



CANS Cards: Alameda County, CA Early Childhood (6-17) Version  
Courtesy of A Better Way San Francisco Bay Area, USA

***IMPORTANT Printing Instructions***

WITH ITEM LEVEL ANCHOR INFO

1. Print 2 sided: Select ***“Flip on Short Edge”***
2. Print ALL PAGES

WITHOUT ITEM LEVEL ANCHOR INFO

1. Print pages 1-7 2 sided: Select ***“Flip on Short Edge”***
2. Print pages 11 – 45 1 sided – odd pages only

3. Keep first page whole. Cut all other pages into quarters

4. Separate cards by type

a. DOMAIN Labels: (Rectangle with thick border )

b. ACTION cards: – (Ovals within Rectangles)

c. ITEM cards: – (Rectangles with thin borders)



At A Better Way, we’ve found that it is best to have an adaptable and client-centered approach to gathering information relevant to the CANS. Some people find CANS Cards to be an effective way to increase engagement of children, youth, families and stakeholders. There is no right or wrong way to use CANS Cards, but the following page offers some suggested general steps to consider:

*If you discover errors or if you have questions/suggestions, please send them to David Channer at [dchanner@abetterwayinc.net](mailto:dchanner@abetterwayinc.net)*

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## BASIC STEPS TO USING CANS CARDS

### PREPARATION

1. Separate cards into DOMAINS with numbered sides face down and the lowest numbered card on top
2. Place a DOMAIN LABEL on top of each stack
3. Clip or rubber band the stacks to keep each stack together

### INTRODUCTION

1. Introduce the CANS as a framework that helps us support child/youth/family goals across a range of life areas. The goal is to help them reach their “Preferred Future”
2. Describe the Domains in down-to-earth terms
3. Explain that each Domain includes specific areas in which families sometimes want to try to make a change
4. Acknowledge that sometimes *they don't exactly want* to make the change, but they know there may be consequences if they don't
5. Share that part of our role is to help families and stakeholders decide which of these areas matters most to them.
6. Express how much you value the opinion, wishes, input of the person you're using the cards with and invite them to sort some of these according to whether they think that some action may be needed
7. If invitation is accepted, continue

## USING THE CARDS

1. Lay ACTION LEVEL cards on table
2. Lay out the piles of cards stacked by Domain
3. Acknowledge that you don't need to get through all of them in one shot
4. Ask which Domain they'd like to start with and unclip that stack. Put the others aside
5. Go through each card in a manner that is attuned to individual(s) before you
6. Ask them to choose which pile that card should go in
7. Take your time. Be sure to reflect their input and reasoning back to them
8. Invite them to consider alternative points of view – especially if you or another stakeholder has a different opinion about what action is needed.  
*e.g. “I hear you that you don't think any change is needed here. And I also want to make sure that you meet your goal of getting off probation. So can we think for a second about what your probation officer might say about action on this one?”*
9. When they reach their “final answer” they place the card in the appropriate pile and you move to the next card. If you finish a Domain, bring out the stacks of remaining Domain cards and ask if they'd like to pick another one to go through.
10. Continue until you're done for the day.
11. Clip the sorted cards together with their ACTION LEVEL card. These piles will remind you what ratings you and the individual(s) landed on for those items.
12. If there are more cards to get through, you pick up where you left off.

**DOMAIN:  
Life Functioning Domain**

**DOMAIN:  
Behavioral/Emotional Needs**

**DOMAIN:  
Child Strengths**

**DOMAIN:  
Traumatic/Adverse Childhood  
Experiences**



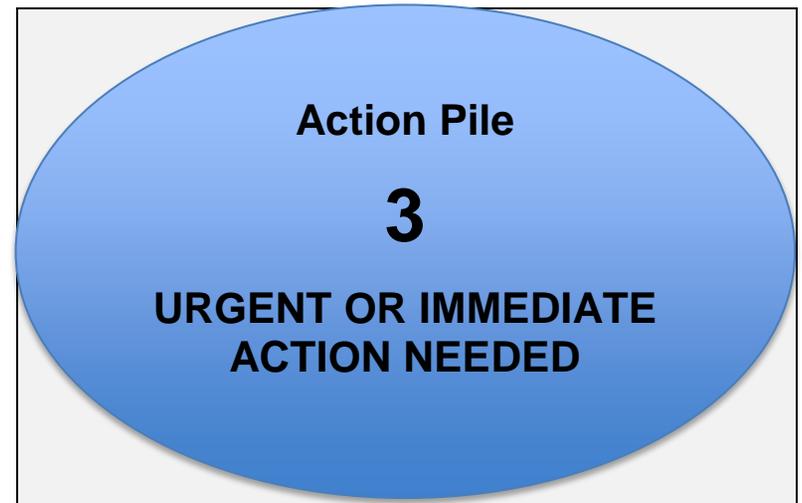
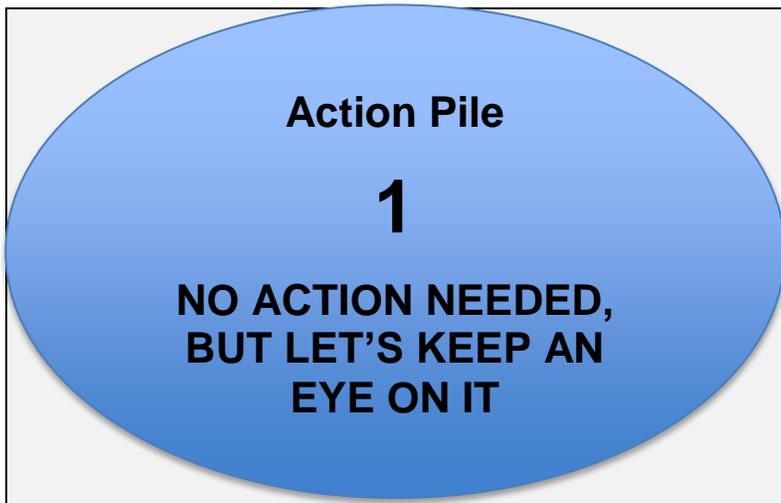
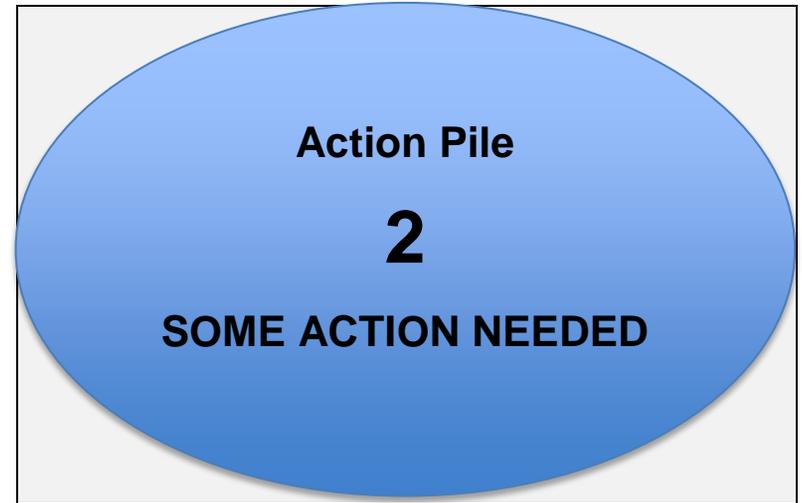
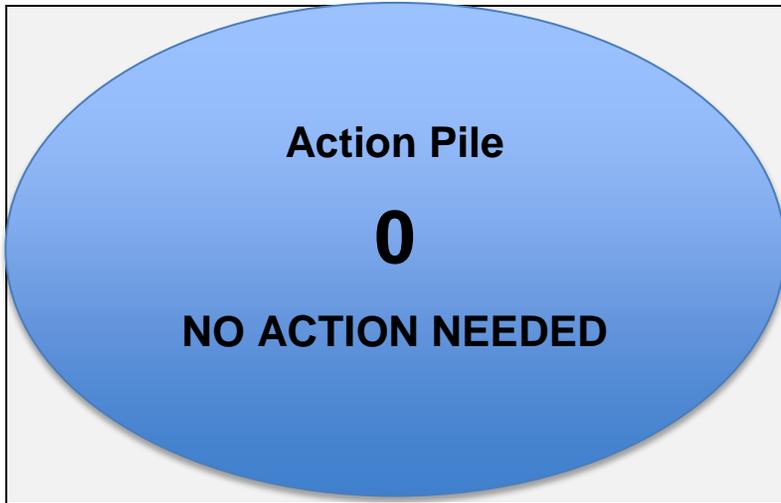
**DOMAIN:  
Risk Behaviors**

**DOMAIN:  
Developmental Factors/History**

**DOMAIN:  
Cultural Factors**

**DOMAIN:  
Caregiver Needs**







DOMAIN: Life Functioning Domain		
<b>1. FAMILY RELATIONSHIPS</b> - Evaluates child's relationships with his/her family as well as the relationships of the family as a whole.		
<b>Questions to Consider</b>  <i>How does the child get along with the family?</i> <i>Are there problems between family members?</i> <i>Has there ever been any violence in the family?</i>	Ratings & Definitions	
	0	No evidence of problems in relationships with family members and/or child is doing well in relationships with family members.
	1	History/suspicion of problems and/or child is doing adequately in relationships with family members, but with minor problems
	2	Child has significant problems with family members. (e.g. Frequent arguing, negative relationships).
	3	Child has severe problems with family members. (e.g. domestic violence, absence of any positive relationships, etc.)

DOMAIN: Life Functioning Domain		
<b>3. SCHOOL*</b> - This item rates the child's overall functioning at school and may include attendance, behavior and achievement.		
<b>Questions to Consider</b>  What is the child's experience at school? Does the child have difficulties with academics, social, relationships, behavior or attendance?	Ratings & Definitions	
	0	Child is performing well in school.
	1	Child is performing adequately in school although some problems may exist.
	2	Child is experiencing moderate problems with school attendance, behavior, and/or achievement.
	3	Child is experiencing severe problems in school with school attendance, behavior and/or achievement.

DOMAIN: Life Functioning Domain		
<b>2. LIVING SITUATION</b> -This item rates how the child's behaviors impact his/her current living environment.		
<b>Questions to Consider</b>  Is the child at risk of being removed from the home? Does the child's behavior contribute to stress and tension in the home? How does the child's behavior impact his/her living situation?	Ratings & Definitions	
	0	No evidence of problem with functioning in current living environment.
	1	Mild problems with functioning in current living situation. Caregivers concerned about child's behavior in living situation.
	2	Moderate to severe problems with functioning in current living situation. Child at some risk of removal from living situation
	3	Profound problems with functioning in current living situation. Child at immediate risk of being removed from living situation

DOMAIN: Life Functioning Domain		
<b>4. SOCIAL FUNCTIONING</b> - Rates social skills and relationships, age appropriate behavior & ability to make/sustain relationships.		
<b>Questions to Consider</b>  Currently, how well does the child get along with others? Has there been an increase in peer conflicts? Does s/he have unhealthy friendships? Does he/she tend to change friends frequently?	Ratings & Definitions	
	0	No evidence of problems and/or child has developmentally appropriate social functioning.
	1	Child is having some minor problems with his/her social development or has a history of problems in social relationships.
	2	Child is having some moderate problems with his/her social relationships that interfere with other life domains.
	3	Severe disruptions in social relationships. Child may have no friends or have constant conflict in relations with others.

DOMAIN:

Life Functioning Domain

SCHOOL\* - This item rates the child's overall functioning at school and may include attendance, behavior and achievement.

DOMAIN:

Life Functioning Domain

FAMILY RELATIONSHIPS - Evaluates child's relationships with his/her family as well as the relationships of the family as a whole.

DOMAIN:

Life Functioning Domain

SOCIAL FUNCTIONING - Rates social skills and relationships, age appropriate behavior & ability to make/sustain relationships.

DOMAIN:

Life Functioning Domain

LIVING SITUATION-This item rates how the child's behaviors impact his/her current living environment.

DOMAIN: Life Functioning Domain		
<b>5. RECREATIONAL-</b> This item rates the child's access to and use of leisure activities.		
<b>Questions to Consider</b> What activities is the child involved in? Are there barriers to participation in extracurricular activities? How does the child use his/her free time?	Ratings & Definitions	
	0	No evidence of any problems with recreational functioning. Child has access sufficient activities that he/she enjoys.
	1	Child is doing adequately with recreational activities although some problems may exist.
	2	Moderate problems with recreational activities. Child may experience some problems with effective use of leisure time.
	3	Child has no access to or interest in recreational activities. Child has significant difficulties making use of leisure time.

DOMAIN: Life Functioning Domain		
<b>7. JUDGMENT</b> - This item describes the child's ability to make decisions and understanding of choices and consequences.		
<b>Questions to Consider</b> How is the child's judgment and ability to make good decisions? Does s/he typically make good choices for him/herself? Do his/her choices ever result in harm to the child or others?	Ratings & Definitions	
	0	No evidence of problems with judgment or poor decision making that result in harm to development and/or well-being.
	1	History/suspicion of child making decisions that are in some way harmful to his/her development and/or well-being.
	2	Child currently makes decisions that are in some way harmful to his/her development and/or well-being.
	3	Problems with judgment that place the child at risk of significant physical harm.

DOMAIN: Life Functioning Domain		
<b>6. DEVELOPMENTAL FUNCTIONING*</b> - This item rates the presence of any Developmental/Intellectual Disabilities.		
<b>Questions to Consider</b> Does the child's growth and development seem healthy? Has the child been screened for any developmental problems?	Ratings & Definitions	
	0	No evidence of developmental delay and/or child has no developmental problems.
	1	Some problems with immaturity, or there are concerns about possible developmental delay. Child may have low IQ.
	2	Child has developmental delays or mild mental retardation.
	3	Child has severe and pervasive developmental delays or profound mental retardation.

DOMAIN: Life Functioning Domain		
<b>8. JOB FUNCTIONING</b> - This item rates the child's/youth's job performance, if employed.		
<b>Questions to Consider</b> Is the child able to meet expectations at work? Does he/she have regular conflict at work? Is he/she timely and able to complete responsibilities?	Ratings & Definitions	
	NA	Child is not working or recently employed.
	0	No evidence of any problems in work environment.
	1	Child has some mild problems work (e.g. tardiness, conflict).
	2	Child has moderate problems at work.
3	Severe problems at work in terms of attendance, performance or relationships. Child may have recently lost job.	

DOMAIN:

Life Functioning Domain

JUDGMENT - This item describes the child's ability to make decisions and understanding of choices and consequences.

DOMAIN:

Life Functioning Domain

RECREATIONAL- This item rates the child's access to and use of leisure activities.

DOMAIN:

Life Functioning Domain

JOB FUNCTIONING - This item rates the child's/youth's job performance, if employed.

DOMAIN:

Life Functioning Domain

DEVELOPMENTAL  
FUNCTIONING\* - This item rates the presence of any Developmental/Intellectual Disabilities.

DOMAIN: Life Functioning Domain		
<b>9. LEGAL</b> - This item rates the child's involvement with the justice system. This item does not refer to family involvement.		
<b>Questions to Consider</b> Has the child been arrested? Is the child been on probation? Are there charges pending against the child?	Ratings & Definitions	
	0	Child has no known legal difficulties.
	1	Child has a history of legal problems but currently is not involved with the legal system.
	2	Child has some legal problems and is currently involved in the legal system.
	3	Child has serious current or pending legal difficulties that place him/her at risk for a court ordered out of home placement.

DOMAIN: Life Functioning Domain		
<b>11. PHYSICAL</b> - This item identifies any physical limitations.		
<b>Questions to Consider</b> Does the child have any physical limitations? How much do physical limitations interfere with his/her life? What activities can the child do/not do because of the physical limitations?	Ratings & Definitions	
	0	Child has no physical limitations.
	1	Some physical condition that places mild limitations on activities. e.g. impaired hearing or vision, asthma
	2	Physical condition that notably impacts activities. e.g. blindness, deafness, or significant motor difficulties
	3	Child has severe physical limitations due to multiple physical conditions.

DOMAIN: Life Functioning Domain		
<b>10. MEDICAL</b> - This item rates the child's current physical health status.		
<b>Questions to Consider</b> Is the child generally healthy? Does s/he have any medical problems? How much does this interfere with his/her life?	Ratings & Definitions	
	0	Child is healthy.
	1	Child has some medical problems that require medical treatment. These conditions are transient and treatable.
	2	Child has chronic illness that requires ongoing medical intervention.
	3	Child has life threatening illness or medical condition.

DOMAIN: Life Functioning Domain		
<b>12. SEXUAL DEVELOPMENT</b> - Sexual behavior, sexual identity, sexual concerns, & the reactions of others to any of these factors.		
<b>Questions to Consider</b> Are there concerns about the youth's healthy sexual development? Is the youth sexually active? Does she/he have less interest/more interest in sex than other children his/her age?	Ratings & Definitions	
	0	No evidence of issues with the youth's sexual development, sexual behavioral and/or concerns with sexual identity.
	1	Youth has some issues with sexual development, but these do not interfere with his/her functioning in other life domains.
	2	Youth has problems with sexual development that interfere with his/her functioning in other life domains.
	3	Youth has severe problems with his/her sexual development.

DOMAIN:

Life Functioning Domain

PHYSICAL - This item identifies any physical limitations.

DOMAIN:

Life Functioning Domain

LEGAL - This item rates the child's involvement with the justice system. This item does not refer to family involvement.

DOMAIN:

Life Functioning Domain

SEXUAL DEVELOPMENT - Sexual behavior, sexual identity, sexual concerns, & the reactions of others to any of these factors.

DOMAIN:

Life Functioning Domain

MEDICAL - This item rates the child's current physical health status.

DOMAIN: Life Functioning Domain		
<b>13. SLEEP</b> - Problems with sleep, regardless of cause (e.g. difficulties falling/staying asleep, sleeping too much, bedwetting, nightmares)		
<b>Questions to Consider</b> Does the child appear rested? Is he/she often sleepy during the day? Does he/she have frequent nightmares or difficulty sleeping? How many hours does the child sleep each night?	Ratings & Definitions	
	0	Child gets a full night's sleep each night.
	1	Some problems sleeping. Generally, child gets a full night's sleep but at least once a week problems arise.
	2	Child is having problems with sleep. Sleep is often disrupted and child seldom obtains a full night of sleep.
	3	Child is generally sleep deprived. Sleeping is almost always difficult for the child and s/he is not able to get a full night's sleep.

DOMAIN: Child Strengths		
<b>15. FAMILY SUPPORT</b> - Presence of a sense of family identity as well as love and communication among family members.		
<b>Questions to Consider</b> Does the child have good relationships with any family member? Is there a family member that the child can go to in time of need for support? That can advocate for the child?	Ratings & Definitions	
	0	Family has one or more strong supportive relationships where communication is effective.
	1	Family has one or more supportive relationships, and/or communication is good.
	2	Strength building required to develop more supportive relationships and/or strengthen the family's ability to communicate.
	3	No evidence of family relationships or no identified family, or assistance needed to build relationships/communication

DOMAIN: Life Functioning Domain		
<b>14. INDEPENDENT LIVING</b> - Child's ability to take responsibility for and also manage him/herself in an age appropriate way.		
<b>Questions to Consider</b> Does child know how to take care of him/herself? Is s/he responsible when left unsupervised? Is s/he developing skills to eventually be able to live independently?	Ratings & Definitions	
	0	No evidence of any deficits or barriers in demonstrating developmentally appropriate responsibility
	1	Mild impairment of independent living skills. These problems are generally addressable with training or supervision.
	2	Moderate impairment of independent living skills. Problems are generally addressable with in-home services and supports.
	3	Profound impairment of independent living skills. Child unable to live independently. Requires a structured living environment.

DOMAIN: Child Strengths		
<b>16. INTERPERSONAL</b> - Social and relationship skills. An ability to make and maintain long-standing relationships.		
<b>Questions to Consider</b> Does the child have the trait ability to make friends? Do you feel that the child is pleasant and likeable? Do adults or other children like him/her?	Ratings & Definitions	
	0	Significant interpersonal strengths. Child has well-developed interpersonal skills and healthy friendships.
	1	Child has good interpersonal skills and has shown the ability to develop healthy friendships.
	2	Mild level of interpersonal strengths. Child needs to learn to develop good interpersonal skills and/or healthy friendships.
	3	No evidence of interpersonal skills/healthy friendships. Requires significant help to develop interpersonal skills/friendships.

**DOMAIN:**  
Child Strengths

**FAMILY SUPPORT** - Presence of a sense of family identity as well as love and communication among family members.

**DOMAIN:**  
Life Functioning Domain

**SLEEP** - Problems with sleep, regardless of cause (e.g. difficulties falling/staying asleep, sleeping too much, bedwetting, nightmares)

**DOMAIN:**  
Child Strengths

**INTERPERSONAL** - Social and relationship skills. An ability to make and maintain long-standing relationships.

**DOMAIN:**  
Life Functioning Domain

**INDEPENDENT LIVING** - Child's ability to take responsibility for and also manage him/herself in an age appropriate way.

DOMAIN: Child Strengths		
<b>17. OPTIMISM</b> - This refers to the child's orientation toward the future.		
<b>Questions to Consider</b> Does s/he have a generally positive outlook on things; have things to look forward to? How does s/he see her/himself in the future? Is s/he forward looking and see her/him as likely to be successful?	Ratings & Definitions	
	0	Child has a strong and stable optimistic outlook for his/her future.
	1	Child is generally optimistic about his/her future.
	2	Difficulty maintaining positive view of self and his/her life. Child's outlook may vary from overly optimistic to overly pessimistic.
	3	No evidence of optimism at this time and/or child has difficulties seeing positive aspects about him/herself or his/her future.

DOMAIN: Child Strengths		
<b>19. VOCATIONAL</b> - Strengths of the school/vocational environment. May/may not reflect educational/work skills possessed by child.		
<b>Questions to Consider</b> Does the child know what s/he wants to 'be when he/she grows up?' Has the youth ever worked or is s/he developing prevocational skills? Does s/he have plans for college/career	Ratings & Definitions	
	0	Child is employed. Involved with work environment that exceeds expectations. Consistent with appropriate career aspirations.
	1	Child is working, however, the job is not consistent with developmentally appropriate career aspirations.
	2	Child temporarily unemployed but has history of consistent employment. May indicate child with clear vocational preference.
	3	Child who is unemployed. No clear vocational aspirations/skills or plan to achieve/develop them

DOMAIN: Child Strengths		
<b>18. EDUCATIONAL</b> - Evaluates the school's relationship with the child/family & level of support the child receives from the school.		
<b>Questions to Consider</b> Is the school an active partner in the child's education? Is the child's school an active partner in figuring out how to best meet the child's needs? Does s/he like school?	Ratings & Definitions	
	NA	Child is not in school.
	0	School is an effective advocate on behalf of educational needs, or child excels in school.
	1	The school works with child and family to identify and address educational needs, or, the child performs adequately in school.
	2	The school is currently unable to adequately address the child's academic or behavioral needs.
	3	School not successfully addressing child's needs. Or school unable/unwilling to work to identify and address the child's needs

DOMAIN: Child Strengths		
<b>20. COPING AND SAVORING SKILLS</b> - The ability to enjoy positive life experiences and manage negative life experiences.		
<b>Questions to Consider</b> How does the child handle stress and disappointment? How does the child respond when good things happen to him/her?	Ratings & Definitions	
	0	Child with exceptional psychological strengths. Both coping and savoring skills are well developed.
	1	Good psychological strengths. Solid coping skills for managing distress. Solid savoring skills for enjoying pleasurable events.
	2	Child with limited psychological strengths. For example, a person with very low self-esteem would be rated here.
	3	No known or identifiable psychological strengths. This may be due to intellectual impairment or serious psychiatric disorders.

DOMAIN:  
Child Strengths

VOCATIONAL - Strengths of the school/vocational environment. May/may not reflect educational/work skills possessed by child.

DOMAIN:  
Child Strengths

OPTIMISM - This refers to the child's orientation toward the future.

DOMAIN:  
Child Strengths

COPING AND SAVORING SKILLS - The ability to enjoy positive life experiences and manage negative life experiences.

DOMAIN:  
Child Strengths

EDUCATIONAL - Evaluates the school's relationship with the child/family & level of support the child receives from the school.

DOMAIN: Child Strengths		
<b>21. TALENTS AND INTERESTS - Hobbies, skills, artistic interests and talents that give pleasure and a positive sense of self.</b>		
<b>Questions to Consider</b> What does the child do with free time? What does s/he enjoy doing? Is s/he engaged in any pro-social activities? What are the things that the child does particularly well?	Ratings & Definitions	
	0	Child has a talent that provides him/her with pleasure and/or self-esteem.
	1	Child has a talent, interest, or hobby that has the potential to provide him/her with pleasure and self-esteem.
	2	Child has a talent, interest, or hobby that has the potential to provide him/her with pleasure and self-esteem.
	3	No evidence of identified talents, interests or hobbies at this time and/or child requires significant assistance to identify and develop talents and interests.

DOMAIN: Child Strengths		
<b>23. COMMUNITY LIFE - This item reflects the child's connection to people, places or institutions in his or her community. d.</b>		
<b>Questions to Consider</b> Does the child feel part of a community? Are there activities that the child does in the community? Are the child and family active in a community?	Ratings & Definitions	
	0	Child well integrated into community and is a member of community organizations and has positive ties to the community.
	1	Child is somewhat involved with his/her community.
	2	Child has an identified community but has only limited, or unhealthy, ties to that community.
	3	There is no evidence of an identified community of which he/she is a member at this time.

DOMAIN: Child Strengths		
<b>22. SPIRITUAL AND RELIGIOUS - Refers to child/ family's receiving comfort/support from religious/spiritual involvement/beliefs</b>		
<b>Questions to Consider</b> Does the child have spiritual beliefs that provide comfort? Is the family involved with any religious community? Is child interested in exploring spirituality?	Ratings & Definitions	
	0	Child is involved in and receives comfort and support from spiritual and/or religious beliefs, practices and/or community.
	1	Child involved in/receives comfort and/or support from spiritual and/or religious beliefs, practices and/or community.
	2	Child has expressed some interest in spiritual or religious belief and practices.
	3	There is no evidence of identified spiritual or religious beliefs, nor does the child show any interest in these pursuits at this time.

DOMAIN: Child Strengths		
<b>24. RELATIONSHIP PERMANENCE - Refers to the stability and consistency of significant relationships in the child's life.</b>		
<b>Questions to Consider</b> Does the child see both parents regularly? Has anyone consistently been in the child's life since birth? Has the child been in multiple home placements?	Ratings & Definitions	
	0	Very stable relationships. Family members, friends, and community have been stable for most of life. Likely to remain so
	1	Has had stable relationships but there is some concern about instability in next year due to transitions, illness, or age.
	2	At least one stable relationship over his/her lifetime but other instability – e.g. due to divorce, moving, removal, death
	3	No stability in relationships. Independent living or adoption must be considered.

DOMAIN:  
Child Strengths

COMMUNITY LIFE - This item reflects the child's connection to people, places or institutions in his or her community. d.

DOMAIN:  
Child Strengths

TALENTS AND INTERESTS - Hobbies, skills, artistic interests and talents that give pleasure and a positive sense of self.

DOMAIN:  
Child Strengths

RELATIONSHIP PERMANENCE - Refers to the stability and consistency of significant relationships in the child's life.

DOMAIN:  
Child Strengths

SPIRITUAL AND RELIGIOUS - Refers to child/ family's receiving comfort/support from religious/spiritual involvement/beliefs

DOMAIN: Child Strengths		
<b>25. NATURAL SUPPORTS</b> - Refers to unpaid helpers in the child's natural environment. Does not include relatives/paid caregivers		
<b>Questions to Consider</b> Who does the child turn to for help? Who does the child consider to be a support? Does the child have non-family members in his/her life that are positive influences?	Ratings & Definitions	
	0	Child has significant natural supports that contribute to helping support the child's healthy development.
	1	Child has identified natural supports that provide some assistance in supporting the child's healthy development.
	2	Child has some identified natural supports however he/she is not actively contributing to the child's healthy development.
	3	Child has no known natural supports (outside of family and paid caregivers).

DOMAIN: Child Strengths		
<b>27. RESOURCEFULNESS</b> - The child's ability to identify and use external/environmental strengths in managing their lives.		
<b>Questions to Consider</b> How does the child solve problems? What resources are available to the child and how does he/she use them? How the child get his/her needs does met?	Ratings & Definitions	
	0	Child is quite skilled at finding the necessary resources required to aid him/her in his/her managing challenges.
	1	Child has some skills at finding resources required to keep healthy lifestyle. Sometimes requires help finding/accessing them
	2	Limited skills finding resources to achieve a healthy lifestyle. Requires temporary assistance identifying/accessing these resources.
	3	No skills resources to achieve healthy lifestyle. Requires ongoing assistance with identifying and accessing these resources.

DOMAIN: Child Strengths		
<b>26. RESILIENCE</b> - Ability to recognize own internal strengths and use them in times of need or to support own healthy development. t.		
<b>Questions to Consider</b> What does the child do well? Does s/he recognize those skills as strengths? Is s/he able to use strengths and problem-solve for her/himself?	Ratings & Definitions	
	0	Child is able to identify and use internal strengths to better him/herself and successfully manage difficult challenges.
	1	This level indicates a child who can identify most of his/her internal strengths and is able to partially utilize them.
	2	This level indicates a child who can identify internal strengths but is not able to utilize them effectively.
	3	This level indicates a child who cannot identify internal personal strengths.

DOMAIN: Behavioral/Emotional Needs		
<b>28. PSYCHOSIS</b> - Hallucinations, delusions, or bizarre behavior. Most common hallucinations are tactile, then auditory, and then visual.		
<b>Questions to Consider</b> Has the child ever talked about hearing, seeing or feeling something that was not actually there? Has the child ever done strange or bizarre things that made no sense? Does child have strange beliefs about things?	Ratings & Definitions	
	0	No evidence of psychotic symptoms.
	1	Mild disruption in thought processes or content. May be somewhat tangential in speech or illogical in thinking.
	2	Moderate disturbance in thought process or content, somewhat delusional, brief intermittent hallucinations, tangential speech
	3	Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder that places the child or others at risk of physical harm.

DOMAIN:  
Child Strengths

RESOURCEFULNESS - The child's ability to identify and use external/environmental strengths in managing their lives.

DOMAIN:  
Child Strengths

NATURAL SUPPORTS - Refers to unpaid helpers in the child's natural environment. Does not include relatives/paid caregivers

DOMAIN:  
Behavioral/Emotional Needs

PSYCHOSIS - Hallucinations, delusions, or bizarre behavior. Most common hallucinations are tactile, then auditory, and then visual.

DOMAIN:  
Child Strengths

RESILIENCE - Ability to recognize own internal strengths and use them in times of need or to support own healthy development. t.

DOMAIN: Behavioral/Emotional Needs		
<b>29. IMPULSE CONTROL/HYPERACTIVITY</b> - Symptoms associated with hyperactivity and/or impulsiveness		
<b>Questions to Consider</b> Is the child unable to sit still for any length of time? Trouble paying attention for more than a few minutes? Does the child report feeling compelled to do something despite negative consequences?	Ratings & Definitions	
	0	No evidence of symptoms of hyperactivity or impulse control.
	1	History/suspicion or mild problems with impulsive, distracted or hyperactive behavior. Risk of future difficulty functioning.
	2	Clear evidence of problems with impulsive, distracted or hyperactive behavior that interferes with the child's ability to function in at least one life domain.
	3	Clear evidence of a dangerous level of hyperactivity and/or impulsive behavior places the child at risk of physical harm.

DOMAIN: Behavioral/Emotional Needs		
<b>31. ANXIETY</b> - This item rates evidence of symptoms associated with Anxiety Disorders characterized by worry, dread, or panic attacks.		
<b>Questions to Consider</b> Does the child have any problems with anxiety or fearfulness? Is s/he avoiding normal activities out of fear? Does the child act frightened or afraid? Does the child worry a lot?	Ratings & Definitions	
	0	No evidence of anxiety symptoms. .
	1	There is a history, suspicion, or mild anxiety associated with a recent negative life event.
	2	Clear evidence of anxiety (anxious mood or significant fearfulness). Interfering with functioning in at least one life domain.
	3	Clear evidence of debilitating level of anxiety that makes it virtually impossible for the child to function in any life domain.

DOMAIN: Behavioral/Emotional Needs		
<b>30. DEPRESSION</b> - Symptoms can include sadness, irritability and diminished interest in previously enjoyed activities.		
<b>Questions to Consider</b> Is child concerned about possible depression or chronic low mood and irritability? Has s/he withdrawn from normal activities? Does child seem lonely or not interested in others?	Ratings & Definitions	
	0	No evidence of problems with depression.
	1	History/suspicion, or mild depression associated with a recent negative life event. Minimal impact on life domain functioning.
	2	Clear evidence of depression (depressed mood or significant irritability). Interfering with functioning in at least one life domain.
	3	Clear evidence of depression that is disabling for the child in multiple life domains.

DOMAIN: Behavioral/Emotional Needs		
<b>32. OPPOSITIONAL</b> - Oppositional behavior displayed in response to conditions set by a parent, teacher or other authority figure.		
<b>Questions to Consider</b> Does the child follow parents' rules? Have teachers or other adults reported child does not follow rules or directions? Does child argue with adults when they try to get her/him to do something?	Ratings & Definitions	
	0	No evidence of oppositional behaviors.
	1	There is a history or mild level of defiance towards authority figures that has not yet begun to cause functional impairment.
	2	Clear evidence of oppositional/defiant behavior towards authority figures. Interfering with functioning in at least one life domain.
	3	Clear evidence of a dangerous level of oppositional behavior involving the threat of physical harm to others.

**DOMAIN:**

Behavioral/Emotional Needs

**ANXIETY** - This item rates evidence of symptoms associated with Anxiety Disorders characterized by worry, dread, or panic attacks.

**DOMAIN:**

Behavioral/Emotional Needs

**IMPULSE CONTROL/HYPERACTIVITY** - Symptoms associated with hyperactivity and/or impulsiveness

**DOMAIN:**

Behavioral/Emotional Needs

**OPPOSITIONAL** - Oppositional behavior displayed in response to conditions set by a parent, teacher or other authority figure.

**DOMAIN:**

Behavioral/Emotional Needs

**DEPRESSION** - Symptoms can include sadness, irritability and diminished interest in previously enjoyed activities.

DOMAIN: Behavioral/Emotional Needs		
<b>33. CONDUCT</b> - Rates degree to which child engages in behavior that is consistent with the presence of a <b>Conduct Disorder</b> .		
<b>Questions to Consider</b> Is the child seen as dishonest? How does the child handle telling the truth/lies? Has the child been part of any criminal behavior? Has the child ever shown violent or threatening behavior towards others? Any animal cruelty?	Ratings & Definitions	
	0	No evidence of serious violations of others or laws.
	1	History/suspicion of antisocial behavior (e.g. malicious lying, stealing, manipulation, acts of sexual aggression/violence/destruction)
	2	Clear evidence of antisocial behavior (e.g. malicious lying, stealing, manipulation, acts of sexual aggression/violence/destruction)
	3	Severe level of aggressive or antisocial behavior, as described above. Places child or community at significant risk

DOMAIN: Behavioral/Emotional Needs		
<b>35. SUBSTANCE USE*</b> Includes use of alcohol and other drugs, the misuse of prescription medications. Inhalation of any substance.		
<b>Questions to Consider</b> Has the child used alcohol or any kind of drugs on more than an experimental basis? Do you suspect that the child may have an alcohol or drug use problem? This item does not apply to the use of tobacco or caffeine.	Ratings & Definitions	
	0	This rating is for a child who has no notable substance use history or difficulties at the present time.
	1	Mild substance use problems. Or history of significant substance use problems.
	2	Moderate substance use problem that consistently interferes with the ability to function optimally.
	3	Severe substance use problem. Causes functional issues that may result in danger to self/others, or the need for detoxification

DOMAIN: Behavioral/Emotional Needs		
<b>34. ANGER CONTROL</b> - This item captures the child's ability to identify manage his/her anger when frustrated.		
<b>Questions to Consider</b> How does the child control his/her emotions? Does s/he get upset or frustrated easily? Does he/she over-react if someone criticizes or rejects him/her? Does child seem to have dramatic mood swings	Ratings & Definitions	
	0	No evidence of any significant anger control problems.
	1	Some problems with controlling anger. (e.g. verbally aggressive when frustrated)
	2	Moderate anger control problems. Child's temper has gotten him/her in significant trouble with peers, family and/or school.
	3	Severe anger control problems. Temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.

DOMAIN: Behavioral/Emotional Needs		
<b>36. EATING DISTURBANCE</b> - Problems with eating such as body image problems, refusal to eat adequately, binge eating/ hoarding		
<b>Questions to Consider</b> How does the child feel about his/ her body? Does s/he seem to be overly concerned about his/her weight? Does s/he ever refuse to eat, binge eat, or hoard food? Has the child ever been hospitalized for eating related issues?	Ratings & Definitions	
	0	No evidence of eating disturbances.
	1	History, suspicion or mild level of eating disturbance. (
	2	Moderate level of eating disturbance.
	3	Severe eating disturbance. (e.g. Significantly low weight requiring hospitalization, excessive binge-purge behaviors

DOMAIN:

Behavioral/Emotional Needs

SUBSTANCE USE\* Includes use of alcohol and other drugs, the misuse of prescription medications. Inhalation of any substance.

DOMAIN:

Behavioral/Emotional Needs

CONDUCT - Rates degree to which child engages in behavior that is consistent with the presence of a *Conduct Disorder*.

DOMAIN:

Behavioral/Emotional Needs

EATING DISTURBANCE - Problems with eating such as body image problems, refusal to eat adequately, binge eating/hoarding

DOMAIN:

Behavioral/Emotional Needs

ANGER CONTROL - This item captures the child's ability to identify manage his/her anger when frustrated.

DOMAIN: Behavioral/Emotional Needs		
<b>37. ADJUSTMENT TO TRAUMA*</b> - Difficulties adjusting to traumatic experience. Must an inferred link between trauma and behavior.		
<b>Questions to Consider</b> Has child experienced a traumatic event? Does s/he experience frequent nightmares? Is s/he troubled by flashbacks? Is s/he unusually afraid of being alone, or of participating in normal activities?	Ratings & Definitions	
	0	No evidence of problems associated with traumatic life events.
	1	There is a history or suspicion of, or mild problems associated with traumatic life event/s.
	2	Clear evidence of Adjustment Disorder associated with traumatic event/s. Interfering with functioning in at least 1 life domain.
	3	Clear symptoms of Post-Traumatic Stress Disorder (e.g. flashbacks, nightmares, significant anxiety, intrusive memories etc)

DOMAIN: <b>Traumatic/Adverse Childhood Experiences</b>		
<b>39. PHYSICAL ABUSE</b> - This item rates the severity and frequency of experiences of physical abuse.		
<b>Questions to Consider</b> Has the child or caregiver disclosed a history of physical abuse? Is physical discipline used in the home? What forms? Has the child received bruises, marks, or injury from physical discipline?	Ratings & Definitions	
	0	There is no evidence that child has experienced physical abuse.
	1	Child has had one episode of physical abuse or there is a suspicion that child has experienced physical abuse
	2	Child has experienced repeated physical abuse.
	3	Child has experienced severe and repeated physical abuse that causes physical harm requiring hospital treatment.

DOMAIN: <b>Traumatic/Adverse Childhood Experiences</b>		
<b>38. SEXUAL ABUSE</b> Suspicion or history of sexual abuse. *A rating of 1, 2 or 3 triggers Sexual Abuse Sub-Module		
<b>Questions to Consider</b> Has the caregiver or Child disclosed sexual abuse? How often did the abuse occur? What was the Child's relationship to the perpetrator?	Ratings & Definitions	
	0	There is no evidence that Child has experienced sexual abuse.
	1	Child has experienced one episode of sexual abuse or there is a suspicion that Child has experienced sexual abuse
	2	Child has experienced repeated sexual abuse.
	3	Child has experienced severe and repeated.

DOMAIN: <b>Traumatic/Adverse Childhood Experiences</b>		
<b>40. NEGLECT</b> - Describes the degree or severity of neglect a child has experienced.		
<b>Questions to Consider</b> Is the child getting adequate supervision? Are the child's basic needs for food and shelter being met? Is the child allowed access to necessary medical care by caregivers?	Ratings & Definitions	
	0	There is no evidence that child has experienced neglect.
	1	Child has experienced minor occasional neglect.
	2	Child has experienced a moderate level of neglect.
	3	Child has experienced severe level of neglect

**DOMAIN:**

Traumatic/Adverse Childhood Experiences

**PHYSICAL ABUSE** - This item rates the severity and frequency of experiences of physical abuse.

**DOMAIN:**

Behavioral/Emotional Needs

**ADJUSTMENT TO TRAUMA\*** - Difficulties adjusting to traumatic experience. Must an inferred link between trauma and behavior.

**DOMAIN:**

Traumatic/Adverse Childhood Experiences

**NEGLECT** - Describes the degree or severity of neglect a child has experienced.

**DOMAIN:**

Traumatic/Adverse Childhood Experiences

**SEXUAL ABUSE** Suspicion or history of sexual abuse. \*A rating of 1, 2 or 3 triggers Sexual Abuse Sub-Module

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>41. EMOTIONAL ABUSE</b> – Rates severity and intensity of experiences of emotional abuse.		
Questions to Consider How does the caregiver talk to/ interact with the child? Is there name calling or shaming in the home?	Ratings & Definitions	
	0	There is no evidence that child has experienced emotional abuse.
	1	Child has experienced mild emotional abuse.
	2	Child has experienced emotional abuse over an extended period of time (at least one year).
	3	Child has experienced severe and repeated emotional abuse over an extended period of time (at least one year).

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>43. NATURAL DISASTER</b> - This rating describes the severity of exposure to either natural or man-made disasters.		
Questions to Consider Has the child been present during a natural or man-made disaster? Does the child watch television shows containing these themes or overhear adults talking about these kinds of disasters?	Ratings & Definitions	
	0	There is no evidence that child has been exposed to natural or man-made disasters.
	1	Child has been exposed to disasters second-hand (i.e. on television, hearing others discuss disasters).
	2	Child has been directly exposed to a disaster or witnessed the impact of a disaster on a family or friend.
	3	Direct exposure to multiple/severe disasters and/or a disaster that caused significant harm or death to a loved one

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>42. MEDICAL TRAUMA</b> - Rates the severity of medically related trauma, including hospitalizations, procedures, and injuries.		
Questions to Consider Has the child broken any bones? Has the child had to go to the emergency room or stay overnight in the hospital?	Ratings & Definitions	
	0	There is no evidence that child has experienced any medical trauma.
	1	Child has experienced mild medical trauma including minor surgery (e.g. stitches, bone setting).
	2	Child has experienced moderate medical trauma including major surgery or injuries requiring hospitalization.
	3	Child has experienced life threatening medical trauma.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>44. WITNESS TO FAMILY VIOLENCE</b> -This item rates the severity and frequency of violence within the child's home or family.		
Questions to Consider Is there frequent fighting in the child's family? Does the fighting ever become physical?	Ratings & Definitions	
	0	There is no evidence that child has witnessed family violence.
	1	Child has witnessed one episode of family violence or suspicion of exposure to family violence.
	2	Child has witnessed repeated episodes of family violence but no significant injuries have been witnessed.
	3	Child has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result.

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

NATURAL DISASTER - This  
rating describes the severity of  
exposure to either natural or man-  
made disasters.

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

EMOTIONAL ABUSE – Rates  
severity and intensity of  
experiences of emotional abuse.

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

WITNESS TO FAMILY  
VIOLENCE -This item rates the  
severity and frequency of  
violence within the child's home  
or family.

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

MEDICAL TRAUMA - Rates the  
severity of medically related  
trauma, including hospitalizations,  
procedures, and injuries.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>45. WITNESS TO COMMUNITY VIOLENCE</b> - Rates the severity and frequency of incidents of community violence witnessed by child		
<p>Questions to Consider</p> <p>Does the child live in a neighborhood with frequent violence?</p>	Ratings & Definitions	
	0	There is no evidence that child has witnessed violence in the community.
	1	Child has witnessed fighting or other forms of violence in the community.
	2	Child has witnessed the significant injury of others in his/her community).
	3	Child has witnessed the death of another person in his/her community.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>47. WAR AFFECTED</b> - Degree of severity of exposure to war, political violence or torture. (Terrorism not included here)		
<p>Questions to Consider</p> <p>Has the child or his/her family lived in a war torn region? How close was he/she to violence? In what ways did the war impact the child and the family?</p>	Ratings & Definitions	
	0	There is no evidence that child has been exposed to war, political violence, or torture.
	1	Family members directly related to the child exposed to war, political violence or torture. Or forcibly displaced due to war
	2	Directly affected by war or political violence. E.g. Family members hurt or killed in the war or Witness to others being injured
	3	Experienced direct effects of war. May have feared for own life. May have been injured, tortured, kidnapped, or child soldier.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>46. SCHOOL VIOLENCE</b> - This item rates the child's exposure to school based violence.		
<p>Questions to Consider</p> <p>Are there frequent fights or other acts of violence at the child's school? Are weapons involved? Has the child witness or directly experienced violence at the school?</p>	Ratings & Definitions	
	0	There is no evidence that child has witnessed violence in the school setting.
	1	Child has witnessed limited/occasional fighting / violence in the school setting, but hasn't been directly impacted
	2	Witness to violence / significant injury. OR Has had friends injured OR directly experienced minor injury as result of violence
	3	Witness to repeated / severe violence OR death of another person in school OR serious injury of self/friend from violence

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>48. TERRORISM AFFECTED</b> - Describes the degree to which a child has been affected by terrorism.		
<p>Questions to Consider</p> <p>Has the child witnessed an act of terrorism? Was his/her community targeted in an act of terrorism? Does the child know people injured or killed in an act of terrorism?</p>	Ratings & Definitions	
	0	There is no evidence that child has been affected by terrorism.
	1	Child's community has experienced an act of terrorism, but the child was not directly impacted by the violence.
	2	Child affected by terrorism within his/her community, but did not directly witness the attack. May know Injured people
	3	Directly injured; Witnessed death of another person; friends or family seriously injured

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

WAR AFFECTED - Degree of  
severity of exposure to war,  
political violence or torture.  
(Terrorism not included here)

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

WITNESS TO COMMUNITY  
VIOLENCE - Rates the severity  
and frequency of incidents of  
community violence witnessed by  
child

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

TERRORISM AFFECTED -  
Describes the degree to which a  
child has been affected by  
terrorism.

DOMAIN:  
Traumatic/Adverse Childhood  
Experiences

SCHOOL VIOLENCE - This item  
rates the child's exposure to  
school based violence.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>49. WITNESS/VICTIM OF CRIMINAL ACTS</b> - This item rates the child's proximity to criminal acts.		
<b>Questions to Consider</b> Has the child ever been the victim of a crime? Has the child seen criminal activity in his/her community or home? Has someone in the child's family been the victim of a crime?	Ratings & Definitions	
	0	There is no evidence that child has been victimized or witness significant criminal activity.
	1	Child is a witness of significant criminal activity.
	2	Child is a direct victim of criminal activity or witnessed the victimization of a family or friend.
	3	Victim of criminal activity that was life threatening or caused physical harm; or child witnessed death of loved one.

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>51. DISRUPTION IN CAREGIVING/ ATTACHMENT LOSSES</b> - Describes disruptions in caregiving (separation / losses)		
<b>Questions to Consider</b> Has the child ever been placed in foster care? Has the child lost contact with a caregiver or had limited access to the caregiver?	Ratings & Definitions	
	0	There is no evidence that the Child has experienced disruptions in caregiving and/or attachment losses.
	1	Some minor disruption in caregiving but was placed with a familiar alternate caregiver;
	2	2 or more disruptions with known alternate caregivers, or at least one disruption with an unknown caregiver.
	3	Multiple disruptions that impact (i.e., 3+ placements with a known caregiver or 2+ with unknown caregiver) resulting i).

DOMAIN: Traumatic/Adverse Childhood Experiences		
<b>50. PARENTAL CRIMINAL BEHAVIOR</b> - Rates criminal behavior of parents, stepparents, other legal guardians - not foster parents.		
<b>Questions to Consider</b> Do the child's parents engage in criminal acts? Is either of the parents in jail? If so, do they have contact with the child?	Ratings & Definitions	
	0	There is no evidence that child's parents have ever engaged in criminal behavior.
	1	One parent has history of criminal behavior but child has not been in contact with this parent for at least one year.
	2	One of child's parents has history of criminal behavior and child has been in contact with this parent in the past year.
	3	Both of child's parents have history of criminal behavior.

DOMAIN: Risk Behaviors		
<b>52. SUICIDE RISK*</b> - Rates overt and covert thoughts and efforts on the part of a child or youth to end his/ her life.		
<b>Questions to Consider</b> Has the child ever talked about a wish or plan to die or to kill him/herself? Has s/he ever tried to commit suicide?	Ratings & Definitions	
	0	No evidence of suicide ideation.
	1	There is a history or suspicion of, but no recent ideation or gesture.
	2	Recent ideation or gesture but not in past 24 hours.
	3	Current ideation and/or intent, or command hallucinations that involve self-harm

DOMAIN: Traumatic/Adverse Childhood Experiences
DISRUPTION IN CAREGIVING/ ATTACHMENT LOSSES - Describes disruptions in caregiving (separation / losses)

DOMAIN: Traumatic/Adverse Childhood Experiences
WITNESS/VICTIM OF CRIMINAL ACTS - This item rates the child's proximity to criminal acts.

DOMAIN: Risk Behaviors
SUICIDE RISK* - Rates overt and covert thoughts and efforts on the part of a child or youth to end his/her life.

DOMAIN: Traumatic/Adverse Childhood Experiences
PARENTAL CRIMINAL BEHAVIOR - Rates criminal behavior of parents, stepparents, other legal guardians - not foster parents.

DOMAIN: Risk Behaviors		
<b>53. SELF INJURIOUS BEHAVIOR</b> - Repetitive behavior that results in physical injury e.g. cutting, head banging, etc.		
<b>Questions to Consider</b> Has the child ever talked about a wish or plan to hurt him/herself? Does the child ever purposely hurt him/herself (e.g. cutting)?	Ratings & Definitions	
	0	No evidence of self-mutilating behavior.
	1	There is a history, suspicion or mild degree of self-mutilation.
	2	Engaged in self-mutilation that does not require medical attention.
	3	Engaged in self-mutilation that requires medical attention.

DOMAIN: Risk Behaviors		
<b>55. DANGER TO OTHERS*</b> - Rates violent or aggressive behavior intentionally aimed at causing significant bodily harm to others.		
<b>Questions to Consider</b> Has the child ever injured another person on purpose? Does s/he get into physical fights? Has s/he ever threatened to kill or seriously injure another person?	Ratings & Definitions	
	0	No evidence of behavior that could be dangerous to others.
	1	There is a history or suspicion of, or acts of mildly aggressive or threatening behavior.
	2	Recent (but not within 24 hrs) aggressive or threatening behavior: eg homicidal ideation, physically harmful aggression, fire setting
	3	Acute homicidal ideation with plan, physically harmful aggression, command hallucinations involving harm to others, fire that placed others at significant risk of harm.

DOMAIN: Risk Behaviors		
<b>54. OTHER SELF HARM</b> – Describes self-harm behavior not covered by either Suicide Risk or Self-Mutilation		
<b>Questions to Consider</b> Has the child ever talked about or acted in a way that might be dangerous to him/herself (e.g. reckless behavior such as riding on top of cars, reckless driving, climbing bridges,)?	Ratings & Definitions	
	0	No evidence of behaviors (other than suicide or self-mutilation) that place the child at risk of physical harm.
	1	History, suspicion or mild behavior (other than suicide or self-mutilation) that placed child at risk of physical harm.
	2	Reckless or intentional risk-taking behavior (other than suicide or self-mutilation) that places him/her in danger of physical harm.
	3	Reckless or intentional risk-taking behavior (other than suicide or self-mutilation) that places him/her at immediate risk of death.

DOMAIN: Risk Behaviors		
<b>56. SEXUAL AGGRESSION*</b> - Aggressive sexual behavior & sexual advantage taken over a younger or less powerful child.		
<b>Questions to Consider</b> Has the child ever been accused of being sexually aggressive with another child? What happened after that? Has the child had sexual contact with a younger child?	Ratings & Definitions	
	0	No evidence of sexually aggressive behavior.
	1	History/suspicion of sexually aggressive behavior (over 1 yr. ago) and/or mildly inappropriate sexual behavior w/i past year
	2	Child engaged in sexually aggressive behavior within the past year but not in the past 30 days.
	3	Child has engaged in sexually aggressive behavior within the past 30 days.

DOMAIN:  
Risk Behaviors

DANGER TO OTHERS\* - Rates violent or aggressive behavior intentionally aimed at causing significant bodily harm to others.

DOMAIN:  
Risk Behaviors

SELF INJURIOUS BEHAVIOR - Repetitive behavior that results in physical injury e.g. cutting, head banging, etc.

DOMAIN:  
Risk Behaviors

SEXUAL AGGRESSION\* - Aggressive sexual behavior & sexual advantage taken over a younger or less powerful child.

DOMAIN:  
Risk Behaviors

OTHER SELF HARM – Describes self-harm behavior not covered by either Suicide Risk or Self-Mutilation

DOMAIN: Risk Behaviors		
<b>57. RUNAWAY*</b> - This item describes the risk of running away or actual runaway behavior.		
<b>Questions to Consider</b> Has the child ever run away from home, school or any other place? If so, where did s/he go? How long did s/he stay away? How was s/he found? Does s/he ever threaten to run away?	Ratings & Definitions	
	0	No evidence of runaway ideation or behavior.
	1	There is a history or suspicion of running away from home, or other settings, involving at least one overnight absence more than 30 days ago.
	2	Recent runaway behavior or ideation but not within the past 7 days.
	3	Acute threat to run away, as manifest by either recent attempts or significant ideation about running away, or the child is currently a runaway.

DOMAIN: Risk Behaviors		
<b>59. FIRE SETTING*</b> - Intentional fire-setting using matches or other incendiary devices. Malicious or reckless use of fire.		
<b>Questions to Consider</b> Has the child ever played with matches, or set a fire? If so, what happened? Did the fire setting behavior destroy property or endanger the lives of others?	Ratings & Definitions	
	0	No evidence of fire setting by the child.
	1	There is a history or suspicion of fire setting but not within the past six months.
	2	Recent fire setting behavior (during the past six months) but not of the type that endangered the lives of others, or repeated fire-setting behavior over a period of at least two years, even if not within the past six months.
	3	Acute threat of fire setting. Has set fire that endangered the lives of others (e.g. attempting to burn down a house).

DOMAIN: Risk Behaviors		
<b>58. DELINQUENCY*</b> - Criminal behavior (law breaking, juvenile justice issues) regardless of whether child/youth has been caught.		
<b>Questions to Consider</b> Do you know of laws that the child has broken (even if s/he have not been charged or caught)? Has the child ever been arrested?	Ratings & Definitions	
	0	No evidence of delinquency.
	1	History or suspicion of delinquency, but no acts of delinquency within past 30 days.
	2	Recent acts of delinquency.
	3	Severe recent acts of delinquency that place others at risk of significant loss or injury, or place child at risk of adult sanctions.

DOMAIN: Risk Behaviors		
<b>60. SANCTION SEEKING BEHAVIOR</b> - Obnoxious behavior that is intended to force others to sanction him/her.		
<b>Questions to Consider</b> Does the child intentionally do or say things to upset others in positions of authority or parents or teachers?	Ratings & Definitions	
	0	Child shows no evidence of problematic social behaviors that cause adults to sanction him/her.
	1	Mild level of problematic behaviors (e.g. provocative comments or actions) that force adults to sanction the child.
	2	Moderate level of problematic behaviors. Intentionally getting in trouble. Sanctions or threat of them causing problems in life.
	3	Frequent seriously inappropriate behavior. Forces adults to seriously/repeatedly sanction child.

DOMAIN:  
Risk Behaviors

FIRE SETTING\* - Intentional fire-setting using matches or other incendiary devices. Malicious or reckless use of fire.

DOMAIN:  
Risk Behaviors

RUNAWAY\* - This item describes the risk of running away or actual runaway behavior.

DOMAIN:  
Risk Behaviors

SANCTION SEEKING BEHAVIOR - Obnoxious behavior that is intended to force others to sanction him/her.

DOMAIN:  
Risk Behaviors

DELINQUENCY\* - Criminal behavior (law breaking, juvenile justice issues) regardless of whether child/youth has been caught.

DOMAIN: Risk Behaviors		
<b>61. HIGH RISK SEXUAL ACTIVITY</b> - Refers to sexual behavior. May or may not involve multiple partners. <b>Rate behavior past year.</b>		
<b>Questions to Consider</b> Is the child/youth sexually active? Is sexual activity developmentally normative/healthy? Does sexual activity put him/her at risk for abuse, unwanted pregnancy or sexually transmitted infections?	Ratings & Definitions	
	0	Child/youth exhibits no history of sexual behavior beyond what is developmentally appropriate.
	1	Child/youth has history of high-risk sexual behavior but not in past six months.
	2	Child/youth engages in high-risk sexual behaviors.
	3	Child/youth engages in a dangerous level of sexual behaviors, or with partners who are abusive or otherwise physically dangerous.

DOMAIN: Cultural Factors		
<b>63. LANGUAGE</b> - Rates child and family ability to communicate with you / others in English. Also addresses issues of literacy.		
<b>Questions to Consider</b> What language does the family speak at home? Is information presented in treatment plan documents, legal documents, and case conference discussions in the language preferred by the family?	Ratings & Definitions	
	0	No evidence that there is a need or preference for an interpreter or bilingual services.
	1	Potential communication problems exist due to limited vocabulary or comprehension of the nuances of the language.
	2	Child / significant family members have only limited ability to speak and/or read English. Bilingual provider/interpreter is needed
	3	Child and/or significant family members do not speak English. A bilingual provider or interpreter is needed for all communication.

DOMAIN: Risk Behaviors		
<b>62. SEXUAL EXPLOITATION</b> - Describes the severity of exposure to sexual exploitation or victimization. <b>Rate during the past year.</b>		
<b>Questions to Consider</b> Has the child/youth traded sexual activity for goods, money, affection or protection? Has the child/youth been a victim of human trafficking?	Ratings & Definitions	
	0	No evidence that child/youth has been sexually exploited/victimized, or has other-wise seen/been exposed to sexual exploitation.
	1	Suspicion or History (more than one year ago) of some level of exploitation and/or victimization
	2	Child/youth has witnessed victimization or exploitation of family/friend and/or is direct victim of sexual victimization/exploitation.
	3	Recent chronic/severe sexual victimization, OR injurious/life threatening sexual exploitation OR currently being sexually exploited.

DOMAIN: Cultural Factors		
<b>64. CULTURAL IDENTITY</b> - Refers to child's feelings about her/his racial, ethnic, cultural identity.		
<b>Questions to Consider</b> Does the child identify with any racial/ ethnic/cultural group? Does the child find this group a source of support? Does the child ever feel conflicted about her/his racial/ethnic/cultural identity?	Ratings & Definitions	
	0	No evidence of an issue with the child's cultural identity or child has a strong and positive racial/ethnic/cultural identity.
	1	Child has struggled in the past with, but is presently comfortable with her/his identity or there are mild issues related to identity.
	2	Some distress / conflict about her/his racial/ethnic/cultural identity that interferes with the child's or family's functioning.
	3	Significant distress or conflict about cultural identity which severely interferes with the child or family's functioning.

DOMAIN:  
Cultural Factors

LANGUAGE - Rates child and family ability to communicate with you / others in English. Also addresses issues of literacy.

DOMAIN:  
Risk Behaviors

HIGH RISK SEXUAL ACTIVITY - Refers to sexual behavior. May or may not involve multiple partners. Rate behavior past year.

DOMAIN:  
Cultural Factors

CULTURAL IDENTITY - Refers to child's feelings about her/his racial, ethnic, cultural identity.

DOMAIN:  
Risk Behaviors

SEXUAL EXPLOITATION - Describes the severity of exposure to sexual exploitation or victimization. Rate during the past year.

DOMAIN: Cultural Factors		
<b>65. RITUAL</b> - Rates child and family's access to and participation in cultural rituals and practices.		
Questions to Consider What holidays does the child's family celebrate? What traditions are important to the child and his/her family? Does the child or family fear discrimination for practicing their rituals and traditions?	Ratings & Definitions	
	0	Child and family are consistently able to practice rituals consistent with their cultural identity.
	1	Child and family are generally able to practice rituals of their culture with only occasional obstacles
	2	Significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity.
	3	Child and family are unable to practice rituals consistent with their cultural identity.

DOMAIN: Cultural Factors		
<b>67. CULTURAL DIFFERENCES WITHIN A FAMILY</b> - Rates impact of different backgrounds, values and/or perspectives within family		
Questions to Consider Do the parents and the child have different cultural under-standing of appropriate behaviors traditions? Do the family and child understand and respect each other's perspectives?	Ratings & Definitions	
	0	No evidence of conflict, stress or disengagement within the family due to cultural differences
	1	Child and family have struggled with cultural differences in the past, but are currently managing them
	2	Child /family experience difficulties managing cultural differences within family that negatively impact child functioning
	3	Child / family experience significant difficulty managing cultural differences within family. Pronounced impact on child's functioning

DOMAIN: Cultural Factors		
<b>66. DISCRIMINATION/BIAS</b> - Rates experience of discrimination or bias that is purposeful or accidental, direct or indirect.		
Questions to Consider Does the child or his/her family experience racism, sexism, or any other kind of discrimination? How does discrimination impact his/her life?	Ratings & Definitions	
	0	No report of experiences of discrimination that impacts the child or family's ability to function and/or creates stress.
	1	Child / family has experienced discrimination recently or in past, but not currently causing any stress or difficulties.
	2	Child or family reports experiences of discrimination that are currently interfering with the child's or family's functioning.
	3	Child / family experiences discrimination that substantially and immediately interferes with the child or family's functioning.

DOMAIN: Developmental Factors/History		
<b>68. MOTOR</b> - Describes fine (e.g. hand grasping and manipulation) and gross (e.g. sitting, standing, walking) motor development.		
Questions to Consider What is reported regarding the child's motor development during early childhood? Did the child meet motor related developmental milestones?	Ratings & Definitions	
	0	Fine/gross motor functioning appear normal. There is no reason to believe that child had any problems with motor development.
	1	Past mild fine or gross motor skill deficits. (e.g. delayed sitting/ standing/walking). Has since reached those milestones.
	2	History of moderate motor deficits.
	3	History of profound motor deficits.

DOMAIN:  
Cultural Factors

CULTURAL DIFFERENCES  
WITHIN A FAMILY - Rates  
impact of different backgrounds,  
values and/or perspectives within  
family

DOMAIN:  
Cultural Factors

RITUAL - Rates child and family's  
access to and participation in  
cultural rituals and practices.

DOMAIN:  
Developmental Factors/History

MOTOR - Describes fine (e.g.  
hand grasping and manipulation)  
and gross (e.g. sitting, standing,  
walking) motor development.

DOMAIN:  
Cultural Factors

DISCRIMINATION/BIAS - Rates  
experience of discrimination or  
bias that is purposeful or  
accidental, direct or indirect.

DOMAIN: <b>Developmental Factors/History</b>		
<b>69. SENSORY</b> - Describes history sensory functioning and development. (Vision, hearing, smell, touch, and kinesthetic sense)		
<b>Questions to Consider</b> Did the child have hearing or visual impairment; did he/she have sensory impairments in childhood? Did the child become easily overwhelmed by sensory stimuli?	Ratings & Definitions	
	0	There is no reason to believe that the child had any problems with sensory functioning.
	1	Child may have had a mild impairment on a single sense (e.g. mild hearing deficits, correctable vision problems).
	2	Child may have had a moderate impairment on a single sense or mild impairment on multiple senses
	3	Child may have had a significant impairment on one or more senses (e.g. profound hearing or vision loss).

DOMAIN: <b>Developmental Factors/History</b>		
<b>71. AUTISM SPECTRUM</b> - This dimension describes presence of autism spectrum disorders.		
<b>Questions to Consider</b> Was the child diagnosed or evaluated for autism or spectrum disorders?	Ratings & Definitions	
	0	There is no history of autism spectrum disorders.
	1	Evidence of a low end Autism Spectrum Disorder. Below threshold for Autism diagnosis. No Significant effect on development.
	2	This rating indicates a child who met criteria for a diagnosis of Autism.
	3	Met criteria for autism and had history of high end needs to treat/manage severe or disabling symptoms on autism spectrum.

DOMAIN: <b>Developmental Factors/History</b>		
<b>70. COMMUNICATION</b> - Development and history of language and communication. Does not refer to challenges expressing feelings.		
<b>Questions to Consider</b> What is reported regarding the child's language development during early childhood? Did the child meet language related developmental milestones?	Ratings & Definitions	
	0	No evidence of communication problems.
	1	Possible history communication problems, which are no longer impacting communication.
	2	Child likely had either receptive/expressive language problems that interfere with functioning.
	3	Child had serious communication difficulties (i.e. unable to communicate in any way including pointing and grunting.

DOMAIN: <b>Developmental Factors/History</b>		
<b>72. FAILURE TO THRIVE</b> - Symptoms of failure to thrive focus on normal physical development such as growth and weight gain.		
<b>Questions to Consider</b> Did the child ever get diagnosed with failure to thrive? If so, why? Do any reports indicate that the child had difficulty gaining weight or growing?	Ratings & Definitions	
	0	No signs that child had any problems with early childhood weight gain or development. No evidence of failure to thrive.
	1	Child had mild delays in physical development (e.g. is below the 25 <sup>th</sup> percentile in terms of height or weight).
	2	Child had significant delays in physical development that could be described as failure to thrive
	3	Child had severe problems with physical development that puts their life at risk

DOMAIN:

Developmental Factors/History

AUTISM SPECTRUM - This dimension describes presence of autism spectrum disorders.

DOMAIN:

Developmental Factors/History

SENSORY - Describes history sensory functioning and development. (Vision, hearing, smell, touch, and kinesthetic sense)

DOMAIN:

Developmental Factors/History

FAILURE TO THRIVE - Symptoms of failure to thrive focus on normal physical development such as growth and weight gain.

DOMAIN:

Developmental Factors/History

COMMUNICATION - Development and history of language and communication. Does not refer to challenges expressing feelings.

DOMAIN: <b>Developmental Factors/History</b>		
<b>73. REGULATORY PROBLEMS</b> - Refers to all dimensions of early childhood self-regulation.		
<b>Questions to Consider</b> Did the child meet developmental milestones related to self-regulations?	Ratings & Definitions	
	0	Child did not have problems with self-regulation.
	1	Child had mild problems with self-regulation (e.g. unusually intense activity level, mild or transient irritability).
	2	Child had moderate to severe problems with self-regulation
	3	Child had profound problems with self-regulation that placed his/her safety, wellbeing, and/or development at risk

DOMAIN: <b>Developmental Factors/History</b>		
<b>75. PRENATAL CARE</b> - This dimension refers to the health care and birth circumstances experience by the child in utero.		
<b>Questions to Consider</b> What kind of prenatal care did mother receive? Did mother have any illnesses or risks during pregnancy?	Ratings & Definitions	
	0	Adequate prenatal care. No pregnancy-related illnesses
	1	Some shortcomings in care/mild preg.-related illness
	2	Poor prenatal care, or moderate preg.-related illness
	3	No prenatal care, or severe pregnancy-related illness

DOMAIN: <b>Developmental Factors/History</b>		
<b>74. BIRTH WEIGHT</b> This dimension describes the child's birth weight as compared to normal development.		
<b>Questions to Consider</b> <i>What was the child's birth weight?</i> <i>How did it compare to typical averages?</i>	Ratings & Definitions	
	0	5.5 lbs. or greater
	1	3.3. to 5.5 Lbs
	2	2.2 to 3.29 lbs
	3	Under 2.2 pounds

DOMAIN: <b>Developmental Factors/History</b>		
<b>76. SUBSTANCE EXPOSURE</b> - Describes the child's exposure to substance use and abuse both before and after birth.		
<b>Questions to Consider</b> <i>Was the child exposed to substances during the pregnancy? If so, what substances?</i>	Ratings & Definitions	
	0	No in utero exposure alc/drugs, but no exposure in the home during early childhood
	1	Mild in utero exposure and/or drug use in the home during early childhood.
	2	Significant in utero alcohol or drug exposure
	3	Significant in utero alcohol or drug exposure & continued exposed in home.

DOMAIN:

Developmental Factors/History

**PRENATAL CARE** - This dimension refers to the health care and birth circumstances experience by the child in utero.

DOMAIN:

Developmental Factors/History

**REGULATORY PROBLEMS** - Refers to all dimensions of early childhood self-regulation.

DOMAIN:

Developmental Factors/History

**SUBSTANCE EXPOSURE** - Describes the child's exposure to substance use and abuse both before and after birth.

DOMAIN:

Developmental Factors/History

**BIRTH WEIGHT** This dimension describes the child's birth weight as compared to normal development.

DOMAIN: <b>Developmental Factors/History</b>		
<b>77. LABOR AND DELIVERY</b> - Refers to complications in labor and delivery of the child during childbirth and subsequent problems		
<p>Questions to Consider</p> <p><i>Were there any unusual circumstances related to the labor and delivery of the child as baby?</i></p>	Ratings & Definitions	
	0	Child and biological mother had normal labor and delivery.
	1	Child or mother had some mild problems during delivery, but no history of impact
	2	Problems during delivery with temporary functional difficulties for the child or mother.
	3	Severe problems during delivery with long-term implications for development

DOMAIN: <b>Developmental Factors/History</b>		
<b>79. CURIOSITY</b> - Describes the child early childhood or developmental history with self-initiated efforts to discover his/her world.		
<p>Questions to Consider</p> <p>Did the child attempt to explore their world with all of their senses during early childhood?</p>	Ratings & Definitions	
	0	Exceptional curiosity during infancy/early childhood.
	1	Normal level of curiosity during infancy/early childhood.
	2	Limited curiosity during infancy/early childhood.
	3	Markedly limited curiosity during infancy/early childhood.

DOMAIN: <b>Developmental Factors/History</b>		
<b>78. PRIMARY CAREGIVER AVAILABILITY</b> - Addresses caretaker's emotional/physical availability in 12 weeks following the birth. .		
<p>Questions to Consider</p> <p>Was the primary caregiver available to meet the child's needs in the first 3 months after birth?</p>	Ratings & Definitions	
	0	Mother/primary caregiver was fully emotionally and physically available
	1	Primary caregiver was slightly less available due to stressors (e.g. another young child in the household, need to return to work etc.)
	2	Primary caregiver significantly less available to child due to moderate level of stressors
	3	Primary caregiver was unavailable to such an extent that child's emotional or physical well-being was severely compromised

DOMAIN: <b>Developmental Factors/History</b>		
<b>80. PLAYFULNESS</b> - Describes child's developmental history with respect to playfulness/enjoyment of play alone and with others.		
<p>Questions to Consider</p> <p>Was the child playful during early childhood?</p> <p>Did the child engage in symbolic or pretend play as expected?</p> <p>Did the child meet social milestones related to play (i.e. sharing, imagination, etc.)?</p>	Ratings & Definitions	
	0	Substantial history and ability to play with self and others. He/she enjoyed play regularly engaged in symbolic/means-end play.
	1	History good play ability. May have had enjoyed play only with self or only with others, or only with limited selection of toys.
	2	Limited early childhood history of ability to enjoy play.
	3	Child who had significant difficulty with play both by his/her self and with others.

DOMAIN:

Developmental Factors/History

CURIOSITY - Describes the child early childhood or developmental history with self-initiated efforts to discover his/her world.

DOMAIN:

Developmental Factors/History

LABOR AND DELIVERY - Refers to complications in labor and delivery of the child during childbirth and subsequent problems

DOMAIN:

Developmental Factors/History

PLAYFULNESS - Describes child's developmental history with respect to playfulness/enjoyment of play alone and with others.

DOMAIN:

Developmental Factors/History

PRIMARY CAREGIVER

AVAILABILITY - Addresses caretaker's emotional/physical availability in 12 weeks following the birth. .

DOMAIN: <b>Developmental Factors/History</b>		
<b>81. TEMPERAMENT</b> - This rating describes the child's early developmental mood state and ability to be soothed.		
<b>Questions to Consider</b> → During infancy, how easily did the child get upset? When upset, how easy was it to help the child calm down?	Ratings & Definitions	
	0	This level indicates a child who had an easy temperament. S/he was easily calmed or distracted when angry or upset.
	1	This level indicates a child with some history of mild problems being calmed, soothed, or distracted when angry or upset.
	2	This level indicates a child who had a difficult temperament. S/he had difficulty being calmed, soothed, or distracted.
	3	This level indicates a child who had significant difficulties being calmed, soothed, or distracted when angry or upset.

DOMAIN: <b>Developmental Factors/History</b>		
<b>83. DAYCARE/PRESCHOOL</b> - This item identifies any history for child of difficulties in a day care or preschool setting.		
<b>Questions to Consider</b> Did the child have interpersonal or other difficulties in play, day care or preschool settings?	Ratings & Definitions	
	0	This level indicates an individual with no history of problems in day care or preschool environments.
	1	This level indicates an individual with mild history of problems in day care or school environments.
	2	Child who had difficulties in day care or preschool environments. (e.g. separation anxiety or difficult behavior.)
	3	Child who had significant problems in day care or preschool environments. Individual may have been asked to stop attending.

DOMAIN: <b>Developmental Factors/History</b>		
<b>82. FEEDING/ELIMINATION</b> - Refers to all dimensions of eating and/or elimination during infancy/childhood. Pica rated here.		
<b>Questions to Consider</b> Did the child have any difficulties with breast or formula feeding? Did the child have any issues in the transition to solid foods? Did the child have any unusual difficulties with urination or defecation?	Ratings & Definitions	
	0	Child did not appear to have had any problems with feeding or elimination.
	1	Child had mild problems with feeding and/or elimination (e.g. picky eating).
	2	Child had moderate to severe problems with feeding/elimination. Problems interfered with functioning in at least one area.
	3	Child had profound problems with feeding and/or elimination.

DOMAIN: <b>Caregiver Needs</b>		
<b>84. SUPERVISION</b> - Rates the caregiver's ability to monitor and discipline the child.		
<b>Questions to Consider</b> How do caregivers keep an eye on and discipline their child/children? Do caregivers think they need some help with these issues?	Ratings & Definitions	
	0	No evidence caregiver needs help or assistance in monitoring or disciplining the child
	1	History or suspicion of need for assistance but caregiver generally provides adequate monitoring or discipline of child
	2	Caregiver reports difficulties monitoring and/or disciplining child. Caregiver needs assistance to improve supervision skills.
	3	Caregiver unable to monitor or discipline the child. Requires immediate and continuing assistance. Child at risk of harm.

DOMAIN:

Developmental Factors/History

DAYCARE/PRESCHOOL - This item identifies any history for child of difficulties in a day care or preschool setting.

DOMAIN:

Developmental Factors/History

TEMPERAMENT - This rating describes the child's early developmental mood state and ability to be soothed.

DOMAIN:

Caregiver Needs

SUPERVISION - Rates the caregiver's ability to monitor and discipline the child.

DOMAIN:

Developmental Factors/History

FEEDING/ELIMINATION - Refers to all dimensions of eating and/or elimination during infancy/childhood. Pica rated here.

DOMAIN: <b>Caregiver Needs</b>		
<b>85. INVOLVEMENT WITH CARE</b> - Rates the caregiver's participation in the child's care and ability to advocate for the Child.		
Questions to Consider How involved are the caregivers in services for the child? Is the caregiver an advocate? Would they like any help to become more involved?	Ratings & Definitions	
	0	No evidence of problems with caregiver involvement in services or interventions. Caregiver is an effective advocate for child.
	1	Past or suspected need for assistance seeking help, Caregiver is open to receiving support, education, and information.
	2	Caregiver does not actively involve him/herself in services and/or interventions intended to assist.
	3	Caregiver wishes for child to be removed from their care.

DOMAIN: <b>Caregiver Needs</b>		
<b>87. ORGANIZATION</b> - This item rates the caregiver's ability to manage their household within the context of community services.		
Questions to Consider Do caregivers need or want help managing their home? Do they have difficulty keeping appointments, managing a schedule, getting kids to school?	Ratings & Definitions	
	0	Caregiver is well organized and efficient.
	1	Minimal difficulties with organizing and maintaining household to support needed services.
	2	Caregiver has moderate difficulty organizing and maintaining household to support needed services.
	3	Caregiver is unable to organize household to support needed services.

DOMAIN: <b>Caregiver Needs</b>		
<b>86. KNOWLEDGE</b> - This item identifies the caregiver's knowledge of the child's strengths and needs.		
Questions to Consider How comfortable are the caregivers with what they know about their child's needs? Do they understand what professionals tell them about their child? Any interest in knowing more about their child?	Ratings & Definitions	
	0	Caregiver is knowledgeable about the child's needs and strengths.
	1	Caregiver is generally knowledgeable about child but may require additional information to improve their capacity
	2	Caregiver has clear need for information to improve knowledge of child needs. Lack of information interfering with ability to parent.
	3	Caregiver has knowledge problems that place the child at risk of significant negative outcomes.

DOMAIN: <b>Caregiver Needs</b>		
<b>88. RESOURCES</b> Financial and social assets (extended family) and resources that help caregiver(s) address child/family needs		
Questions to Consider Does family have extended family or friends who provide emotional support? Can they call on supports to help with child? Do the parents/caregivers have enough of what they need to meet the family's needs?	Ratings & Definitions	
	0	Caregiver has sufficient resources and significant social and family networks that actively help with caregiving.
	1	Caregiver has necessary resources and some family or friend social network that actively helps with caregiving.
	2	Caregiver has limited resources some family or friend social network that may be able to help with parenting/caregiving.
	3	Caregiver has severely limited resources and no family or social network to help with parenting/caregiving.

DOMAIN:  
Caregiver Needs

ORGANIZATION - This item rates the caregiver's ability to manage their household within the context of community services.

DOMAIN:  
Caregiver Needs

INVOLVEMENT WITH CARE - Rates the caregiver's participation in the child's care and ability to advocate for the Child.

DOMAIN:  
Caregiver Needs

RESOURCES Financial and social assets (extended family) and resources that help caregiver(s) address child/family needs

DOMAIN:  
Caregiver Needs

KNOWLEDGE - This item identifies the caregiver's knowledge of the child's strengths and needs.

DOMAIN: Caregiver Needs		
<b>89. RESIDENTIAL STABILITY-</b> Rates housing stability of the caregiver(s). Does not include possibility of child removal from home.		
Questions to Consider Is the family current housing situation stable? Are there concerns that they might have to move in the near future? Has family lost their housing? Does the family move often?	Ratings & Definitions	
	0	Caregiver has stable housing for the foreseeable future.
	1	Caregiver has relatively stable housing but either has moved in the past 3 mos. or faces potential forced move in next 3 mos.
	2	Caregiver has moved multiple times in the past year. Housing is unstable.
	3	Caregiver has experienced periods of homelessness in the past six months.

DOMAIN: Caregiver Needs		
<b>91. MENTAL HEALTH -</b> Serious mental health issues (not including substance abuse) that limit their caregiver parenting/caregiving		
Questions to Consider Do caregivers have any mental health needs that make parenting difficult? Does anyone else in the family have serious mental health needs that the caregiver is taking care of?	Ratings & Definitions	
	0	No evidence of caregiver mental health difficulties.
	1	There is a history or suspicion of mental health difficulties, and/or caregiver is in recovery from mental health difficulties.
	2	Caregiver has some mental health difficulties that interfere with his or her capacity to parent.
	3	Caregiver has mental health difficulties that make it impossible for him/her to parent at this time.

DOMAIN: Caregiver Needs		
<b>90. PHYSICAL -</b> Medical and/or physical problems that prevent caregiver(s) from being able to parent the child. s.		
Questions to Consider How is the caregiver's health? Does he/she have any health problems that limit their ability to care for the family? Does anyone else in the family have serious physical needs that the caregiver is taking care of?	Ratings & Definitions	
	0	Caregiver is generally healthy.
	1	There is a history or suspicion of, and/or caregiver is in recovery from medical/physical problems.
	2	Caregiver has medical/physical problems that interfere with his or her capacity to parent.
	3	Caregiver has medical/physical problems that make parenting impossible at this time.

DOMAIN: Caregiver Needs		
<b>92. SUBSTANCE USE -</b> Impact of any notable substance use by caregivers that might limit their capacity to provide care for child.		
Questions to Consider Do caregivers have any substance abuse needs that make parenting difficult? Does anyone else in the family have a serious substance abuse need that is impacting the resources for caregiving?	Ratings & Definitions	
	0	No evidence of caregiver substance use issues.
	1	History or suspicion or mild use of substances and/or caregiver is in recovery from subst. abuse. No interference in parenting.
	2	Caregiver has some substance abuse difficulties that interfere with his or her capacity to parent.
	3	Caregiver has substance abuse difficulties that make it impossible for him/her to parent at this time.

DOMAIN:  
Caregiver Needs

MENTAL HEALTH - Serious mental health issues (not including substance abuse) that limit their caregiver parenting/caregiving

DOMAIN:  
Caregiver Needs

RESIDENTIAL STABILITY- Rates housing stability of the caregiver(s). Does not include possibility of child removal from home.

DOMAIN:  
Caregiver Needs

SUBSTANCE USE - Impact of any notable substance use by caregivers that might limit their capacity to provide care for child.

DOMAIN:  
Caregiver Needs

PHYSICAL - Medical and/or physical problems that prevent care-giver(s) from being able to parent the child. s.

DOMAIN: Caregiver Needs		
<b>93. DEVELOPMENTAL</b> - Presence of limited cognitive capacity or developmental disabilities that challenges ability to parent.		
Questions to Consider Do the caregivers have developmental challenges that make parenting/caring for the child difficult?	Ratings & Definitions	
	0	Caregiver has no developmental needs.
	1	Caregiver has developmental challenges but they do not currently interfere with parenting.
	2	Caregiver has developmental challenges that interfere with their capacity to parent.
	3	Caregiver has severe developmental challenges that make it impossible for him/her to parent at this time.

DOMAIN: Caregiver Needs		
<b>95. FAMILY STRESS</b> - Impact of the child's behavioral and emotional needs on the family's stress level		
Questions to Consider Do caregivers find it stressful at times to manage the challenges in dealing with the child's needs? Is the stress hard for them to manage at times? Does the stress ever interfere with ability to care for the child?	Ratings & Definitions	
	0	No evidence of caregiver having difficulty managing the stress of meeting child's needs.
	1	There is a history or suspicion and/or caregiver has some problems managing the stress of child's needs.
	2	Caregiver has notable problems managing the stress of child's needs. Stress interferes with his or her capacity to provide care.
	3	Caregiver is unable to manage the stress associated with child's needs. This stress prevents caregiver from parenting.

DOMAIN: Caregiver Needs		
<b>94. SAFETY</b> - Describes the caregiver's ability to maintain safety of child within the household.		
Questions to Consider Is the caregiver able to protect the Child from harm in the home? Are there individuals living in the home or visiting the home that may be abusive to the child?	Ratings & Definitions	
	0	Household is safe and secure. Child is at no risk from others.
	1	Household is safe but concerns exist about the safety of the child due to history or others who might be abusive.
	2	Child is in some danger from one or more individuals with access to the household.
	3	Child is in immediate danger from one or more individuals with unsupervised access.

DOMAIN: Caregiver Needs		
<b>96. LEGAL</b> - Rates the caregiver's involvement with the justice system. This includes any legal issues related to immigration.		
Questions to Consider Has the caregiver been arrested? Is one or more caregiver incarcerated or on probation?	Ratings & Definitions	
	0	Caregiver has no known legal difficulties.
	1	Caregiver has a history of legal problems but currently is not involved with the legal system.
	2	Caregiver has some legal problems and is currently involved in the legal system.
	3	Caregiver has serious current or pending legal difficulties. A caregiver may be incarcerated.

DOMAIN:

Caregiver Needs

FAMILY STRESS - Impact of the child's behavioral and emotional needs on the family's stress level

DOMAIN:

Caregiver Needs

DEVELOPMENTAL - Presence of limited cognitive capacity or developmental disabilities that challenges ability to parent.

DOMAIN:

Caregiver Needs

LEGAL - Rates the caregiver's involvement with the justice system. This includes any legal issues related to immigration.

DOMAIN:

Caregiver Needs

SAFETY - Describes the caregiver's ability to maintain safety of child within the household.