

CANS Cards Printing Instructions

1. Print 2 sided

IMPORTANT Select
“Flip on Short Edge”

2. Cut sheets into quarters

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DOMAIN: Developmental History		
1. BIRTH WEIGHT This dimension describes the child's birth weight as compared to normal development.		
Questions to Consider <i>What was the child's birth weight? 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: Developmental History		
3. SUBSTANCE EXPOSURE - Describes the child's exposure to substance use and abuse both before and after birth.		
Questions to Consider <i>Was the child exposed to substances during the pregnancy? If so, what substances?</i>	Ratings & Definitions	
	0	No in utero exposure alc/drugs, and currently no exposure in the home.
	1	Mild in utero exposure and/or current drug use in the home.
	2	Significant in utero alcohol or drug exposure
	3	Significant in utero alcohol or drug exposure & continued exposed in home.

DOMAIN: Developmental History		
2. PRENATAL CARE - This dimension refers to the health care and birth circumstances experience by the child in utero.		
Questions to Consider <i>What kind of prenatal care did mother receive? Did mother have any illnesses or risks during pregnancy?</i>	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: Developmental History		
4. LABOR AND DELIVERY - Refers to complications in labor and delivery of the child during childbirth and subsequent problems		
Questions to Consider <i>Were there any unusual circumstances related to the labor and delivery of the child as baby?</i>	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

SUBSTANCE EXPOSURE -

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

Questions to Consider

Was the child exposed to substances during the pregnancy? If so, what substances?

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

Questions to Consider

*What was the child's birth weight?
How did it compare to typical averages?*

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

Questions to Consider

Were there any unusual circumstances related to the labor and delivery of the child as baby?

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

Questions to Consider

What kind of prenatal care did mother receive?
Did mother have any illnesses or risks during pregnancy?

DOMAIN: Developmental History		
5. PRIMARY CAREGIVER AVAILABILITY - 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: Life Functioning Domain		
7. DAYCARE/PRESCHOOL- <i>Rates experiences in preschool/day care settings and child's ability to get needs met in these settings.</i>		
<p>Questions to Consider</p> <p>How is the child doing in preschool / daycare?</p> <p>Any problems with behavior?</p> <p>How is the child doing academically?</p> <p>*A rating of 1, 2 or 3 on this item will trigger the School Module.</p>	Ratings & Definitions	
	0	No evidence of problem with functioning in current preschool or daycare environment.
	1	Mild problems with functioning in current preschool or daycare environment.
	2	Moderate to severe problems with functioning in current preschool or daycare environment.
	3	Profound problems with functioning. Child is at immediate risk of being removed from program due to behaviors or unmet needs.

DOMAIN: Life Functioning Domain		
6. FAMILY RELATIONSHIPS - Evaluates child's relationships with his/her family as well as the relationships of the family as a whole.		
<p>Questions to Consider</p> <p><i>How does the child get along with the family?</i></p> <p><i>Are there problems between family members?</i></p> <p><i>Has there ever been any violence in the family?</i></p>	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		
8. MEDICAL - This item rates the child's current physical health status.		
<p>Questions to Consider</p> <p>Is the child generally healthy?</p> <p>Does s/he have any medical problems?</p> <p>How much does this interfere with his/her life?</p>	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.

DAYCARE/PRESCHOOL- Rates experiences in preschool/day care settings and child's ability to get needs met in these settings.

Questions to Consider

How is the child doing in preschool / daycare?

Any problems with behavior?

How is the child doing academically?

PRIMARY CAREGIVER

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

Questions to Consider

Was the primary caregiver available to meet the child's needs in the first 3 months after birth?

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

Questions to Consider

Is the child generally healthy?

Does s/he have any medical problems?

How much does this interfere with his/her life?

FAMILY RELATIONSHIPS -

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

Questions to Consider *How does the child get along with the family?*

Are there problems between family members?

Has there ever been any violence in the family?

DOMAIN: Life Functioning Domain	
9. PHYSICAL - Physical limitations: Could include chronic conditions related to vision, hearing, fine or gross motor..	
Questions to Consider	Ratings & Definitions
Does your child have any physical limitations? How much does this interfere with his/her life?	0 There is no evidence that the child has any physical limitations.
	1 History, suspicion limitations or the child has some physical condition that places mild limitations on activities.
	2 Child has physical condition that notably impacts activities
	3 Child has severe physical limitations due to multiple physical conditions.

DOMAIN: Life Functioning Domain	
11. COMMUNICATION - Refers to learning disabilities (expressive and/or receptive) and ability to communicate through any medium	
Questions to Consider	Ratings & Definitions
Any problems understanding or using words to express him/herself?	0 Receptive and expressive communication appears developmentally appropriate. No known problems communicating.
	1 Receptive abilities intact, but child has limited expressive capabilities.
	2 Child has limited receptive and expressive capabilities.
	3 Child is unable to communicate in any way, including pointing or grunting.

DOMAIN: Life Functioning Domain	
10. MOTOR – Describes child's fine and gross motor functioning.	
Questions to Consider	Ratings & Definitions
Any difficulty grasping or holding onto objects? Falling frequently or having difficulty with gross motor skills	0 Child's fine and gross motor functioning appears normal.
	1 Mild fine or gross motor skill deficits. May previously have exhibited delays in reaching developmental milestones
	2 Moderate motor deficits.
	3 Severe or profound motor deficits. . Delay causes impairment in functioning.

DOMAIN: Life Functioning Domain	
12. AUTISM SPECTRUM - This dimension describes presence of autism spectrum disorders.	
Questions to Consider	Ratings & Definitions
Current diagnosis or evaluation for autism spectrum disorders? Any current symptoms of autism spectrum issues?	0 There is no history of autism spectrum disorders.
	1 Evidence of low-end Autism Spectrum Disorder. May have history of minor symptoms of autism
	2 This rating indicates a child who met criteria for a diagnosis of Autism.
	3 This rating indicates a child who met criteria for autism and had a history of severe or disabling symptoms on autism spectrum.

COMMUNICATION - *Refers to learning disabilities (expressive and/or receptive) and ability to communicate through any medium*

Questions to Consider

Any problems understanding or using words to express him/herself?

PHYSICAL - Physical limitations: Could include chronic conditions related to vision, hearing, fine or gross motor..

Questions to Consider

Does your child have any physical limitations?
How much does this interfere with his/her life?

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

Questions to Consider

Current diagnosis or evaluation for autism spectrum disorders?
Any current symptoms of autism spectrum issues?

MOTOR – *Describes child's fine and gross motor functioning.*

Questions to Consider

Any difficulty grasping or holding onto objects?
Falling frequently or having difficulty with gross motor skills

DOMAIN: Life Functioning Domain		
13. SOCIAL FUNCTIONING - Social skills, age appropriate behavior and the ability to make and sustain relationships.		
Questions to Consider How well does 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	Minor social problems:
	2	Moderate social problems:
	3	Child is experiencing severe disruptions in his/her social relationships.

DOMAIN: Life Functioning Domain		
15. COGNITIVE - Child's development / cognition as compared to standard developmental milestones		
Questions to Consider Has the child been tested for or diagnosed with a learning disability? Does the child have an intellectual disability or delay?	Ratings & Definitions	
	0	No evidence of cognitive development problems, developmental delay
	1	Some indicators that cognitive skills at the lower end of age expectations
	2	Cognitive development is not at expected level and interferes with functioning much of the time.
	3	Significant delays in cognitive functioning that are seriously interfering with child's functioning.

DOMAIN: Life Functioning Domain		
14. RECREATION/PLAY - The degree to which an infant/child is given opportunities for/participates in age appropriate play.		
Questions to Consider Does child seek out opportunities to engage in self-directed or cooperative play? Any concerns that child is avoiding play, not showing enjoyment during play or unable to engage in developmentally appropriate play?	Ratings & Definitions	
	0	No evidence that infant or child has problems with recreation or play.
	1	Child is doing adequately with recreational or play activities although some problems may exist.
	2	Moderate problems with recreational activities.
	3	Child has no access to or interest in play or recreational activities.

DOMAIN: Life Functioning Domain		
16. SLEEP - Describes problems with sleep: e.g. trouble falling asleep or staying asleep, sleeping too much, bedwetting, nightmares.		
Questions to Consider 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	
	N/A	Child is younger than 12 months of age.
	0	No evidence of problems with sleep. Sleep patterns are normative for age/developmental level.
	1	Some minor problems with sleep.
	2	Consistent problems with sleep that are interfering with child's well being.
3	Significant sleep problems that result in sleep deprivation. Parents have exhausted numerous strategies for assisting child.	

COGNITIVE - Child's development / cognition as compared to standard developmental milestones

Questions to Consider

Has the child been tested for or diagnosed with a learning disability?
Does the child have an intellectual disability or delay?

SLEEP - Describes problems with sleep: e.g. trouble falling asleep or staying asleep, sleeping too much, bedwetting, nightmares.

Questions to Consider

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?

SOCIAL FUNCTIONING - Social skills, age appropriate behavior and the ability to make and sustain relationships.

How well does child get along with others?

Has there been an increase in peer conflicts?

Any unhealthy friendships?

Does he/she tend to change friends frequently?

RECREATION/PLAY - The degree to which an infant/child is given opportunities for/participates in age appropriate play.

Does child seek out opportunities to engage in self-directed or cooperative play?

Any concerns that child is avoiding play, not showing enjoyment during play or unable to engage in developmentally appropriate play?

DOMAIN: Regulatory Functioning		
17. REGULATORY: BODY CONTROL/EMOTIONAL CONTROL – Ability to be comforted & to regulate bodily functions /emotions		
Questions to Consider Any challenges transitioning from one activity to another Any severe reactions to things like changes in temperature or clothing Are tantrums or yelling fits more intense than other children?	Ratings & Definitions	
	0	No evidence of regulatory problems.
	1	Some problems with regulation are present.
	2	Moderate problems with regulation are present.
	3	Profound problems with regulation are present that place the child's safety, well-being and/or development at risk.

DOMAIN: Regulatory Functioning		
19. ELIMINATION - This category refers to all dimensions of elimination during infancy/childhood.		
Questions to Consider Did the child have any unusual difficulties with urination or defecation?	Ratings & Definitions	
	0	There is no evidence of elimination problems.
	1	History of elimination difficulties but is presently not experiencing this other than on rare occasion.
	2	Problems with elimination on a consistent basis - interfering with child's functioning.
	3	Significant difficulty with elimination to the extent that child/parent are in significant distress or interventions have failed.

DOMAIN: Regulatory Functioning		
18. EATING - <i>This category refers to all items of eating. Pica would be rated here.</i>		
Questions to Consider Did the child have any difficulties with breast or formula feeding? Did the child have any issues in the transition to solid foods?	Ratings & Definitions	
	0	There is no evidence of problems related to eating.
	1	Mild problems with eating in the past or currently present some of the time causing mild impairment in functioning.
	2	Moderate problems with eating impair the child's functioning.
	3	Severe problems with eating are putting the infant/child at risk developmentally.

DOMAIN: Regulatory Functioning		
20. SENSORY REACTIVITY - This rating describes the history of child's sensory functioning and sensory reactivity.		
Questions to Consider Does the child become easily overwhelmed by sensory stimuli? Underreact to stimuli?	Ratings & Definitions	
	0	No evidence of being hyper or hypo-reactive to stimuli. No evidence of any problems with sensory functioning.
	1	Infant/child may have a history of sensory issues or have mild issues currently that are controlled by caregiver support.
	2	Infant/child demonstrates hyper/hypo reactivity to sensory input in one or more sensory modality - causes impairment
	3	Significant reactivity to sensory input such that caregiver cannot mediate the effects of such.

ELIMINATION - This category refers to all dimensions of elimination during infancy/childhood.

Questions to Consider

Did the child have any unusual difficulties with urination or defecation?

REGULATORY: BODY CONTROL/EMOTIONAL CONTROL
–Ability to be comforted & to regulate bodily functions /emotions

Questions to Consider

Any challenges transitioning from one activity to another
Any severe reactions to things like changes in temperature or clothing
Are tantrums or yelling fits more intense than other children?

SENSORY REACTIVITY - This rating describes the history of child's sensory functioning and sensory reactivity.

Questions to Consider

Does the child become easily overwhelmed by sensory stimuli?
Underreact to stimuli?

EATING - *This category refers to all items of eating.* Pica would be rated here.

Questions to Consider

Did the child have any difficulties with breast or formula feeding?
Did the child have any issues in the transition to solid foods?

DOMAIN: Child Strengths		
21. FAMILY SUPPORT - Refers to the presence of a sense of family identity as well as love / communication among family members.		
Questions to Consider Does the child have good relationships with any family member? Is there at least one family member that the child can go to in time of need for support? That can advocate for the child?	Ratings & Definitions	
	0	Significant family strengths. This level indicates a family with much love and respect for one another.
	1	Moderate level of family strengths. Loving family with generally good communication and ability to enjoy each other's company.
	2	Mild family strengths. Family is able to interact, but support that child gets from family members is less than child needs.
	3	No known family strengths. There are no known family members, or none providing emotional/relational support to the child.

DOMAIN: Child Strengths		
23. ADAPTABILITY Child's ability to adjust in times of transition.		
Questions to Consider Can child easily and willingly transition between activities? Does child require little support to adapt to changes in activities and schedules or is this a source of challenge for your child?	Ratings & Definitions	
	0	Child has a strong ability to adjust to changes and transitions.
	1	Some ability to adjust to changes and transitions and when challenged, Successful with support from a supervising adult.
	2	Child has difficulties much of the time adjusting to changes and transitions even with caregiver support.
	3	Difficulties most of the time coping with changes / transitions. Adults are minimally able to impact child's difficulties in this area.

DOMAIN: Child Strengths		
22. INTERPERSONAL - This strength indicates an ability to make and maintain long-standing relationships.		
Questions to Consider 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. Well-developed interpersonal skills and ability to form and maintain positive relationships.
	1	Moderate interpersonal strengths. Child has shown the ability to develop healthy friendships
	2	Some social skills that facilitate positive relationships with others but needs assistance in developing skills / friendships.
	3	Needs significant help developing interpersonal skills. No current friends or positive relationships with adults.

DOMAIN: Child Strengths		
24. PERSISTENCE - This item rates the child's ability to keep trying a new task/skill, even when it is difficult'.		
Questions to Consider Does child show grit / ability to hang in there even when frustrated by a challenging task/game?	Ratings & Definitions	
	0	Infant/child has a strong ability to continue an activity when challenged or meeting obstacles.
	1	Some ability to continue an activity that is challenging. Adults can assist a child to continue attempting the task or activity.
	2	Limited ability to continue an activity that is challenging and adults are only sometimes able to assist the infant/child in this area.
	3	Difficulties most of the time coping with challenging tasks. Support from adults helps only minimally

ADAPTABILITY Child's ability to adjust in times of transition.

Questions to Consider

Can child easily and willingly transition between activities?

Does child require little support to adapt to changes in activities and schedules or is this a source of challenge for your child?

FAMILY SUPPORT - Refers to the presence of a sense of family identity as well as love & communication among family members.

Does the child have good relationships with ***any*** family member? Is there at least one family member that the child can go to in time of need for support? That can advocate for the child?

PERSISTENCE - This item rates the child's ability to keep trying a new task/skill, even when it is difficult'.

Questions to Consider

Does child show grit / ability to hang in there even when frustrated by a challenging task/game?

INTERPERSONAL - This strength indicates an ability to make and maintain long-standing relationships.

Questions to Consider

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?

DOMAIN: Child Strengths		
25. .PLAYFULNESS		
<p>Questions to Consider</p> <p>How can you tell when your child is enjoying his or her playtime?</p> <p>Does child often avoid play or isolate during cooperative play?</p>	Ratings & Definitions	
	0	Substantial ability to play with self and others. Child enjoys play. If old enough, engages in symbolic means-end play
	1	Good play abilities. Child may enjoy play only with self or only with others, or may enjoy play with a limited selection of toys.
	2	Limited ability to enjoy play. Child may remain preoccupied with other children or adults to the exclusion of engaging in play.
	3	Significant difficulty with play by his/her self and with others. Does not engage in symbolic or means-end play.

DOMAIN: Child Strengths		
27. CURIOSITY - This item rates whether the child is interested in his/her surroundings and in learning and experiencing new things.		
<p>Questions to Consider</p> <p>Does your child seek out new experiences or actively explore new objects?</p> <p>Does your child avoid new objects or experiences, looking away or showing fear/anxiety?</p>	Ratings & Definitions	
	0	Exceptional curiosity. Infants mouth and bang objects within grasp; older children crawl or walk to objects of interest.
	1	Good curiosity. May need some prompting/support. Will actively explore objects when presented to him/her.
	2	Limited curiosity. May be hesitant to seek out new information or environments, or reluctant to explore even presented objects.
	3	Very limited or no observable curiosity. Child may seem frightened of new information or environments.

DOMAIN: Child Strengths		
26. CREATIVITY/IMAGINATION - This item rates the child's ability to problems solve and develop new ideas.		
<p>Questions to Consider</p> <p>Does your child enthusiastically engage in creative activities or find creative solutions to problems</p> <p>Has a teacher or childcare worker expressed that your child is skilled in this area?</p>	Ratings & Definitions	
	0	Significant level of creativity/imagination. The child consistently demonstrates strong skills in this area.
	1	Moderate level of creativity/imagination. Demonstrates creativity/imagination but continues to need development in this area.
	2	Mild creativity/imagination. Usually demonstrates only marginal creativity and imagination. Can be encouraged by adults.
	3	This level indicates a child with no known skills in creativity/imagination. Adults are minimally able to impact skills in this area.

DOMAIN: Child Strengths		
28. RELATIONSHIP PERMANENCE -Stability / consistency of significant relationships: Parents, other family, adults or peers.		
<p>Questions to Consider</p> <p>What relation-ships with adults have lasted throughout the child's lifetime?</p> <p>What contact does the child have with both parents?</p> <p>What relatives has he/she maintained long-lasting relationships with?</p>	Ratings & Definitions	
	0	Very stable relationships. Family members, friends, & community have been stable for most of his/her life - likely to remain so
	1	Stable relationship with only one parent or Some concern of future instability due to transitions, illness or age
	2	At least one stable relationship over life-time but has had other instability (divorce, moving, removal from home, and death)
	3	Indicates a child who does not have any stability in relationships. Independent living or adoption must be considered.

CURIOSITY - This item rates whether the child is interested in his/her surroundings and in learning and experiencing new things.

Questions to Consider
Does your child seek out new experiences or actively explore new objects?
Does your child avoid new objects or experiences, looking away or showing fear/anxiety?

RELATIONSHIP PERMANENCE - Stability / consistency of significant relationships: Parents, other family, adults or peers.

What relationships with adults have lasted throughout the child's lifetime?
What contact does the child have with both parents?
What relatives has he/she maintained long-lasting relationships with?

PLAYFULNESS

Questions to Consider
How can you tell when your child is enjoying his or her playtime?
Does child often avoid play or isolate during cooperative play?

CREATIVITY/IMAGINATION - This item rates the child's ability to problems solve and develop new ideas.

Questions to Consider
Does your child enthusiastically engage in creative activities or find creative solutions to problems
Has a teacher or childcare worker expressed that your child is skilled in this area?

DOMAIN: Child Strengths		
29. NATURAL SUPPORTS - Refers to unpaid helpers in child's natural environment. Family members / paid caregivers are excluded.		
Questions to Consider Does the child have non-family members in his/her life that are positive influences and provide support?	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: Behavioral/Emotional Needs		
31. DEPRESSION -Irritability, changes in eating and sleeping, and withdrawal from playing or activities that were once of interest.		
Questions to Consider Are the caregivers concerned that the child is depressed, has chronic low mood or irritability? Has s/he withdrawn from normal activities? Does the child seem lonely or not interested in others?	Ratings & Definitions	
	0	No evidence of problems with depression.
	1	History, suspicion, or mild depressive symptoms. Minimal impact on current life domain functioning. B
	2	Moderate problems with depression. This level is used to rate children who meet the criteria for an affective disorder.
	3	Severe level of depression. . Clear evidence of disabling level of depression. Child unable to function in any life domain.

DOMAIN: Behavioral/Emotional Needs		
30. ATTACHMENT - This item should be rated within the context of the child's significant parental or caregiver relationships.		
Questions to Consider Any struggles with separation? Any indiscriminate stranger contact?	Ratings & Definitions	
	0	No evidence of attachment problems.
	1	Mild problems with attachment. Some evidence of insecurity in the child-caregiver relationship.
	2	Moderate problems with attachment. Relationship is marked by difficulty significant enough to require intervention.
	3	Severe problems with attachment. Child is unable to form attachment relationships with others

DOMAIN: Behavioral/Emotional Needs		
32. ANXIETY - Symptoms associated with Anxiety Disorders characterized by worry, dread, fearfulness, or panic attacks.		
Questions to Consider Any problems with anxiety? Avoiding activities out of fear? Does the child act frightened or afraid or worry a lot?	Ratings & Definitions	
	0	No evidence of problems with anxiety.
	1	History or suspicion of anxiety problems or mild anxiety that does not lead to gross avoidance behavior.
	2	Clear evidence of anxiety which is interfering significantly in child's ability to function in at least one life domain.
	3	Debilitating level of anxiety that makes it virtually impossible for the child to function in any life domain.

DEPRESSION -Irritability, changes in eating and sleeping, and withdrawal from playing or activities that were once of interest.

Questions to Consider

Are the caregivers concerned that the child is depressed, has chronic low mood or irritability?

Has s/he withdrawn from normal activities?

Does the child seem lonely or not interested in others?

NATURAL SUPPORTS - Refers to unpaid helpers in child's natural environment. Family members / paid caregivers are excluded.

Questions to Consider

Does the child have non-family members in his/her life that are positive influences and provide support?

ANXIETY - Symptoms associated with Anxiety Disorders characterized by worry, dread, fearfulness, or panic attacks.

Questions to Consider

Any problems with anxiety?

Avoiding activities out of fear?

Does the child act frightened or afraid or worry a lot?

ATTACHMENT - This item should be rated within the context of the child's significant parental or caregiver relationships.

Questions to Consider

Any struggles with separation?

Any indiscriminate stranger contact?

DOMAIN: Behavioral/Emotional Needs		
33. FAILURE TO THRIVE - Symptoms of failure to thrive focus on normal physical development such as growth and weight gain.		
Questions to Consider Has the child ever been diagnosed with failure to thrive? If so, why? Are there any reports indicate that the child has had difficulty gaining weight or growing?	Ratings & Definitions	
	0	No known problems with regard to weight gain or development. There is no evidence of failure to thrive.
	1	Past problems with growth / ability to gain weight. Or mild delays in physical development e.g. below the 25 th percentile
	2	Significant delays in physical development that could be described as failure to thrive e.g. is below the 10 th percentile
	3	Severe problems with physical development that puts life at risk (e.g. is at or beneath the 1 st percentile in height or weight).

DOMAIN: Behavioral/Emotional Needs		
35. SELF HARM -		
Questions to Consider Has the child head banged or done other self-harming behaviors? If the child does self-harming behaviors, does the caregiver's support help stop the behavior?	Ratings & Definitions	
	0	No evidence.
	1	Mild level of self-hard behavior, or history of self-harm.
	2	Moderate level of self-harm behavior (e.g. head banging) not lessened by caregiver. Interferes with child's functioning.
	3	Severe level of self-harm behavior that puts the child's safety and well-being at risk.

DOMAIN: Behavioral/Emotional Needs		
34. ATYPICAL BEHAVIORS – Presence of behaviors that are unusual or difficult to understand..		
Questions to Consider Are there any unusual or odd behaviors that concern you in your child (especially repetitive behaviors that stand out)? Has anyone ever expressed concern around your child's odd behaviors	Ratings & Definitions	
	0	No evidence of atypical behaviors in the infant/child.
	1	History or reports of atypical behaviors from others. None have been observed by caregivers.
	2	Clear evidence of atypical behaviors reported by caregivers that are observed on an ongoing basis.
	3	Clear evidence of atypical behaviors consistently present and regularly interfering with functioning

DOMAIN: Behavioral/Emotional Needs		
36. AGGRESSION – This item rates the child's violent or aggressive behaviors where intent is to cause significant harm to others.		
Questions to Consider Does your child seem to get into frequent fights with other children? Has your child been aggressive with caregivers? Does your child frequently attempt to hurt others, throw objects or attack?	Ratings & Definitions	
	0	There is no evidence of aggressive behaviors.
	1	History of aggressive behavior or current mild aggressive behavior have not yet interfered with functioning.
	2	Clear evidence of persistent aggressive behavior towards others, Supervising adult's unable to change behavior.
	3	Dangerous level of aggressive behavior that involves the threat of harm to others or problems in more than one life domain.

SELF HARM -

Questions to Consider

Has the child head banged or done other self-harming behaviors?

If the child does self-harming behaviors, does the caregiver's support help stop the behavior?

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

Questions to Consider

Has the child ever been diagnosed with failure to thrive? If so, why?

Are there any reports indicate that the child has had difficulty gaining weight or growing?

AGGRESSION – This item rates the child's violent or aggressive behaviors where intent is to cause significant harm to others.

Questions to Consider

Does your child seem to get into frequent fights with other children?

Has your child been aggressive with caregivers?

Does your child frequently attempt to hurt others, throw objects or attack?

ATYPICAL BEHAVIORS – Presence of behaviors that are unusual or difficult to understand..

Questions to Consider

Are there any unusual or odd behaviors that concern you in your child (especially repetitive behaviors that stand out)?

Has anyone ever expressed concern around your child's odd behaviors

DOMAIN: Behavioral/Emotional Needs		
37. ADJUSTMENT TO TRAUMA - Difficulties adjusting to a traumatic experience, as defined by the child		
Questions to Consider Has child experienced a traumatic event? Does s/he experience nightmares? Is s/he troubled by flashbacks? *A rating of 1, 2 or 3 on this item will trigger the School Module.	Ratings & Definitions	
	0	No evidence of historical or current symptoms/problems associated with traumatic life events
	1	History / suspicion of problems associated with traumatic life event/s.
	2	Clear evidence of traumatic stress symptoms interfering with child's functioning in at least one life domain.
	3	Debilitating symptoms of PTSD or Acute Stress Disorder. .

DOMAIN: Traumatic/Adverse Childhood Experiences		
39. PHYSICAL ABUSE - This item rates the severity and frequency of experiences of physical abuse.		
Questions to Consider Has the child or caregiver disclosed a history of physical abuse? Is physical discipline used in the home? What forms? Has the child every 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: Traumatic/Adverse Childhood Experiences		
38. SEXUAL ABUSE Suspicion or history of sexual abuse. *A rating of 1, 2 or 3 triggers Sexual Abuse Sub-Module		
Questions to Consider 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: Traumatic/Adverse Childhood Experiences		
40. NEGLECT - Describes the degree or severity of neglect a child has experienced.		
Questions to Consider 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

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

Questions to Consider

Has the child or caregiver disclosed a history of physical abuse?

Is physical discipline used in the home? What forms?

Has the child ever received bruises, marks, or injury from physical discipline?

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

Questions to Consider

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?

ADJUSTMENT TO TRAUMA -

Difficulties adjusting to a traumatic experience, as defined by the child

Questions to Consider

Has child experienced a traumatic event?

Does s/he experience nightmares?

Is s/he troubled by flashbacks?

***A rating of 1, 2 or 3 on this item will trigger the School Module.**

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

Questions to Consider

Has the caregiver or Child disclosed sexual abuse?

How often did the abuse occur?

What was the Child's relationship to the perpetrator?

DOMAIN: Traumatic/Adverse Childhood Experiences		
41. EMOTIONAL ABUSE – Rates severity and intensity of experiences of emotional abuse.		
<p>Questions to Consider</p> <p>How does the caregiver talk to/ interact with the child?</p> <p>Is there name calling or shaming in the home?</p>	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		
43. NATURAL DISASTER - This rating describes the severity of exposure to either natural or man-made disasters.		
<p>Questions to Consider</p> <p>Has the child been present during a natural or man-made disaster?</p> <p>Does the child watch television shows containing these themes or overhear adults talking about these kinds of disasters?</p>	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		
42. MEDICAL TRAUMA - Rates the severity of medically related trauma, including hospitalizations, procedures, and injuries.		
<p>Questions to Consider</p> <p>Has the child broken any bones?</p> <p>Has the child had to go to the emergency room or stay overnight in the hospital?</p>	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		
44. WITNESS TO FAMILY VIOLENCE -This item rates the severity and frequency of violence within the child’s home or family.		
<p>Questions to Consider</p> <p>Is there frequent fighting in the child’s family?</p> <p>Does the fighting ever become physical?</p>	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.	

NATURAL DISASTER - 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?

EMOTIONAL ABUSE – 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?

WITNESS TO FAMILY VIOLENCE - 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?

MEDICAL TRAUMA - 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?

DOMAIN: Traumatic/Adverse Childhood Experiences		
45. WITNESS TO COMMUNITY VIOLENCE - Rates the severity and frequency of incidents of community violence witnessed by child		
Questions to Consider Does the child live in a neighborhood with frequent violence?	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		
47. WAR AFFECTED - Degree of severity of exposure to war, political violence or torture. (Terrorism not included here)		
Questions to Consider 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?	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		
46. SCHOOL VIOLENCE - This item rates the child's exposure to school based violence.		
Questions to Consider 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?	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		
48. TERRORISM AFFECTED - Describes the degree to which a child has been affected by terrorism.		
Questions to Consider 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?	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	

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

Questions to Consider

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?

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

Questions to Consider

Does the child live in a neighborhood with frequent violence?

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

Questions to Consider

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?

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

Questions to Consider

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?

DOMAIN: Traumatic/Adverse Childhood Experiences		
49. WITNESS/VICTIM OF CRIMINAL ACTS - This item rates the child's proximity to criminal acts.		
Questions to Consider 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		
51. DISRUPTION IN CAREGIVING/ ATTACHMENT LOSSES - Describes disruptions in caregiving (separation / losses)		
Questions to Consider 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		
50. PARENTAL CRIMINAL BEHAVIOR - Rates criminal behavior of parents, stepparents, other legal guardians - not foster parents.		
Questions to Consider 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: Cultural Factors		
52. LANGUAGE - Rates child and family ability to communicate with you / others in English. Also addresses issues of literacy.		
Questions to Consider 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.

**DISRUPTION IN CAREGIVING/
ATTACHMENT LOSSES -**
Describes disruptions in caregiving
(separation / losses)

Questions to Consider
Has the child ever been placed in
foster care?
Has the child lost contact with a
caregiver or had limited access to
the caregiver?

**WITNESS/VICTIM OF CRIMINAL
ACTS -** This item rates the child's
proximity to criminal acts.

Questions to Consider
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?

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

Questions to Consider
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?

PARENTAL CRIMINAL BEHAVIOR -
Rates criminal behavior of parents,
stepparents, other legal guardians -
not foster parents.

Questions to Consider
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?

DOMAIN: Cultural Factors		
53. CULTURAL IDENTITY - Refers to child's feelings about her/his racial, ethnic, cultural identity.		
Questions to Consider 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		
55. DISCRIMINATION/BIAS - 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: Cultural Factors		
54. RITUAL - 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		
56. CULTURAL DIFFERENCES WITHIN A FAMILY - Rates impact of different backgrounds, values and/or perspectives within family		
Questions to Consider Do the parents and the child have different cultural understanding 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

DISCRIMINATION/BIAS - 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?

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

Questions to Consider

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?

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

Questions to Consider

Do the parents and the child have different cultural understanding of appropriate behaviors traditions?
Do the family and child understand and respect each other's perspectives?

RITUAL - 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?

DOMAIN: Caregiver Needs		
57. SUPERVISION - Rates the caregiver's ability to monitor and discipline the child.		
Questions to Consider 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: Caregiver Needs		
59. KNOWLEDGE - 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: Caregiver Needs		
58. INVOLVEMENT WITH CARE - 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: Caregiver Needs		
60. ORGANIZATION - 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.

KNOWLEDGE - 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?

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

Questions to Consider

How do caregivers keep an eye on and discipline their child/children? Do caregivers think they need some help with these issues?

ORGANIZATION - 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?

INVOLVEMENT WITH CARE - 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?

DOMAIN: Caregiver Needs		
61. RESOURCES 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		
63. PHYSICAL - Medical and/or physical problems that prevent caregiver(s) from being able to parent the child.		
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		
62. RESIDENTIAL STABILITY - 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		
64. MENTAL HEALTH - 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.

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

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?

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

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?

MENTAL HEALTH - 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?

RESIDENTIAL STABILITY- Rates housing stability of the care-giver(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?

DOMAIN: Caregiver Needs		
65. SUBSTANCE USE - Impact of any notable substance use by caregivers that might limit their capacity to provide care for child.		
<p>Questions to Consider</p> <p>Do caregivers have any substance abuse needs that make parenting difficult?</p> <p>Does anyone else in the family have a serious substance abuse need that is impacting the resources for caregiving?</p>	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		
67. SAFETY - Describes the caregiver's ability to maintain safety of child within the household.		
<p>Questions to Consider</p> <p>Is the caregiver able to protect the Child from harm in the home?</p> <p>Are there individuals living in the home or visiting the home that may be abusive to the child?</p>	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		
66. DEVELOPMENTAL - Presence of limited cognitive capacity or developmental disabilities that challenges ability to parent.		
<p>Questions to Consider</p> <p>Do the caregivers have developmental challenges that make parenting/caring for the child difficult?</p>	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		
68. FAMILY STRESS - Impact of the child's behavioral and emotional needs on the family's stress level		
<p>Questions to Consider</p> <p>Do caregivers find it stressful at times to manage the challenges in dealing with the child's needs?</p> <p>Is the stress hard for them to manage at times?</p> <p>Does the stress ever interfere with ability to care for the child?</p>	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.

SAFETY - 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?

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

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?

FAMILY STRESS - 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?

DEVELOPMENTAL - 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?

DOMAIN: Caregiver Needs

69. LEGAL - 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.

LEGAL - 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?