-worth and self-esteem, including contexts in which each has greater or lesser sense of worth:

Adult Age: _____

Adult Age: _____

Child Age: _____

Child Age: _____

Child Age: _____

Additional: _____

Describe dynamics of social location, such as cultural, gender, social class, or other diversity factors, that inform evaluation of self: _____

Relational Life Chronology

Describe significant events, specifically those that may relate to sense of validation and worth, in family and/or relational life; please list in chronological order:

Year: _____ Event: _____ Significance: _____

Year: _____ Event: _____ Significance: _____

Year: _____ Event: _____ Significance: _____

Year: _____ Event: _____ Significance: _____

Year: _____ Event: _____ Significance: _____

Year: _____ Event: _____ Significance: _____

Additional: _____

Relational/Family Dynamics

Describe salient dynamics:

- ☐ Power struggle/coalitions in family: *Describe:* _____
- ☐ Parental conflicts: *Describe:* _____
- ☐ Expression of intimacy/warmth between parents/children and/or within couple: *Describe:* _____
- ☐ Describe salient family/relational roles:
 - ☐ Martyr: _____
 - ☐ Victim/helpless: _____
 - ☐ Rescuer: _____
 - ☐ Good/bad child: _____
 - ☐ Good/bad parent: _____
 - ☐ Other: _____

Describe how client's social location—ethnicity, race, gender, sexual orientation, social class, and other diversity factors—inform these dynamics: _____

Role of Symptom in System

Hypothesized homeostatic function of presenting problem: How might the symptom serve to maintain connection, create independence/distance, establish influence, reestablish connection, or otherwise help create a sense of balance in the family? _____

Social Location

Describe how the client's social location and related issues of power and marginalization inform communication patterns and family dynamics (e.g., ethnoracial identity, gender, immigration status, economic class, sexual/gender orientation, religion, ability):
